



Horizons Specialist Academy Trust
Providing infinite opportunities

Behaviour Policy

Updated September 2026

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Statement of intent

At Horizons Specialist Academy Trust (HSAT), our vision is ***Providing Infinite Opportunities***.

We believe that every child and young person has the right to learn, belong and thrive in a safe, inclusive and supportive environment. Positive behaviour is fundamental to achieving this vision.

Our approach is built upon strong relationships, high aspirations, respect, trust and a deep understanding of individual needs. We recognise that behaviour is a form of communication and that children and young people may communicate distress, unmet need, anxiety, trauma or frustration through their behaviour.

We are committed to creating academy communities where pupils feel valued, understood and supported to develop the skills, confidence and self-regulation needed to succeed in education and beyond.

This policy is implemented through academy-specific Behaviour Guidelines which set out local procedures and expectations.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

Legislation

- Education Act 1996
- Human Rights Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- The School Information (England) Regulations 2008 (as amended)
- The Education (Independent School Standards) Regulations 2014 (where applicable)
- Health and Safety at Work etc. Act 1974

Statutory and Non-Statutory Guidance

This policy has been developed with regard to the following Department for Education (DfE) guidance and advice:

- *Behaviour in Schools: Advice for Headteachers and School Staff*
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*
- *Keeping Children Safe in Education* (current edition)
- *Searching, Screening and Confiscation*
- *Use of Reasonable Force*
- *Working Together to Safeguard Children*
- *The SEND Code of Practice: 0 to 25 Years*
- *Mental Health and Behaviour in Schools*
- DfE guidance relating to the use of mobile phones and smart technology in schools
- Prevent Duty Guidance for England and Wales

Equality and Inclusion

The Trust recognises its duties under the Equality Act 2010 and Public Sector Equality Duty. When implementing this policy, academies will have due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity.
- Fostering good relations between individuals and groups with protected characteristics.
- Making reasonable adjustments for disabled pupils.
- Ensuring that behaviour management approaches do not disadvantage pupils because of disability, special educational needs, medical needs, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour decisions, including the use of sanctions, suspensions, exclusions and restrictive interventions, will be monitored to identify and address any disproportionality or inequity.

Related Trust Policies

This policy should be read in conjunction with:

- Child Protection Policy
- Online Safety Policy
- SEND Policy
- Equality and Diversity Policy
- Accessibility Plan
- Attendance Policy
- Anti-Bullying Policy
- Restrictive Physical Intervention Policy

- Health and Safety Policy
- Policy for supporting pupils and students at school with medical conditions
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy
- Exclusions and Suspensions Procedures (where applicable)
- Academy-specific Behaviour and Anti-Bullying Guidelines

Our Behaviour Principles

Across HSAT:

- Every pupil is valued as a unique individual and a full member of the academy community.
- Positive relationships are at the heart of effective behaviour support.
- Behaviour is viewed as communication and should be understood within the context of a pupil's individual needs and circumstances.
- Expectations are high for all pupils, with appropriate support and reasonable adjustments provided where required.
- All staff share responsibility for promoting positive behaviour.
- The focus is on teaching, encouraging and reinforcing positive behaviour rather than simply responding to difficulties.
- We work closely with parents, carers and external professionals to support pupils effectively.
- Pupils and staff are entitled to be treated with dignity, kindness and respect at all times.
- Restrictive interventions are used only when absolutely necessary to maintain safety and in accordance with Trust policies and statutory guidance.

Our Expectations

We expect all members of our academy communities to:

- Be safe.
- Be respectful.
- Be ready to learn.
- Show kindness and consideration towards others.
- Take responsibility for their actions where appropriate.
- Contribute positively to their academy community.

Staff will:

- Model respectful and positive behaviour.
- Build strong and trusting relationships with pupils.
- Seek first to understand before responding.
- Maintain consistent and fair expectations.

- Recognise and celebrate success.
- Support pupils to develop emotional regulation, resilience and independence.

Promoting Positive Behaviour

We believe behaviour should be taught, developed and supported in the same way as other areas of learning.

Academies will:

- Explicitly teach expected behaviours.
- Provide clear routines and predictable environments.
- Celebrate effort, achievement and progress.
- Support pupils to develop social, emotional and communication skills.
- Use restorative approaches whenever appropriate.
- Encourage pupils to reflect upon their actions and learn from their experiences.
- Provide personalised support where additional behavioural needs are identified.

Our approach is trauma-informed, relational and neurodiversity-affirming. Staff recognise that experiences, communication differences, sensory needs, emotional wellbeing and individual circumstances may influence behaviour and should be considered when determining support strategies.

Partnership with Families

Parents and carers are key partners in supporting positive behaviour.

We are committed to working collaboratively with families by:

- Sharing successes and achievements.
- Communicating concerns promptly.
- Developing consistent strategies between home and school where appropriate.
- Involving families in planning support for pupils who require additional intervention.

Responding to Behaviour

Where behaviour falls below expected standards, staff will respond in a calm, consistent and proportionate manner.

Responses will seek to:

- Understand the reasons behind the behaviour.
- Support the pupil to regulate and re-engage.
- Repair relationships where appropriate.
- Promote learning and reflection.
- Prevent future occurrences.

Consequences may be used where necessary but should be proportionate, educational and supportive of future success.

Individual behaviour support plans may be implemented where required to meet a pupil's specific needs.

Behaviour incidents will be recorded, monitored and reviewed to identify trends, inform support planning and ensure consistency of practice.

Bullying

Horizons Specialist Academy Trust is committed to ensuring that all pupils feel safe, valued and respected. Bullying of any kind, including prejudice-based bullying, discriminatory bullying, cyberbullying and repeated behaviours intended to cause physical or emotional harm, is not tolerated.

All reports of bullying will be taken seriously and investigated promptly. Responses will be proportionate to the circumstances and will seek to both address the behaviour and support those affected. Where appropriate, restorative approaches, education and targeted interventions will be used to promote understanding, repair relationships and prevent recurrence.

Academies will work closely with pupils, families and external agencies where necessary to ensure that concerns are addressed effectively. Procedures relating to the identification, reporting and management of bullying are set out in the Trust's Anti-Bullying Policy.

All academies will follow the Trust's Anti-Bullying Policy. Academy-specific guidelines and procedures may be developed to reflect the age, needs and context of individual settings, whilst remaining aligned to Trust principles, expectations and statutory guidance.

Mobile Phones, Smart Devices and Technology

The Trust recognises the benefits that technology can provide for communication, learning, accessibility and independence. However, the use of mobile phones, smart devices and personal technology must not disrupt learning, compromise safety, impact wellbeing or undermine positive relationships within the academy community.

Academies will have clear local procedures regarding the use, storage and management of mobile phones and personal devices during the school day. In line with current DfE guidance, pupils will not normally access or use mobile phones during the school day unless this forms part of an agreed educational, medical, communication or SEND-related provision.

Recognising the increased independence and preparation for adulthood expected within sixth form provision, arrangements for students in post-16 settings may differ. Any use of mobile phones or personal devices by sixth form students will be subject to clear academy

expectations and must be appropriate, responsible and consistent with maintaining a positive learning environment.

Where pupils require access to technology to support communication, health, sensory regulation, independence or learning, reasonable adjustments will be made in accordance with individual needs and support plans.

The inappropriate use of mobile phones, smart devices or technology, including the taking or sharing of images, video or audio recordings without permission, accessing unsuitable content, cyberbullying, or behaviour that places the safety or wellbeing of others at risk, will be addressed in accordance with this policy, the Online Safety Policy and the Child Protection Policy.

Staff may confiscate, search or retain devices where lawful, reasonable and proportionate to do so, in accordance with DfE guidance, Trust procedures and safeguarding requirements.

Academies will work with pupils, parents and carers to promote safe, responsible and respectful use of technology both within and beyond the academy environment.

Safeguarding and Inclusion

Positive behaviour support contributes significantly to safeguarding.

When responding to behaviour, staff will consider:

- Special educational needs and disabilities.
- Communication needs.
- Trauma and adverse childhood experiences.
- Mental health and emotional wellbeing.
- Medical conditions.
- Equality, diversity and protected characteristics.

Behaviour data, including suspensions and the use of restrictive interventions, will be monitored to ensure fairness, reduce disproportionality and identify opportunities for improvement.

Restrictive Intervention

HSAT is committed to reducing the need for restrictive intervention through effective relationships, positive behaviour support, skilled de-escalation and individualised planning.

Restrictive intervention must:

- Only be used when necessary to prevent harm to a pupil or others.
- Be lawful, reasonable, proportionate and in the best interests of those involved.
- Never be used as punishment or to secure compliance.

- Be the least restrictive option available.
- Be carried out only by appropriately trained staff wherever possible.

All restrictive interventions must be recorded, reviewed and monitored in line with Trust procedures.

Seclusion

Seclusion may be used only as a safety measure where there is a significant risk of harm and where other strategies have been unsuccessful.

Any use of seclusion will:

- Be proportionate and risk-assessed.
- Take place in a safe environment.
- Be supervised at all times.
- End as soon as the risk has reduced.
- Be recorded and reviewed in accordance with Trust procedures.

Suspensions and Permanent Exclusions

HSAT is committed to inclusion and will take all reasonable steps to support pupils successfully within their academy wherever possible.

Suspension or permanent exclusion will only be considered where all relevant legal requirements have been met, appropriate support has been considered, and the seriousness of the circumstances warrants such action.

When making decisions regarding suspension or exclusion, leaders will consider:

- Individual pupil circumstances.
- SEND and additional needs.
- Equality duties.
- Safeguarding considerations.
- Previous support and interventions.

Permanent exclusion will always be considered a last resort.

Monitoring and Review

The Trust Board, CEO and academy leaders will monitor the implementation and effectiveness of this policy through:

- Behaviour data analysis.
- Suspension and exclusion data.
- Restrictive intervention monitoring.

- Safeguarding reviews.
- Stakeholder feedback.

This ensures that our approach remains effective, equitable and aligned with our vision of ***Providing Infinite Opportunities.***