



**Horizons Specialist Academy Trust**  
*Providing infinite opportunities*

# Horizons Specialist Academy Trust

## Behaviour Policy

Reviewed and adopted by the CEO: 14 February 2020  
Date of next review: Spring 2021  
Responsible Officer: Executive Principal

The range of behaviours presented by pupils and students attending the Trust's Academies is both broad and varied as befits an organisation for children and young people with learning disabilities, autism spectrum disorder, and social, emotional and mental health difficulties.

The Trust has a clear expectation that all pupils and students will be encouraged to maintain the highest standards of behaviour at all times.<sup>1</sup> However, encouraging and supporting these standards will require different approaches that reflect the needs, age, and abilities of individual pupil and student groups. At times, pupils or students may display very challenging behaviours which vary across the academies.

Establishing and maintaining positive pupil and student behaviour requires a structured and integrated framework which encompasses:

- the curriculum
- learning and teaching
- academy ethos
- personal and social development at student/pupil level
- involvement and support from the parent/carer body
- the use of external agencies to support pupils/students and their families when required

A Trust behaviour policy is best achieved where there are clear principles, understood by all, which inform clear and consistent practice across all aspects of pupil and student engagement within the Trust.

#### **Trust Principles:**

- All pupils and students are valued as fully participating members of the Trust community.
- Mutual care and respect is at the heart of Trust service delivery.
- All staff, pupils and students are entitled to respect at all times.
- It is the behaviour that is unacceptable and not the pupil or student. Unconditional positive regard will underpin behaviour management.
- Restraint and Restrictive Intervention will be used in accordance with the DFE document 'Use of reasonable force in schools' and HSAT guidance on positive handling.
- Behaviour Management is the responsibility of all staff.

#### **From Principles to Practice:**

- Effective anti-bullying guidelines will be in place across the Trust.
- Rules, rewards and sanctions in individual establishments will be clear, contributed to by all, and understood by all and based on a positive behaviour model.
- Staff training in behaviour management will be given, as appropriate to ensure that all staff can respond to, and intervene appropriately, when behavioural issues arise. This will include de-escalation and restraint and restrictive intervention techniques where appropriate.
- There is an understanding from all staff that 'one size fits all' behaviour guidelines are not practicable with SEND students and that behaviour will be dealt with on an individual basis
- Behavioural incidents will be logged and analysed termly at Academy level.
- Where appropriate to individual pupil or student need, individual behaviour programmes will be established and monitored at tutor level.
- Where students are believed to be carrying a prohibited item, staff will follow the DFE 'Searching, screening and confiscation at school' document
- Students and parent/carers will be provided with a clear understanding of the behaviour guidelines of the Academy expectations upon admission or through the planned transition activities

The relevant provisions in legislation also set out the permitted purposes for which restraint and restrictive intervention can be applied in different settings and services, such as preventing injury, protecting property and reducing danger.<sup>2</sup> Such restraint and restriction should be exceptional as an event, and such intervention should never be used routinely or frequently with individual children or young people. The need to secure their safety and well-being and that of others around them, including staff, should be the ultimate determinant of when such intervention should be considered and implemented. Restraint and restriction must always be at the uppermost end of a hierarchy of response and should involve a clear element of risk assessment prior to its implementation<sup>3</sup>.

### **Core Values:**

- A focus on the child or young person's safety and welfare should underpin any use of restraint.
- Children, young people and staff should be treated fairly and with dignity and respect.
- Minimising the risk of harm to children, young people, and staff should be a key priority.
- Where possible, a decision to restrain a child or young person should be based on their best interests balanced against respecting the safety and dignity of all concerned.

### **Key Principles of Restraint:**

- Restraint should be the last response to behaviour that challenges, and appropriate de-escalation techniques should always be used to try to avoid the need to use restraint.
- Use of restraint should be based on assessment of risk.
- Restraint should not be used to punish or with the intention of inflicting pain, suffering or humiliation.

### **Practice:**

- Only those staff who meet training regulation standards will be allowed to participate in restraint and restrictive intervention with students.
- All interventions will be recorded and held centrally. Incident books will be held in the main office of each academy and staff will be expected to complete records in the office on the day of the incident.
- Restraint and restrictive interventions will be analysed monthly at an academy level and termly analysis reported to ELT (Executive Leadership Team).
- As far as is reasonably possible, internal exclusion will be used for those infringements of the discipline system that cannot be dealt with by lesser sanctions.
- Exclusion from an academy will take place only in accordance with Trust policy and procedure. Exclusion should be used only where lesser sanctions have proved ineffective or the seriousness of the individual incident warrants it.
- Wherever possible, restorative practice should be used in the aftermath of a restraint and restrictive intervention.

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<sup>1</sup> Positive environments where children can flourish, Ofsted Guide March 2018

<sup>2</sup> Use of Reasonable Force in Schools, DfE 2013

<sup>3</sup> Reducing the Need for Restraint and Restrictive Intervention – Children and Young People with Learning Disabilities, Autism Spectrum Disorder and Mental Health Difficulties, DfE Draft Guidance Nov 2017