



Positive Relationships and Behaviour Policy

This document applies to Community and Voluntary Controlled Schools and is advisory for Foundation and Voluntary Aided Schools.

Date: September 2026

Review: September 2027

School Vision Statement - Donington

Donington Cowley Endowed Primary School provides a caring environment where everyone is respected and valued; where unity lies at the heart of our community. Our aim is to provide an enriching curriculum which evokes aspiration and inspires all children to be the best versions of themselves. Through determination, courage, excellence, pride and success, we strive to encourage children to become confident, ambitious and passionate learners; laying the foundations of knowledge, skills and understanding for life-long learning.

School Vision Statement – St Gilbert's

As a welcoming church school, we strive to Sow Seeds and foster pride in all we do.

Through an aspirational learning environment, we support our school family to Grow Together so that everyone feels value and motivated to achieve. We Reach High for success at St. Gilbert's and beyond.

Sow Seeds: Grow Together: Reach High

'I am the vine; you are the branches.' (John 15:5)

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

1. Relevant legislation, statutory requirements, and guidance.

The following documents are all relevant and may need to be signposted within your behaviour policy.

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2024 (DfE, September 2024)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)

2. Definitions

Schools or settings should add any additional language definitions that are relevant.

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Horizon Schools Federation can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Horizon Schools Federation responses can be found within our Antibullying Policy.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Horizon Schools Federation can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Horizon Schools Federation we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Horizon Schools Federation we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see [Appendix 1](#)), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (SEE [Appendix 1](#)) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At Horizon Schools Federation we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

5. Roles and responsibilities

a. Governors

The governing body responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the Executive Headteacher to account for its implementation.

b. Executive Headteacher

In addition to all elements of Section 5a and 5d, the Executive Headteacher is responsible for:

- Reviewing and approving (with governors/trustees) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Horizon Schools Federation stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Executive Headteacher
- Contributing to the induction of new staff (see Section 4a)
 - Creation and review of a behaviour curriculum
 - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with [the relevant member of staff]
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour

with the school directly

- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at HORIZON SCHOOLS FEDERATION, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour

and reduce detrimental behaviour

- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

Our curriculum is designed around the 5Rs: Respect, Responsibility, Relationships, Resilience and Reflection. These guiding principles promote key aspects of citizenship within our school community and beyond and are progressively taught from Reception through to year 6; enabling all of our children to be the best versions of themselves and live out our School Vision and Values and British Values.

At Horizon Schools Federation our key values are: inclusion, ambition, collaboration, pride. Each one is linked to feelings the school aims to create for pupils, and includes brief descriptions of what this looks and sounds like. More detail can be found in the school's behaviour curriculum document.

INCLUSION

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)

AMBITION

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

COLLABORATION

We want children to feel valued, trusted, and appreciated. Pupils are supported and enabled to be collaborative by:

- Speaking confidently with adults and peers.
- Asking questions.
- Taking part in debates and discussions.

PRIDE

We want children to feel proud, content, and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking part in two-way conversations.
- Taking care of resources and equipment.
- Greeting adults and peers.
- Moving calmly around the school.
- Responding promptly to adults' instructions.
- Speaking calmly to all adults and peers.
- Giving thanks.

b. Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Horizon Schools Federation we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Horizon Schools Federation are likely to include some of the following (more detail can be found in the school's behaviour curriculum document):

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: postcards, phone calls, invitation to visit school
- Celebration awards: letters of commendation / thanks / cups / trophies.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

c. Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school system CPOMs.
- Termly reviews of celebrations and recognitions. All staff should record postcards, phone calls, letters, and recommendations for awards using the school system
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Horizon Schools Federation we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

- i. Some detrimental behaviours may not be unusual at Horizon Schools Federation and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:
 - Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*

- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others’ learning, invading others’ personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
 - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
 - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time

- use of limited choice; (e.g. ‘we are all sitting quietly now; will you sit quietly on your chair or mine?’)
- increasing / adapting praise and celebration of valued behaviour when it is displayed

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- Groups of pupils - the school’s senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Executive Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils’ protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school’s aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Executive Headteacher, or staff authorised by the Executive Headteacher (in which case the Executive Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

8. Learners with Special Educational Need or Disability

We expect all learners to follow our expectations. However, this will be more difficult for some learners at certain times. Learners with an identified SEND particularly under the category of Social, Emotional, Mental Health (SEMH), may have personalised support and intervention set out in their Individual Therapeutic Plan and/or their Provision Plan. A Pastoral Support Plan may also be in place if a potential Behaviour Outreach Support referral is being considered. Please see SEND Policy and SEND Information Report for further details.

9. Exclusion (see also LCC Exclusion and DfE Guidance)

Suspension

Suspension and permanent exclusion guidance

Suspension may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff. Endangering other individuals may include:

- Physically threatening, intimidating or actually hurting others
- Verbal abuse, name calling, racist abuse
- Persistent rough, inappropriate play which is unsafe
- Bullying in any form

Endangering property may include:

- Deliberate damage of school equipment, including throwing items across the room, breaking windows, kicking or slamming doors
- Deliberate damage of the outdoor school environment

Challenging the authority of staff members:

- Refusing to follow class and school expectations
- Refusing to comply with instructions e.g. requests to leave the classroom
- Leaving the school premises without permission

Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning. Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Executive Headteacher and the relevant facts are fully investigated before a decision to exclude is taken.

The following steps are taken:

- i. The incident is investigated as soon as possible
- ii. The child/member(s) of staff are questioned for their point of view
- iii. Adult and children eye-witnesses are questioned and their account are considered
- iv. Injuries or damage to property are investigated
- v. The location of the incident is taken into consideration

Permanent Exclusion

Permanent exclusion may ensure if, in spite of the school's own support systems and external agencies, a pupil's behaviour continues to constitute a danger to other individuals or to challenge authority.

Reasons for permanent exclusions may include the following:

- Physical assault on another pupil or adult
- Bullying
- Threatening behaviour
- Defiance/challenging authority of the school staff
- Deliberate damage to property
- Possession of an offensive weapon
- Theft
- Verbal abuse to other children/adults

In the case of persistent behavioural difficulties which lead to either fixed term or permanent exclusion, the advice of external support agencies will be sought. This may include the Specialist Teaching Team (STT) and Child and Adolescent Mental Health Services (CAMHS), Children's Social Care or the Behaviour Outreach Support Service (BOSS). In the case of both fixed term and permanent exclusion, the Local Authority's procedures relating to exclusion will be implemented.

10. Physical Intervention

At all times, staff at Horizon Schools Federation should seek to de-escalate situations and where possible avoid physical intervention. However, we recognise that on rare occasions this may be necessary to ensure safety.

Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with a brief physical intervention for example offering an arm to guide, support or escort.

The safety and well-being of all staff and children are important considerations. Under certain conditions this duty must be an over-riding factor. We take the view that staff should not be expected to put themselves in danger. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the child.

The decision to intervene using physical intervention should be a professional judgement taken calmly and in full knowledge of the desired outcome. Though likely to be a last resort it should not be an act of desperation but a conscious decision to act in the child or other's best interest.

All staff are aware that:

- The application of physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- Only the minimum of force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention.
- As soon as it is safe to do so, the physical intervention should be gradually relaxed to allow the young person to gain self-control.
- Whenever possible, physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of, children and service users and their attitudes towards physical contact.
- Physical intervention is not to be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should not become habitual or routine.

Physical interventions may be used to achieve different outcomes such as:

- To break away from dangerous or harmful physical contact
- To separate the person from the events triggering risk and/or challenging behaviour
- To protect the child or young person

Interventions may be

- **Proactive**, in which staff employ, where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in individual plans
- **Reactive**, which occur in response to unforeseen events
- Every use of physical intervention is to be reported the same day to the Executive Headteacher or Designated Safeguarding Lead will ensure that the parent of the child is notified that day.
- In addition, the details of each use of physical intervention must be recorded on a behaviour log and uploaded onto CPOMs. The person leading the planned or unplanned intervention must complete this form. The head will review every use of physical intervention.

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age)
- To gently direct a child
- For curricular reasons (for example in PE, Drama etc)
- In an emergency to avert danger to the child or others
- In rare circumstances, when physical intervention is necessary

In all situations where, physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Types of physical intervention:

- Closed mitten' should be used when making physical contact.
- A 'supportive hug' can be given where necessary to offer comfort and reassurance- A sideways stance should always be maintained, closed mitten used at each shoulder.
- A 'Supportive arm' can be offered to guide and escort- side to side and using closed mitten above the elbow. Intention should always be communicated.
- An 'Open mitten' may be used to guide, support or escort where there is resistance. At all times intention should be communicated, contact made above the elbow and safe shape maintained.

Where any of the above guides are used this will be logged on CPOMs.

Team Teach

Where there is serious risk to the safety of the child, other children, staff or members of the school community, Team Teach restraint strategies may be used to support the child. This form of physical intervention would only be used if deemed proportionate and necessary to ensure safety and prevent the dangerous behaviour which poses a serious risk to others. Only staff members who have completed Team Teach Level 2 training should use this intervention. This may be unplanned in the case of an emergency situation or planned within a child's Therapeutic Plan. Any form of physical intervention where a restraint is used should be recorded in detail by staff members involved and those who witnessed the incident. Incident logs which will be monitored by the Executive Headteacher and the Chair of Governors and shared with parents.

11. Absconding

Should a child abscond from the school premises, the school office will inform the police and parents. 2 staff members will follow at a safe distance where possible. A calm approach should be maintained to reduce 'panic' and the risk of injury to the child or adults. Staff will not chase unless there is an emergency. Team Teach strategies may be used to safely guide a child back to school where it is possible to do this safely. Where Team Teach restraints are used to ensure a child's safety this will be recorded on an incident log, monitored by the Executive Headteacher, and parents will receive a copy of this record.

12. Links to other policies and documents

This section requires populating, ensuring reference to all appropriate school policies and documents that complement the behaviour policy. Examples are below.

- Suspensions and Exclusions
- Safeguarding
- Curriculum, teaching and learning
- Behaviour Curriculum
- Equality, Diversity, and Inclusion
- Special Educational Needs

Appendix 1: Behaviour principles summary

Our Behaviour Principles are built around the 5 Rs- Relationships, respect, Responsibility, Resilience and Reflection.

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Horizon Schools Federation we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Responses to Valued and Detrimental Behaviour

Valued Behaviour	Consequence to encourage
Showing effort in work/completion of work Neat presentation of work to your best ability Being in the right place at the right time Helping/supporting others in distress Good manners Good listening Following instructions first time Kindness to others Calm voice and calm body Looking after all equipment (schools, own and others), keeping the school environment tidy Show respect in personal space.	Verbal praise Messages to parents Mention in celebration assemblies. Opportunities to share work with others (peers and staff) Responsibilities (e.g. Jobs) Referral to Executive Headteacher or another staff member to reinforce pro-social behaviours. Thanks to be given. Top table tickets.
Difficult Detrimental Behaviour	Consequences to support
Lack of concentration/focus on work Ignoring/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including, pushing, grabbing, pulling. Running/being noisy in the corridor Inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person.	Verbal reminder • Responses should seek to de-escalate behaviour and encourage positive behaviour. • Positive phrasing e.g. limiting choice, disempower the behaviour. • Restorative/educational consequences e.g. time with an adult, intervention • Language of now and next or first and then • Clear, consistent instruction • Referral to visual timetable • Social Stones PSHE Lesson.
Difficult Detrimental Behaviour	Consequences to support
Rough play where someone gets hurt: Slapping, pinching, tripping, shoving in the back or pulling someone to the floor. Continual undirected inappropriate language Refusal to work. Refusal to follow instruction/cooperate. Persistent invading of another person's personal space Persistent lack of effort Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils Running out of classroom (remaining in a safe space)	<u>Reflect, repair, restore.</u> • Discussion with pupil/pupils involved. • Consider teaching of how to deal with behaviour. Non-repetitive/repetitive • If intervention required, speak with SLT. • Nurture support. • Social stories • Complete behaviour log- CPOMs • Restricted lunch/break time play in a supervised area with alternative provision- physical break is still needed. • If necessary, plan intervention/teaching • Monitor impact of teaching/intervention • RMP/ PSP as needed- SLT to be aware.

Dangerous Detrimental Behaviour	Consequences to support
Intentional vandalism causing damage to school or children's property Spitting at someone. Stealing Persistent refusal to work. Persistent refusal to follow instructions. Verbal threats and physically intimidating. Running outside classroom and compromising own or other's safety Aggressive behaviour towards children/adults e.g. pushing, pulling, hitting, pinching.	<u>Reflect, repair, restore.</u> • Discussion with pupil/pupils involved. • Consider teaching of how to deal with behaviour. Non-repetitive/repetitive • If intervention required, speak with SLT. • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision. • Monitor impact of teaching/intervention • External service involvement e.g. Boss, SEND. • RMP when needed. • Contact parents at decision of SLT. • Suspension/Exclusion if deemed appropriate by the Executive Headteacher.
Crisis Detrimental Behaviour	Consequences to support
Violent physical aggression causing personal injury: intentional punching, kicking, head-butting, biting or slapping. Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language. Use of objects/weapons to intentionally hurt others Bullying/persistent intimidation Absconding from school premises	• SLT informed immediately. • Removal from the place the incident took place- or removal of other children if this is safer option- safety to be prioritised. • Repair, reflect, restore discussed with an adult. (and other children where appropriate) • An educational/protective consequence • Parent/Carer notified. • A behaviour log to be completed- CPOMs. • An internal/fixed term/permanent exclusion in line with guidance- at decision of HT • Referral or advice sought e.g. from Children's Services, PRT, BOSS, CAHMS

Appendix 3: Therapeutic Plan

Name	
DOB	
Date of assessment	

Harm/Behaviour	Opinion/ Evidenced O/E	Conscious/ Subconscious C/S	Seriousness of Harm A 1/2/3/4	Probability of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risk reduction measures and differentiated measures (to respond to triggers)

Valued behaviour	Strategies to respond
Difficult Detrimental behaviours	Strategies to respond
Crisis/ Detrimental behaviours	Strategies to respond

Appendix 4: Therapeutic Thinking Graduated Response



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Establish routines and identify valued behaviours. ☐ Include the above within pupil induction. ☐ Create and monitor staff code of conduct. ☐ Identify content of behaviour curriculum. ☐ Identify opportunities for learning and create supporting plans. ☐ Identify children not making expected progress and refer to Behaviour Policy.
Targeted Behaviour Policy	☐ Policy reflects DfE guidance. ☐ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Where policy is not progressing the behaviour of most children, review the policy. ☐ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from all relevant parties, including multi-agency colleagues. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
Specialist Predict, Prevent & Progress	☐ Review all information within Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify protective and educational consequences. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis for relevant variables. ☐ Use all analysis to create a Predict, Prevent & Progress plan. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are reviewed. ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Consider group dynamic options. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Therapeutic Thinking April 2024