

BEHAVIOUR POLICY

SEPTEMBER 2023-2025

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1. Purpose and Principles

At Horizons Academy we believe in the importance of relationships, ensuring children feel respected, safe and secure, whilst providing opportunities for pupils to build strong professional relationships with members of staff and a sense of belonging to the whole school community. To help create a positive behaviour culture within the school we adopt the following Behaviour Principles, placing an emphasis on pupils to;

1. **Be Respectful** – *by listening to the views of others and learning to value them*
2. **Be Safe** – *in your decisions and the actions you take*
3. **Be Prepared** – *to learn and always do your best*

This policy outlines how Horizons Academy will nurture positive relationships and behaviour as well as responding consistently to difficulties when they occur. Our purpose at Horizons Academy is to reinforce positive behaviours through the use of 'Merits' to gradually overwhelm and displace the 'Mentions' that pupils receive for displaying behaviours that present as challenging.

Effective behaviour management means that our pupils can communicate with others and make the right choices helping them to engage in learning. Horizons Academy recognises that behaviour can be an indicator of abuse, bullying, trauma or mental health difficulties and this policy is therefore embedded across the whole school curriculum, as well as the school's approach to safeguarding, mental health and wellbeing.

2. Values and Ethos

At Horizons Academy it is a core aim that every member of the school community feels valued and respected, and that everyone is treated fairly and with respect. We are first and foremost a caring school, whose values are built on open communication and mutual trust. Our core values of Communication, Accessibility, Relationships and Equity (CARE) are embedded throughout the school and are designed to provide a basis that helps all members of Horizons Academy work together in a supportive way to create an aspirational environment where everyone feels happy, safe and secure, so that all pupils can learn and reach their potential.

We value each individual pupil and proactively work with families, the community and beyond to support pupils and families in a caring and safe environment. We believe in providing the individual pupil with what they need to be confident, life-long learners growing into caring, productive conscientious members of the community who can make safe life decisions. Horizons Academy will always prioritise the safety of our pupils and staff, and everything we do underpinned by our Safeguarding Policy (2023) and procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (by considering their individual needs), enabling them to feel safe. Equally, our staff are approachable and there to help (not only there to sanction) and we help our pupils to understand this.

It is also recognised that for some pupils, a variance of behaviour processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach or equally to maintain the smooth and safe running of Horizons Academy.

Variations of behaviour process will only take place with the consent of the Headteacher.

3. Guidance, Theory & Research

Our policy reflects the guidance from the Department of Education (DfE) on:

Designated Safeguarding Lead (CPOMS) and Head of Key Stage as per the Safeguarding Policy (2023) reporting procedures.

- Ensure positive behaviour is consistently reinforced through verbal praise, appropriate rewards and communication with parents.
- Implement a zero-tolerance approach to sexual harassment, sexual violence, racism and bullying.
- Endeavour to remove any barriers to learning and social inclusion through carefully planned and adapted lessons.
- Refer to the SENCO and/or Designated Safeguarding Leads if a child is finding an element of school challenging and the barriers to learning and social inclusion are not being overcome through Quality First Teaching.
- Ensure the voice of the child is always heard.

4a. Responding to Pupils

We treat all children as individuals. Some pupils find it difficult to communicate their needs and frustrations verbally and may use behaviour to communicate their feelings instead.

We understand that frustrations and unmet needs are difficult for a child to identify and communicate and that this can sometimes lead to a child being in crisis which may put themselves or others at risk. All staff have Team Teach Training and are able to physically intervene if it is reasonable, proportionate and necessary. Being proactive and consistent will ensure physical intervention (Team Teach) is a last resort. This will include the following:

- All pupils will have a Risk Assessment that is regularly reviewed and updated collaboratively with all staff/
- All pupils who may demonstrate behaviour that complies with Team Teach criteria will have a Positive Handling Plan (PHP) in place.
- A pupil who consistently finds it challenging to demonstrate positive behaviour will have a Behaviour Action Plan in place to identify specific interventions and aims.
- All pupils who have experienced Adverse Childhood Experiences (ACEs) will have a key worker who will check in and out with them each day and who may carry out specific mentoring with the child as required.
- All pupils who are known to have experienced Adverse Childhood Experiences (ACEs) will be offered or referred for additional specific support, either internally or externally as required.
- Pupils who experience barriers to learning and communicate it through behaviour can be referred to the SEN staff for further discussion/assessment.

All staff will:

- Understand that behaviour is a form of communication and our job is to understand what each child is trying to communicate.
- Focus on positive choices and actions, recognising them within the Merit system
- Be trained in Team Teach
- Challenge behaviour that is not in line with Horizons Academy Behaviour Principles of being 'Respectful, Safe and Prepared'.
- Always challenge and address any bullying, including cyberbullying, discriminatory bullying and prejudice-based bullying as per the school's Anti-bullying policy.
- Immediately and consistently challenge any sexual harassment and sexual violence, taking a zero-tolerance approach.

- Take part in daily de-briefs as a team to ensure all staff reflect on all interactions and learning opportunities that day in order to ensure they build on the successes and try something different when things go wrong.
- Record all incidents of sexual violence and harassment on ARBOR.
- Ensure there are clear structures and routines throughout the day.
- Ask for help if they are struggling to manage a pupil's behaviour.
- Carry their radio with them
- Support children to regulate through using their training in Team Teach and related CPD, implementing co-regulation strategies with pupils and providing appropriate space as needed.
- Ensure a pupil is regulated and calm before discussing challenging behaviour.
- Record all negative behaviour incidents ('Mentions) on ARBOR.
- Ensure physical interventions (Team Teach) are recorded as such on CPOMS and the Operational Behaviour Manager is informed immediately.
- Use positive reinforcement e.g. 'do' rather than 'do not'
- Use calm voices and clear language at all times.
- Merits earned are not to be taken away due to other behaviours, this should be reflected through the Mention process.

Teachers will:

- Ensure disruption or conflict in the classroom is managed effectively through the class Merit system and communication e.g. problem-solving with the child through a restorative conversation.
- Ensure they have a copy of the 'Lesson Merits' in their classrooms (1. Try your best 2. Positive behaviour for Learning 3. Being respectful), following the school's ethos of being 'Ready, Respectful and Safe'. This will be on display and referred to within the school day through praise, reminders and prompts.
- Follow the Merit and reward system in their classroom that promotes positive behaviour. This will be in line with the expectation that all pupils should be 'Respectful, Safe and Prepared' and will be appropriate to the needs and developmental level of the pupils in the class
- Work collaboratively with the SENCO and Operational Behaviour Managers to develop plans to support positive behaviour for individual pupils with specific needs when required
- Listen to and respond to each child's needs requesting further advice and guidance if needed
- Adapt their approach to teaching to ensure are pupils are included and engaged in their learning
- Ensure that low-level disruption is addressed appropriately and managed effectively in their classrooms. This may require asking for assistance from a Behaviour Learning Mentor or other members of staff at times.
- Ensure parents/cares must be informed of any physical intervention that has taken place by the Operational Behaviour Manager or Head of Key Stage on the day the physical intervention took place. This is recorded contextually, in full on ARBOUR on the day this occurs.

5. General Expectations

Horizons Academy has high expectations for our pupils, whilst recognising some children have specific needs. The following expectations cover all times of the school day and where our pupils are representing Horizons Academy out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support development and ensure the health, safety and wellbeing of everyone in our school community.
- never ignore harmful behaviour.
- have a zero-tolerance approach to sexual harassment, sexual violence, racism and bullying.

It is everyone's responsibility to remind and support our pupils where these expectations are not met. Equally, it is vitally important to comment positively when they are. Staff model expected behaviours, attitude and habits at all times.

Any behaviour that falls below the expectations of Horizons Academy (e.g., disruption to learning, unkind or inconsiderate/harmful actions), will require some level of intervention and/or sanction.

Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child facing difficulties. We always focus upon and use positive recognition, as appropriate, to ensure the pupil knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff further ensure good routines are in place for:

- Start and end of day
- Transition times
- Assemblies
- Trips and Outdoor Learning
- Moving around the school
- Break and Lunchtimes (social times)

6. Specifics

6a. Uniform & Make-Up

Horizons Academy Bexley has clear uniform expectations which must be adhered to on a daily basis:

- Black shoes/trainers
- Black trousers (no jeans, tracksuit bottoms, combats or clothing made from alternative materials) to be worn on the waist at all times and only 1 pair at a time is permitted.
- No shorts or tracksuit trousers are permitted to be worn underneath school trousers
- Primary pupils can wear grey school trousers or grey or black front pleat school shorts in the summer term.
- Black knee length skirts
- White or black plain knee length socks or black/white tights
- White Shirt/polo for Secondary or long-term pupils (if a pupil wishes to wear a t-shirt under their shirt, this must be plain white only)

- Plain white polo shirts for Primary or Home school uniforms.
- Black jumper for Secondary pupils (No hoodies, No named brand logos, cardigans etc.)
- All other clothing and accessories will be handed in when the pupil enters the school site e.g. caps, hats, gloves, scarves, jackets, hoodies etc.
- pupils are allowed to change into school shoes upon arrival
- Purple school fleece or jumper with Horizons logo to be worn outside at breaks/lunches. If provided by the school then this must be returned at the end of each school day. If a pupil loses or damages a fleece belonging to the school, a replacement cost will be incurred.

We further expect the following:

- Make-up should be worn sparingly and should not prove as a distraction to other pupils. Make up should not be applied or used during lesson time unless related to an option (e.g. hair and beauty).
- No coloured nail varnish is not permitted
- All nails to be kept at no more than fingertip length, natural make up only
- No false eyelashes unless there is an evidential medical reason to do so as pre-agreed by the Head of Key Stage.
- All fizzy/energy drink will be handed in

Pupils will not be allowed to access their school bags during the school unless in the case of an emergency. This means pupils will not have access to items handed in the morning for example; energy drinks or make up.

If pupils arrive at school out either fully or partially out of uniform, they will be expected to rectify their uniform before being allowed into lessons. Parents/carers of pupils will be contacted upon arrival at school to request delivery of correct uniform or to facilitate the removal of disallowed items (e.g. false nails, eyelashes etc). Pupils will be offered spare uniform items, if available.

Pupils will remain in the Intervention or Reflective Learning Space until delivered, items are removed or until correct uniform is supplied to prevent missed learning wherever practically possible. If a pupil refuses to comply with the uniform expectations, parents/carers will be contacted to allow them to make next steps decisions.

Parents/carers should discuss any barriers to supplying the full uniform with the Head of Key Stage or home school if uniform.

All Refocus pupils should wear their home school uniform as it is supposed to be worn. If they do not have a home school due to PEX, they will be expected to follow Horizons uniform depending on Primary or Secondary. All additional clothing and accessories must be handed in at the beginning of the school day.

All pupils partaking **in PE** must have alternative and appropriate clothing for these sessions which is as follows:

- **Refocus pupils:**
 - Home/previous school PE kit
 - Black shorts, plain white polo/t-shirt

- Trainers
- **Long Term Key Stage 4 – BTEC PE Option:**
 - Black shorts
 - Plain white t-shirt/polo
 - Trainers

6b. Jewellery

We expect all pupils to follow our Health and Safety guidance in relation to wearing jewellery in school. pupils can choose to hand any items of jewellery not permitted at the start of the school day but they do so at their own risk and Horizons Academy does not accept any liability for items that are lost or damage incurred through their choice to wear to school.

Jewellery permitted is as follows:

1. No hoop earrings, small studs only. 1 pair only.
2. No other body piercings are allowed, e.g. nose, tongue, eyebrow piercing, lip, belly
3. No large belt buckles.
4. No rings
5. No bracelets
6. 1 watch. I-Watch is not permitted
7. No jewellery can be worn that may be used as a weapon.
8. No jewellery that is inappropriate (e.g. cannabis leaves, profanities or offensive)
9. Items of religious jewellery can only be worn discreetly under uniform or displayed as part of an agreed act of worship at the school.
10. Any other jewellery is expected to be removed and returned at the end of the day if it presents as a distraction to pupils or is contrary to this list.

If pupils choose to arrive at school and not follow the jewellery expectation, they will be asked to remove them before they are permitted to enter. Parents/carers of pupils will be contacted upon arrival to school to request support or to facilitate the removal of disallowed jewellery. pupils will remain in the Intervention or Reflective Learning Space until items are removed to prevent missed learning wherever practically possible. If a pupil refuses to comply with the jewellery expectations, parents/carers will be contacted to allow them to make next steps decisions.

7. Promoting Positive Management of Behaviour

Horizons Academy accepts and understands behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Horizons Academy staff view behaviour mistakes as inevitable.

This means that we offer support, help and guidance to our pupils so they can learn from their mistakes and improve over time. It is our role, as adults, to help guide children and young people to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation).

Promoting positive behaviour at Horizons Academy is underpinned by our 3 Behaviour Principles;

1. **Be Respectful** – *by listening to the views of others and learning to value them*
2. **Be Safe** – *in your decisions and the actions you take*
3. **Be Prepared** – *to learn and always do your best*

Experience has shown us that there are positive ways of addressing pupil's behaviour and to help maintain our relationship with them. The following table explains how it is applied;

Behaviour is something we	interpret
We know our pupils	are prone to make mistakes and are highly responsive to their environment
Behaviour management is predominantly through	relationships
Our pupils who don't manage should be	Understood, heard and included
Boundaries and sanctions are to	keep everyone safe and to meet everyone's needs
Expectations should be	developed together and adapted where needed
Sanctions are	only used within a process of restore and improve
'Inappropriate' or negative behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
Causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness are measured by	Maintaining a school environment that is safe, pupil needs are met and wellbeing is maintained

7a. Credit System - Merits

Our positive behaviour approach is underpinned by Association of Psychological Therapies RAID Approach (Reinforce the Appropriate, Implode the Disruptive). RAID reinforces appropriate positive behaviours to gradually overwhelm and displace the challenging and disruptive APT RAID Video

Our Merit system is structured to adopt this approach and to recognise positive communication, actions and choices by pupils throughout the day both in lessons and around the school. All pupils will have their own Merit Book which they are responsible for maintaining.

Merits and Mentions for each pupil are recorded on ARBOR at the end of every lesson. The Merit system must be given a high priority by staff as it is at the heart of our approach and it is essential it administered in a fair, consistent manner.

Merit Books will be handed in at the end of each school day for safe keeping.

If a loss of Merit Book occurs or accidental damage occurs then the Merit Book will be replaced once. Intentional damage or further losses will prevent Merits from being recorded for the remainder of that Term.

Pupils are able to achieve Merits as follows:

Lesson Merits – Maximum of 3 per lesson
Tried your best
Positive behaviour for Learning
Being respectful

Achieve 1 - Bronze
Achieve 2 - Silver
Achieve 3 - Gold

Daily Merits: 1x Morning 1x break 1x lunch

Punctuality - Morning	Politeness
Positive Attitude	Attendance
Kindness to others	Team Work
Perseverance	Participation
	Bravery
	Commitment
Helpfulness	

Bonus Daily – Head of Key Stage Merit

Rewards

Daily: Recorded on each Achievement Chart in each Tutor Room by Tutors

12-14 Merits = Bronze Sticker

15-17 Merits = Silver Sticker

18+ Merits - Gold Sticker

Weekly:

60-69 Bronze Merits = Friday lucky dip with Tutor)

70-79 Silver Merits = Assembly/Tutor Call/Certificate

80+ Gold Merits = Assembly/Tutor Call/Certificate/Chance to win voucher

Termly:

175 Merits = Merit Trip

400 Merits = Merit Award Trip

500+ Diamond Award 1 per full Term – Special Rewards

Diamond Award Termly

Achieve Personal Attendance Target

Achieve 500 Merits

Nominated by Head of Key Stage

Senior Leadership Team Merit

Headteacher Merit

*Invite letter/Diamond Dinner/Voucher

It is vital that teachers and support staff allow a minimum of 5 minutes at the end of each lesson to discuss and give feedback on Merits/Mentions. Recognition is a tool for behavioural improvement and is also evidence of improvement both socially and academically and should be signed off in the pupils Merit Book at the end of every lesson and recorded on ARBOR.

7b. Tutor Time

Horizons Academy Bexley will have a period of time at the beginning and end of day for each tutor group/class for pupils to prepare themselves for the day as an extended breakfast. Morning Tutor is structured to support punctual arrival, identify any potential learning barriers for the day and implement early intervention/support to prevent impact on learning for the pupil and others.

End of day Tutor Time is led by the group's Tutor and discusses the Merit that has been achieved throughout the day. The day will end positively to reinforce good choices, in preparation for the following day.

Merits are used as a means to broker discussions and give clear feedback to encourage pupils to continue to make the right choices, recognising behaviour that is acceptable and most importantly preventing them from repeating negative choices that are a barrier to learning.

7c. The use of Sanctions

Horizons Academy staff prevent unacceptable behaviour by using a wide range of low-key approaches throughout their daily practice, always with the focus on de-escalation and early intervention. We emphasise, whenever appropriate, on always mending relationships and repairing actions with staff receiving regular training on restorative practices.

Sanctions can be a useful response to behaviours, especially when responding to behaviours that Horizons Academy has zero tolerance to and we expect all pupils to learn that negative behaviours lead to a consequence through the choices they may make. Pupils are frequently reminded that making the right choices leads to positive outcomes. Clearly the converse option leads to the use of sanctions.

When responding to unwanted behaviour, the sanctions we use always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual. The sanction will be fair and proportionate to the context of the incident and at Horizons Academy we have a graded approach to Sanctions in the form of Mentions:

<p>Minor - 1 Mention YELLOW</p> <ul style="list-style-type: none"> Late to Lesson Refusal to sit in own chair Low Level Disruption (whistling etc) Swinging on Chair Swearing Language Talking out of Turn 	<p>Major - 2 Mentions ORANGE</p> <ul style="list-style-type: none"> Throwing Objects Name Calling No Work Completed Verbal Abuse at Child/Adult Damage - Unintentional Continual Defiance (x2+) Persistent Talking Spitting (not at person) Going out of bounds Entering another Class Confrontational 	<p>Serious - 3 Mentions RED</p> <ul style="list-style-type: none"> Physical Assault - Child/Adult Damage – intentional Continual Verbal Abuse at Child/Adult Racism Homophobia/Transphobia Bullying Threatening Behaviour (Verbal/Physical) Sexual Harassment Sexual Violence Going on Roof Spitting - (at person) Drugs or alcohol related
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All behaviours subsequent sanctions are recorded on ARBOR. An accumulation of Mentions can result in:

6 Mentions – Daily	5 mins after school (Primary loss of social time)
9 Mentions – Daily	30 mins after school (Primary loss of social time)
50 Mentions – Weekly	30 mins loss of Friday Activity Time
80 Mentions – Weekly	1 hour loss of Friday Activity Time
110 Mentions – Weekly	1.5 hours loss of Friday Activity Time

**This process would not impact on pupils having access to lunch.*

All parents/carers and home schools where applicable, are made aware of the process at the start of academic year 2023/24 or through their initial interview/induction period.

Not arriving to a lesson on time may prevent a pupil from receiving all 3 Lesson Merits and they can also receive a Mention. Receiving a certain number of Mentions in one day can also result in an after-school detention.

pupils who do not arrive to school on time will be expected to make up time lost during their social time (break/lunch), as follows;

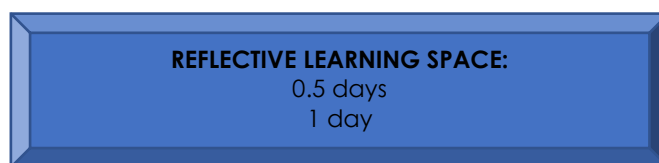
Arrival from 9am-9.30am	10 min Break Time Detention
Arrival from 9.30-9.45am	25 min Lunch Time Detention
Arrival after 9.45am	Joint Detention: 10 min Break Time Detention & 25 min Lunch Time Detention

**This process does not prevent access to lunch/drink.*

All parents/carers and home schools, where applicable, are made aware of the process through their initial interview/induction period.

7d. Internal Suspension – Reflective Learning Space (RLS)

Internal exclusion will only be utilised at Horizons Academy when deemed the most appropriate consequence to a presenting behaviour. This is known at Horizons Academy as Reflective Learning Space (RLS).



RLS time will only ever be agreed when appropriate and risk assessed applicable, by a member of the Leadership Team or Headteacher and will be no more than 1 day. The process of internal exclusion will include parent/carer and agencies/home-school notification and will be recorded on a behaviour database, ARBOR.

RLS time is a planned alternative to a suspension. pupils will be supervised and have access to learning and/or targeted intervention where there will be an opportunity for pupils to reflect upon their choices supported by Behaviour Mentors. pupils may or may not have access to social time (break/lunch) depending on the reason for internal exclusion but will always have access to food/drink during these times.

pupils will be expected to enter the Reflective Learning Space calmly and willing to engage with the process and complete their given time. Pupils who do not engage in their Reflective Learning Space time and continue to cause persistent disruption to learning, may incur an external suspension. Upon return from a suspension, pupils will still be expected to complete 2 periods of **Reset**.

Reset is a time to reflect upon the suspension, review what has been learnt, what we can do to prevent reoccurrence and also deliver either a specific intervention or a restorative meeting if appropriate. The Reset process is specifically designed to allow pupils time to re-establish themselves, smoothly back into the school day in a planned supportive manner.

Serious behaviour such as physical assault, bullying, threats, sexualised behaviour (including abuse and harassment), discrimination and damage of property is not accepted at Horizons Academy and will result in a fixed term suspension or in extreme circumstance were the pupils position becomes untenable, a decision may be made to permanently exclude or their placements ended.

7e. Suspension, End of Placement & Permanent Exclusion

Occasionally a pupil's behaviour may be serious enough to warrant a fixed-term suspension which can only be sanctioned by the Headteacher and/or the Assistant Head for Behaviour. A suspension should never be used as a threat from other staff who cannot then carry the sanction through but pupils should always be appropriately warned when they are approaching this level of sanction. Parents/carers are made aware at the start of the point of on-rolling and reminded each academic year that any work missed during a suspension will be provided for their parent/carer to supervise completion at home.

Parents/carers will be notified as soon as practically possible of the decision made and a request made to collect from school. If a parent/carer is unable to collect and gives consent for the pupil to travel home independently, parent/carer will be expected to notify the school of their pupil's arrival home. Failure to notify us of their arrival home, may trigger our safeguarding process with or without parent/carer consent. If, however, we feel that independent travel may be detrimental to the pupil's wellbeing they may be required to finish the day in Internal Exclusion.

When a pupil is completing a suspension, the parent/carer is responsible for ensuring that they remain indoors during school hours and only go out in the community during school hours accompanied by an adult. All suspensions will be conveyed to the Local Authority in a timely manner, in addition to home schools for pupils who are dual rolled.

Permanent exclusion will generally be a final response to Horizons Academy exploring all avenues of intervention both from within our own school and with outside agency/home-school input or when a pupil's behaviour has meant their place at Horizons Academy Bexley has been deemed no longer tenable by the Headteacher.

In such cases, this will be finalised in liaison with the parents/cares, pupils and the home school, in addition to the relevant Local Authority.

8. Specific Behaviours

8a. Child on Child, Sexual Abuse, Sexual Violence & Harassment

These specific behaviours may take the following forms and are not accepted at Horizons Academy:

Sexual Abuse	Abuse in intimate personal relationships between peers Sexual violence and sexual harassment Up-skirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party
Sexual Violence	Rape, assault by penetration, or sexual assault (intentional sexual touching).
Sexual Harassment	Unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

Horizons Academy Bexley promotes respect, tolerance and diversity and will not ignore nor tolerate any form of sexualised abuse, violence or harassment. We undertake the following approach when either a concern is raised or disclosures is made:

<ul style="list-style-type: none">➤ Proportionate➤ Considered➤ Supportive➤ Decided on an individual, case by case basis
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Our approach is to ensure all pupils feel safe to share all levels of concerns and that our response is measured and in the interest of our pupil's well being. This includes ensuring both victims and alleged perpetrator(s) are offered the right support and guidance both internally and externally and that no pupil is demonised. Our aim is for all pupils to know that:

<ol style="list-style-type: none">1. Their safety and wellbeing are our priority2. We hear and value their voice3. We act4. We not tolerate any form of abuse
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In line with Horizons Academy Bexley Safeguarding Policy 2023, we promote a whole school culture of 'it could happen here' and that it is in fact, 'everyone's business'.

All staff encourage pupils to share concerns in order to stop the behaviour from continuing, to prevent others from experiencing the same behaviour and initiate early help for alleged perpetrator(s).

We further support raising pupil self-awareness, confidence and learning of what healthy relationships and sexual relationships look like through our RSE/HE curriculum which includes but not limited to:

- Consent

- Personal space
- Staying safe on and off line
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Horizons Academy Bexley will always prioritise the safety and wellbeing of our pupils, which we will balance with our need to educate and support and protect alleged perpetrator(s). When reports are made we will take make the following considerations:

1. Age and developmental needs of the alleged perpetrator(s)
2. The context and frequency of the alleged incidents
3. How Horizons Academy Bexley will implement sanction, support and learning (if required)
4. Wider learning for staff

When considering sanctions, we will take into consideration the views of the victim(s). School sanctions may include:

- A verbal warning in the moment
- Discussion with Head of Key Stage
- Phone call to parent/carer
- Detention
- Apology to the victim (if victim agrees and feels comfortable to do so)
- Refer to School Police (PC Lucy Gashi)
- Alteration of alleged perpetrator(s) tutor/timetable
- A period of time in the Reflective Learning Space (dependent on incident but limited to 1 day)
- Fixed-term (length dependent on incident) or permanent exclusion if the behaviour results in an untenable situation or pupil safety is at risk
- Review Risk Assessments
- Consider external referrals to gain additional support, including but not limited to Family Wellbeing (Early Help), CAMHS, SEN

If Horizons Academy Bexley believes that a crime has been committed or a serious threat of harm has been made we will notify the police and/or call 999 immediately.

Where we believe further intervention is required or threshold has been met for either parties, we will refer to children's social care in order to access appropriate ongoing support outside of the scope of Horizons Academy Bexley.

8b. Bullying

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident and is underpinned by our Anti-Bullying Policy 2023.

Bullying can take place both in person and virtually via social media and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, exclusion from groups
Physical	Hitting, kicking, pushing, kicking, pinching, barging/pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Inappropriate use/sending of photos/videos with or without consent. Threatening text or electronic messages.

Staff at Horizons Academy Bexley will act – and more importantly, be seen to act – firmly against bullying wherever and whenever it appears. Bullying must never be tolerated and all instances followed up with intervention work for both the victim and alleged perpetrator(s).

Our aim is to prevent bullying by:

- Educating pupils to behave in socially responsible ways and to understand how their actions affect others
- Create a safe environment where pupils can discuss their issues without fear of being bullied or discriminated against
- Encouraging pupils to use the pupil platforms as a vehicle for identifying problem areas
- Ensuring that all staff recognise the part that they play in effective prevention
- Effective monitoring of incidents or the reporting of bullying, of both the victim and culprit
- Ensuring the pupils know that the Hub takes incidents of bullying very seriously.
- Using teaching methods to communicate clear messages about the anti-bullying culture in positive ways (i.e. through RSE/assemblies/external)
- Effectively and consistently communicating with pupils and parents
- Implementing deterrents to bullies (verbal warnings, reflection learning space, parental involvement, schools' police, loss of credits)
- Regularly evaluating and updating the school's practises to take account of developments in technology, for instance updating "acceptable use" policies for internet access
- Seeking advice by utilising staff expertise or outside agencies
- Increasing staff expertise in dealing effectively with bullying through working as a team in planning and agreeing strategies for challenge.

If bullying does occur, staff at Horizons Academy Bexley will:

- Remain calm and in control of the situation
- Take the incident or report seriously
- Act as quickly as possible – where possible, remove the alleged perpetrator(s) from the situation and give out a clear message that the victim is not to be removed from lessons/activities as a response to the actions of the bully – we will never re-victimise.
- Determine whether the action needs to be private or public
- Reassure the victim – never revictimise
- Offer concrete help, advice and support to the victim
- Make it plain to the bully that they disapprove and follow through with consequences including consideration to a programme of preventative work.
- Encourage the bully to see the victim's point of view an emphasis
- Explain clearly what consequence the bully will receive, (if appropriate), and state why it is being given
- Encourage all parties to meet and resolve the issues through restorative practices, where appropriate.
- Seek further advice
- Liaise with Schools Police or report to 101/999 when required.
- Communicate with parents/carers and Senior Leaders

Staff ignoring incidents is not an option as the situation will only get more upsetting or unpleasant for the victim, increase to include other victims and worsen the consequences for the bully.

Depending on the nature of bullying, we may make all necessary and appropriate referrals including but not limited to police, social care or local authority panels.

8c. Racism

It is a statutory requirement that all racist incidents are logged and are monitored annually, which is via ARBOR. We use this information to adapt our RSE/HE curriculum throughout the academic year to respond to emerging themes, therefore preventing a negative culture being created.

Racism is not tolerated and we take incidents very seriously. Racism is covered very clearly within the curriculum and is an area that requires absolutely no prejudices on any part of all staff. Individual racist incidents can be dealt with through Restorative Justice in the first instance to enable pupils to increase their understanding, improve relationships and to prevent re-occurrences, where all parties are willing to participate. Parents/carers will also be notified, in addition to Schools Police/Police where appropriate. Racist incidents are logged on ARBOR and monitored and managed by Behaviour Operational Manager and senior leadership.

Racist incidents can be dealt with through our sanctions process but the focus is on raising the alleged perpetrator(s) awareness and understanding of the world around them and the importance of diversity unless a permanent exclusion has taken place. We will ensure the victim is satisfied that their feelings have been heard and action taken is through a measured, fair approach.

Where a pupil is regularly demonstrating racist views, the Schools Police Officer may be involved in undertaking 1:1, group sessions or assemblies in partnership with the Behaviour Team to ensure the pupil is clear that their behaviour is unacceptable and may be a criminal offence.

Further sanctions may also be considered where this behaviour then continues and formal police action sought.

8d. Damage

The cost of replacing broken equipment or repairing items which have been damaged negatively impacts on the purchase of resources, rewards and activities for pupils. Damage to property of others can have serious consequences in the community and we, as a school, educate pupils through the replication of society expectations. Therefore, Horizons Academy Bexley will not only issue behaviour sanctions to the pupil, we will act wherever damage is caused by a pupil.

Parents/carers will be billed for any damage to equipment or the building caused by their child where it is not possible for the child to repair the damage or make amends through work within the school. Individual circumstances will be taken into consideration and parents/carers may be asked for a contribution to the full amount. Where possible the preferred option is for pupils to 'make good' the damage or undertake tasks in their own time to repair and rebuild. If damage is significant and above the school's threshold for damage, we may refer to the schools' police to manage the situation if a resolution cannot be found with the pupil and parent/carer. All efforts will be made to resolve the situation with restorative approaches.

Where significant incidents of damage take place, we will report directly to the police. Where there is repeated low and mid-level damage which is not being addressed through police action and parents/carers are not willing to make contributions to repair or replacement, the case may then be referred to the Small Claims Court by the Trust and parents will be informed of this in writing in advance of action being taken.

In these circumstances, evidence of repeated damage will be collated by the school, a letter sent to parents warning of action to be taken and the school will copy in the School Business Manager who liaises with the Trust Finance Department to follow through on a claim via the Small Claims Court. This will mean formal contact with the parents / carers and where the court finds in favour of the organisation, the Trust seeking financial reparation directly and through systems including at salary source.

8e. Drugs

At Horizons Academy 'Drugs' mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, Novel Psychoactive Substances (NPS) and any other substances covered by the 1971 misuse of drugs act; psychoactive substances act 2016, or that is subject to a temporary class drug order (TCDO).

Horizons Academy prohibits all substances having psychoactive effects on the brain: depressants, stimulants, cannabinoids, and hallucinogens. Horizons Academy believes that the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate.

The drugs/substances referred to in this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day. Individual exceptions may be made for pupils who require prescription medicines where appropriate.

Our response for drug related behaviour on our school site is a Level 3 Sanction. Sanction response is consistent but will vary depending upon severity and number of occurrences. This applies at all times to the school premises, school transport as well as school

visits/trips/residentials etc and any other time where pupils are representing Horizons Academy or are under our responsibility.

PSHE/HE, assemblies and outside agencies reflect how we provide knowledge, understanding, attitudes and social skills that will:

- Enable pupils to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

In incidents involving known or suspected substance misuse or supply on the premises/during the school day, following discussion with the pupil and staff, action will proceed as follows.

1. Any medical emergencies will be dealt with as per our First Aid procedures
2. In cases of substance use/misuse or supply on the premises, during the school day or during school visits etc, the case will be discussed with the young person and a written record taken which will also be put onto CPOMs (our safeguarding recording platform);
3. parents/carers will be informed by relevant Key Stage Managers as soon as practically possible.
4. The support of outside agencies will be sought if appropriate, including appropriate referrals in order to prevent harm. This may mean making referrals without consent in the interest of the pupil.
5. Refer to internal Bexley Young People Substance Misuse Worker, who is based on the school site on a regular basis.
6. If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform the Head of Key Stage or Assistant Head who will inform the Headteacher. Parent/carers will then be informed
7. We will then communicate with any associated outside agencies and inform our Schools Police Officer (Lucy Gashi).
8. The school will consider each incident individually and will employ a range of responses to deal with each incident.
9. Formal sanctions may be utilised including RLS, suspension, loss of placement or permanent exclusion.
10. The Head teacher will take responsibility for liaison with the media, where required.

9. Supporting pupils with additional Social, Emotional and Mental Health (SEMH) needs

At Horizons Academy, we acknowledge our pupils will have, at times, additional needs. We recognise they may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include displaying challenging, disruptive or stress related behaviours.

These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactivity disorder, foetal alcohol disorder or attachment difficulties.

We understand the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning or prior experience. We have a duty to strive to help our pupils to return to a place of regulation, so they will be in a better place to learn, connect and thrive.

We will always endeavour to understand behaviour as a form of communication, support emotional wellbeing and make reasonable adjustments to support progress and engagement using a variety of strategies developed in partnership with associated agencies within the pupil's life (staff, family, professionals) in order to best meet their needs and follow the policies and procedures associated with supporting SEMH including but not limited to; SEND Code of Practice 2014 (updated 2020), SEND: a guide for schools and alternative provision settings (2014), Equality Act (2010) and Disability Act (2010).

10. Harm from dysregulated (stressed) behaviour

Horizons Academy always prioritises the safety and welfare of all staff and pupils, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response and we work collaboratively to overcome and prevent repeat behaviour.

11. Supporting pupils who have been harmed

Pupils at Horizons Academy receive the individual support they need in response to any incident where the behaviour has affected the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken by Horizons Academy, prevention is unsuccessful and someone is harmed. Should such times arrive we ensure the victim is fully supported.

We always consider the following:

- are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety
- inform parent/carer as soon as practically possible

12. Recording and Reporting

ARBOR is used by staff to monitor and track Merits and Mentions which feeds directly into the Reward System. Incidents which are of a higher level are also recorded on ARBOR and must always be completed before staff leave school at the end of the day to allow for senior leadership to review and use the information to determine any further decisions being made.

ALL positive handling incidents (use of restrictive physical intervention rather than guides and friendly holds) are recorded on CPOMS in addition to ARBOR – both **must** be completed before staff leave at the end of the day.

Parental contact following positive handling will be made by telephone and recorded as an 'Add Note' on CPOMS on the day by Operation Behaviour Manager or Head of Key Stage. Operational Behaviour Managers and/or Key Stage Manager will ensure that information regarding the matter is communicated promptly to all staff in addition to a debrief follow up.

This enables reflection, behaviour management planning for subsequent days and lessons learnt.

Recording of incidents and positive handling must be accurate and factual.

Staff should not be afraid to allocate headings including but not limited to; racism or homophobic behaviour. It is an expectation that forms are completed independently and give a clear context to the situation (antecedents explained simply), describe what was seen and not what is presumed or interpreted, thoroughly outline any interventions and de-escalation techniques, identify key personnel or pupils present and use correct terminology for any positive handling which has taken place (guides, caring Cs, friendly holds, figure of four, single elbow, etc.). If numerous members of staff are involved in a behaviour incident or positive handling staff should decide who is reporting on which platform to avoid duplication and inaccurate data/pupil behaviour profiles being created.

It is really important that outcomes are also recorded where the member of staff was involved or a witness.

Any report of injury, or if a pupil shares or displays **ANY** sign of injury, parent/carer must be notified immediately and first aid offered and logged. If a pupil refuses, this must also be shared with the parent/carer. Parent/carer will then make the decision as to next steps and if they would like to collect their child immediately. Any reports of injury **MUST** again be reported on CPOMS.

All incidents of a serious nature must be formally reported to the Trust on the same day by either the Headteacher or a member of the senior leadership team in his absence. The nature of the incident will determine which report is generated.

Failure to complete Incident Reports or CPOMS on the same day prevents appropriate decisions being made and may be dealt with formally as it increases potential risk to pupils and staff and does not support behavioural planning and reduction in risk.

**For further information relating to Team Teach, please see the Positive Handling Policy 2023*

Incidents can be reviewed by the Leadership Team and other staff to identify and target persistent behavioural issues including location and time 'hotspots. pupils causing concern may be discussed as part of the Fortnightly pupil Review Meeting or during weekly Senior Leadership Meetings.

Individual programmes/approaches may be implemented to address the issues causing concern including specific interventions by the Behaviour Team or Support Plans (BSP). At this time pupil's families, parents/carers will be invited to discuss the behaviour and to help formulate the behaviour support. External referrals may also be initiated at this time. Parents/carers will continually be encouraged to be active participants in planning, implementing and evaluating any behaviour intervention.

13. Behaviour Intervention Support

pupils who display negative behaviours that are not conducive with learning or achieving their best, will have access to intervention and support throughout the school day. This may commence upon arrival if a pupil is dynamically assessed to require additional time to settle.

The level, length and type of intervention will be determined by the purpose and impact of the behaviour being displayed including disruption of learning. Behaviour Learning Mentors will deliver intervention within their specific designated intervention space, managed by an

Operational Behaviour Manager. Behaviour intervention will be recorded and monitored for impact.

For occurrences of persistent behaviours, a Behaviour Intervention Plan (BIP) will be implemented. Led by Operational Behaviour Manager, collaborative intervention will be planned which is time specific in line with the presenting behaviours and severity. BIPs are regularly reviewed in partnership with the pupil and parent/carer.

14. Preventative Responses & De-Escalation

Team Teach training familiarises staff with the following expected de-escalating techniques;

SET CONSISTENT STANDARDS - All members of the staff team work in a consistent way and have the same expectations e.g. Uniform infringements are always addressed in the same way, sitting on chairs/leaving the room tidy, not playing computer games as a "reward" each lesson and reinforcing that staff are professionals (Miss or Sir NOT first names; not pupil s' friends who "high five", allow hugging and engage in off task conversations).

BE PROACTIVE - Ensure that every pupil is aware of the expectations, limits, boundaries and sanctions of the School. Ensure a consistent staff approach by reading the holistic picture which outlines effective behaviour management approaches and the risk assessment on each pupil.

RESPOND, DON'T REACT- Intervention at an early stage by verbal response, deflection, distraction, minimises the risk of escalation. Develop awareness of body language, eye contact, personal space and mood swings.

EARLY INTERVENTION IS KEY – staff must get to know the pupil as well, closely observe interactions, be vigilant at all times and respond swiftly to prevent behaviours developing negatively.

DO NOT IGNORE BEHAVIOURS or presume others are dealing with them – if you see low level behaviours, respond appropriately and address as ignoring may be interpreted as acceptance of condoning of these behaviours. De-escalation is about bringing the behaviour into a calm space and not reasoning or continually talking as this can increase anxiety in some pupils and have no impact.

KNOW YOUR PUPILS - staff must familiarise themselves with the initial information presented by managers about any new pupil and ensure they are aware of the pupil 's Positive Handling Plan, keep up to date on their risk assessment and familiarise themselves with any other specific programme or agreed plan to consistently manage behaviour. Many behaviours can be avoided through awareness of plans and information about the pupil, following agreed systems and procedures and working with colleagues in a consistent way.

MONITOR - Dispassionately, assess the level of emotionality and risk displayed by the aggressor. Consider your own personal safety - send for assistance if in doubt. Where possible stay calm, and resist over reaction -heavy handed approaches escalate situations. Consider your body language, tone of voice, personal space, gestures.'

BEHIND & BEYOND BEHAVIOUR - Dispassionately, seek to understand the feelings and thoughts that are motivating the behaviour. Do not enter into a prolonged discussion about the 'behaviour' whilst the child is aggressive. Threats of sanctions and/or punishments can act as further triggers to escalate anger if given at a time of crisis. However, staff working in the school are educational staff and should not seek to analyse possible psychological causes or down play behaviours as excusable because of the child's circumstances, but to address and manage sensitively whilst considering that consistency is paramount as incidents may be witnessed by other pupil s who will take their direction in terms of standards by what they see.

SALVAGE SELF-ESTEEM - Do not enter into an 'either/or', 'win/lose' situation. Beware of belittling

the pupil's loss of self-control. Encourage any movement towards the regaining of self-control. Do not rely upon status, presumed authority or even relationship to defuse the incident.

DEFUSE FEELINGS - Before attempting any logical rational discussion about the behaviour, allow the pupil time and a safe space to gain self-control and exhaust emotional expression. This means acting as the 'emotional container' for powerful feelings. Do not take them personally, avoid emotional hijack. Until the level of emotional arousal is reduced the young person will be unable to 'hear' logical reasoning. If necessary remove the whole group and / or the individual from the situation

OFFER CHOICE - Allow the child to choose their next move (within reason) Follow choice to logical consequence. This empowers and reduces anger, allows feelings to be acknowledged, engaging the child in taking responsibility for the resolution of underlying problems.

ACKNOWLEDGE OWN TRIGGERS - Effective, affective communication depends upon self-knowledge and behaviour patterns. New behaviours do not become internalised quickly, in crisis management reactions can be based upon past coping strategies.

REPARATION - A short (or long term) goal needs to include the steps that the pupil can take towards reparation. This may include an interview with the focus of his/her anger and managing the consequences of his/her actions. It may be appropriate for a pupil to do a specific task in order to make amends for the situation caused, or damage done. This must be decided in the light of the situation and it must be fair. It is important for many pupils that they feel they have 'made up' for the problems they have caused.

When considering whether to use physical intervention, staff should:

- Be familiar with the pupil's risk assessment and positive handling plan (if they have one)
- Take a risk dynamics assessment of the situation. This should involve assessing whether using a physical approach will result in pupils or staff being hurt or not. Sometimes this type of decision has to be made in a split second because this type of incident is often unpredictable.
- Use a range of other strategies to try to diffuse the situation. If a situation looks as though it is developing towards one which may be serious, staff should aim to ensure that all other pupils and themselves are safe.
- Intervene when pupils are hurting each other, depending on the severity of the fight. It is considered a 'duty of care' for staff to prevent this from continuing. A fight will need the pupils involved to be isolated from each other to calm them down, a single member of staff to quietly listen to each pupils' version of events and an opportunity for the pupils to rebuild their relationship in a staff-controlled discussion.
- Take a risk assessment if a pupil is threatening to self-harm. Staff need to assess the situation as to the most appropriate intervention. If the pupil clearly has an implement with which they could carry out the threat, ensure that all other pupils are removed from the area and the SLT is alerted immediately. The member of staff should talk calmly to the pupil until senior staff arrive. Should the pupil actually start hurting themselves, staff should again undertake a dynamic risk assessment. Consideration should be given to the risk of further harm to themselves or the pupil if they physically intervene and decide whether any further action might inflame the situation further. Notification to parent/carer will take place as soon as practically possible and all

associated statutory agencies including children's social care and CAMHS. Referrals may also be initiated at this point.

- Take a risk assessment when pupils threaten staff. Many pupils will shout threats as a means of trying to test behaviour management strategies and have no real intention of carrying out the threat. This is likely to be a learned response or because of limited personal strategies and the pupil may not be able to respond in any other way when feeling defensive. Staff will know which pupils are likely to respond physically to criticism, frustration or disappointment and clearly need to be guarded about how they speak and what they say to the pupil. This will avoid not only a serious physical outburst jeopardising safety but also aggravating a pupil into a condition of loss of self-control and the subsequent loss of self-respect.

15. Physical Intervention Protocols, Plans & Programmes

Staff at Horizons Academy are Team Teach trained.

Staff must strive to prevent confrontation situations developing in order to maintain good working arrangements for all pupils within the class situation. In most situations a pupil's behaviour can be predicted. Staff who know a pupil well will be able to foresee the type of situation which may cause that pupil severe stress or frustration and which may result in an outburst of unacceptable behaviour.

All staff should be aware of pupils whose behaviour is volatile and also those with additional support needs which may lead to them exhibiting challenging behaviour which is shared during daily briefing including new pupils entering the school. Behaviour management protocols (i.e. agreements between parents/carers, the pupil and staff about how to prevent, minimise and manage specific, potentially problematic situations) should be agreed and established for all situations in which a pupil's behaviour may be seriously problematic at the point of induction and shared with all staff. These should be documented in a Risk Assessment and may also be further specifically outlined in their Positive Handling Plan (PHP) which outlines triggers and preferred responses and reviewed regularly.

For further information on positive handling please see our Positive Handling Policy 2023.

15a. Positive Handling Plan

From the point of the 1st hold All pupils will have a Positive Handling Plan (PHP's) which must be reviewed and updated by the Operational Behaviour Manager following any incident and raised for evaluation at the fortnightly pupil Profile Review Meeting. PHP's are readily available to all staff to review to support their daily practice.

For further information relating to Team Teach, please see the Positive Handling Policy 2023

16. Risk Assessment

Horizons Academy uses a risk assessment process as the starting point for preventing harm and managing risk for every pupil. It identifies what is likely to be a risk using all the information known about the CYP. Once all this information is at hand, a strategy for prevention and supporting a situation appropriately, keeping everyone safe can be developed. Review takes place collaboratively in line with changes and improvement or are readily available to all staff to review to support their daily practice.

17. Staff support, wellbeing and professional development

Staff at Horizons Academy has weekly access to CPD and support from the middle managers and senior leadership team, in addition to other schools within the Trust for training and support. We also offer bespoke training and support from experienced individuals within our own staff team to promote confidence.

Horizons Academy understands that in order for staff members to be able to support pupils in regulation, they need to be regulated themselves. We acknowledge that there are days that can be very emotionally and professionally challenging and support our staff in the following ways:

- Senior Leadership Team have an 'open door' policy for all staff
- Access to external counselling and support through Employee Services and Occupational Health (when required)
- Daily whole school briefings led by SLT
- Daily debriefs for each Key Stage team
- Line management for all staff
- Implementation of the Performance Management process for all staff to ensure they feel challenged and valued and achievements are recognised.
- Trust Staff STAR Awards system to recognise individual achievement
- Whole School Mental Health and Wellbeing Strategy
- A Wellbeing Champion and who leads Horizons Wellbeing Committee in developing a range of wellbeing opportunities for all staff members.

18. Searching & Confiscation

Headteachers have statutory authority to search and confiscate items from pupils that are prohibited in schools, with or without consent as outlined in Searching, Screening & Confiscation Advice for Schools updated July 2023 and LSEAT Searching and Screening Policy 2023, where the Headteacher can additionally disseminate their authority to designated staff that may operate on their behalf.

[DfE Searching, Screening & Confiscation Advice for Schools July 2022 \(updated July 2023\)](#)

Screening and searches can take place for any prohibited items banned within Horizons Academy Bexley this includes but is not limited to;

- Cigarettes
- Vapes
- Tobacco and cigarette papers
- Lighters
- Unusual amounts of money
- Drugs paraphernalia
- Illegal drugs
- Alcohol including empty bottles
- Knives or items for the purpose of a weapon as deemed so by staff
- Suspected or known stolen items
- Mobile Phones
- Fireworks

- Pornographic Material
- Any item we may reasonably suspect has been or is likely to be used to commit an offence or a breach of a School Policy
- Any item we may reasonably suspect may cause injury to any persons including other staff
- Any item we may reasonably suspect may cause or damage property within the Academy including property belonging to staff and pupil

**Please note - We do not allow on site nor do we permit the storage of motorised/electric scooters at Horizons Academy Bexley, nor do we store them on a pupil's behalf. If a pupil chooses to store them without prior consent, they do so at their own risk and we do not take liability.*

18a. Daily Screening

Horizons Academy Bexley has a statutory duty and authority to manage both the safety of pupils and staff as outlined in Searching, Screening and Confiscation Advice for Schools 2022 (updated July 2023).

When pupils arrive in school on a daily basis they will undergo a screening process by a designated staff member with authority which will take place without the need of consent. This will include a request to hand over all prohibited items and to participate in metal detector screening (hand held wand). Prohibited school items that are not illegal will be stored with the pupil's belongings in the designated areas within each specific school. The door will be kept closed for the duration of the school day and pupils will not have access unless there is an emergency.

If a pupil refuses to participate in this process the School may refuse the pupil entry to the school to prevent other pupils and staff being exposed to potential risks to their health and safety and this will be recorded as an unauthorised absence. Any behaviour displayed during the refusal by the pupil that is contrary to the Academies expectations and outlined within this Policy, may also result in further sanctions.

18b. Searching with Consent

If a Headteacher or member of staff with designated authority from the Headteacher has reasonable belief and/or grounds to suspect a pupil has prohibited items in their possession a search will be initiated. The consent of the pupil and parent is sought during the initial interview in writing with a copy held centrally within the pupil's school file and on ARBOR.

All searches of pupils and their possessions take place prior to school beginning, at the designated school entry point for pupils. The search of pupils will be undertaken by the member of staff of the same sex as the pupil, with a witness present where practically possible. A search of possessions will also take place in front of a witness. A search of a pupil will only be carried out by a member of the opposite sex when there is an immediate threat of serious harm to pupils or staff. If a pupil withdraws their written consent, a search may still be undertaken as outlined in 'Searching without consent'.

18c. Searching without Consent

If the Headteacher or member of staff with designated authority from the Headteacher has reasonable grounds to suspect a pupil has prohibited or illegal items either on themselves or in their possessions, they can undertake search without consent. If the School has established

responsible grounds to suspect prohibited items are either on pupils or in their belongings, the search can take place during the school day for example if there are grounds to suspect a theft has taken place or a pupil has cannabis in their possession (which may include viewing CCTV for clarity).

Responsible and proportionate force will be used in circumstances where the level of risk to pupils, staff and environment is an overriding factor and is delivered within the remit of Team Teach.

18d. Extent of Search

The pupil will not be asked to remove any clothing other than their 'outerwear' or any other item that is not worn next to the pupil's skin. Outerwear can include but not limited to; coat, hoodie, sweatshirt, cardigan, gloves, hat, scarf, footwear. Should the level of risk dictate a more personal search then appropriate agencies with designated extensive powers will be contacted to undertake this.

18e. Confiscation

The Headteacher or member of staff with designated authority from the Headteacher can confiscate, retain or destroy any item found during a consensual search as long as it is proportionate to the circumstances. Staff are not responsible or liable for the items providing they have undertaken a justifiable confiscation.

If the Headteacher or member of staff with designated authority from the Headteacher is carrying out a search without consent, whatever the item is that has been confiscated will determine the action taken. Any items that are illegal or relate to suspected illegal activity will be confiscated and shared with the police immediately. All appropriate agencies, the pupil, parents/carers may also receive notification if instructed by the police. **Any items that do not meet the legal age threshold will be confiscated and destroyed.** All other school prohibited items will be confiscated and either held to the end of day or a request made to parents/carer for them to collect. This will be assessed on an individual basis and based upon previous incidents.

For further information please see LSEAT Searching and Screening Policy September 2023.

18f. Pupils Rights

Horizons Academy Bexley is fully aware and respects individual pupil's right to privacy under Article 8 of the European Convention on Human Rights. Although not absolute, our process to screen and search with and without consent is compatible with Article 8 as we exercise our power to search lawfully to maintain the health and safety of all pupils, staff and environment.

19. Partnership Working

Horizons Academy works in partnership with a variety of outside agencies (e.g. CAMHS, Health Services, Children's Social Services, Educational Welfare Services, Schools Police etc.) to support individual pupils and their families.

Horizons Academy Bexley is an educational environment. Staff are employed as educators first and foremost and need to be clear in their role and remit. School staff are not social workers, counsellors or therapists. Therefore, we are keen to work with others who are qualified and experienced in their own fields and can contribute their expertise to partnership working for the best interests of our pupils.

20. External Support

20a. Schools Police

PC Lucy Gashi is the allocated School Police Officer for Horizons Academy. PC Gashi works in partnership with all staff as an extension of our safeguarding and behaviour team. PC Gashi works with Horizons Academy first and foremost in a preventative manner and will participate in all levels of practice in order to prevent an escalation in behaviour and keep pupils safe.

20b. Parent Contracts & Acceptable Behaviour Contracts (ABC)

Where behaviour is at a level which needs swift response and involvement of parents/carers in supporting the school and there is evidence of a lack of parental engagement or responsibility for the shared management of the child, a Parent Contract or ABC may be issued. This will be the decision of the Community Safety. Parents/carers will be invited to a meeting to discuss their child's behaviour in the first instance.

20c. Parenting Orders

In exceptional cases, where engagement within the parent contract process has limited success, parents may be referred to the Magistrate Court for a Parenting Order. This action will only be taken where enforced compliance is deemed necessary in order to prevent a child being repeatedly excluded or permanently excluded from school or to improve and maintain regular attendance.

21. Further Guidance

1. [Keeping Children Safe in Education \(DfE, 2023\)](#)
2. [Behaviour in Schools Advice for Headteachers & School Staff \(DfE, 2022\)](#)
3. [Improving Behaviour in Schools Guidance Report \(EEF, 2021\)](#)
4. [Suspension and Permanent Exclusion Guidance \(DfE, 2023\)](#)
5. [Searching, Screening and Confiscation Guidance for Schools \(DfE, 2022\)](#)
6. [Use of Reasonable Force and Restrictive Practice in Schools \(DfE, September 2023 currently under consultation review\)](#)
7. [Mental Health and Behaviour in Schools \(DfE, 2018\)](#)
8. [SEND Code of Practice 0-25 years \(DfE, 2014\)](#)
9. [Equality Act 2010 Guidance \(DfE, 2013\)](#)
10. [The RAID Approach \(Dr William Davies, 2015\)](#)
11. ['Executive Summary Research: Changes in staff confidence, emotional responses, and attributions for challenging behaviour immediately following staff attending RAID training', \(Dr Cheryl Knowles, 2019\)](#)
12. ['Constructional Approach to Behaviour Modification' \(Israel Goldiamond, 1974\)](#)
13. ['How to manage classroom behaviour', \(Paul Dix, 2010\)](#)
14. ['Know me to teach me', \(Louise Michelle Bombier, 2020\)](#)
15. [Drug Advice for Schools \(DfE, 2012\)](#)