



Horizon English School

Behaviour Policy

Updated: September 2025

1 Introduction

1.1 One of **our three horizons** is a **flourishing school** and we define flourishing by using the PERMA framework:

1.2

- Positive emotions
- Enagagment
- Relationships
- Meaningful work
- Accomplishment

1.3 This policy outlines our aim and ethos for pastoral care at the school. It sets out procedures related to rewards and positive behaviour management as well as systems in place for children that display challenging behaviour, or need further pastoral support. This policy also outlines our anti-bullying approach and should be read in conjunction with the attendance policy and the digital safety policy.

2 Aims

Horizon is committed to:

- Every child experiencing authentic happiness and great wellbeing thorough experiencing each element of the PERMA framework
- Enabling children to develop a sense of self-efficacy, and strategies to develop their self-esteem and mental wellbeing
- Ensuring that staff are clear about the behaviour expectations to help support the learning process effectively, including the school vision and ethos
- Ensuring all pastoral practices are sensitive and supportive to individual circumstances
- Enabling all staff to manage children's behaviour effectively
- Making all those connected with the school aware of our opposition to bullying, and making clear each person's responsibilities with regard to the eradication of bullying in our school

3 Positive behaviour

Defining positive behaviour

We describe great behaviour in terms of promises. We encourage children to make three promises:

- Be kind
- Be safe
- Be ready

These are constant in every age group and every subject but they may look different depending on the context of a class. Each teacher exemplifies the promises to explain what is expected of children and subject they teach, for example:

Promise	Be kind	Be safe	Be ready
Example	Say please and thank you	Walk, not run	Start work straight away
	Pick up after ourselves	Tell an adult if something is wrong	Put my iPad on charge

Teachers:

- Use positive framing (Dos, not don'ts)
- Agree on a few most valuable examples of each promise (but these may change as the year progresses on a weekly, half termly or termly basis)
- Decide when these examples of each promise may need to evolve

Rewarding Positive Behaviour

We believe that great teaching instills high standards of behaviour and conduct within our children. Great teaching requires great relationships and great routines. We also seek to positively reinforce great behaviour through rewards.

Teachers understand the difference between extrinsic and intrinsic rewards and make judgements about when to use different types. They also make judgements about when to reward individuals and the class as a team. Teachers draw on a variety of strategies:

	More individual	More team
More extrinsic	Avoid	Collective minutes towards a team reward
More intrinsic	Time with a trusted adult Specific praise Giving privileges Compliment cards Promise certificate Telling a child's story to others Message home	Telling the story of the class to others

4 Responding to undesirable behaviour

We know that some children may require extra support to help them make the right choices. We also recognise the need for responses when children do not make the correct choices. which are seen by all to be fair, just and applied consistently. We categorise undesirable behaviour in order for staff to make decisions on appropriate responses:

Category	Incident	Serious incident
Examples	Repeated disruption	Repeated incidents
	Aggression (Conflict Swearing Pushing Shoving)	Violence (Fighting Punching Kicking Biting)
	Mean (Insults)	Verbal abuse of staff
	Defiance Running away	Bullying
		Discrimination (Race Gender etc)
		Stealing
		Intentional damage

Our responses should be fair and reduce the likelihood of the behaviour recurring.

Category	Incident	Serious incident
Possible responses in time order	Always find a way for the child to make amends	Always remove the child / others from the situation and call the phase leader
	Always inform parent and reset expectations	Always find a way for the child to make amends
	Always review of classroom systems and routines by the teacher (with HoY/HoD) if needed)	Always schedule a face to face meeting with parents led by SLT
	Consider a Teacher / TA led Social and Emotional Learning intervention (toolkit)	Always schedule regular check ins by SLT at deliberate potential flash points
	Consider a TAC (Team around the child - Head of Pastoral Care's decision)	Copnsider an internal exclusion (SLT decision)
		Consider counselling support or an inclusion referral (Consult with Head of Pastoral Care / Head of Inclusion)
		Consider a suspension (Principal's decision)
		Consider a TAC (Team around the child - Head of Pastoral Care's decision)
		Consider a reduced timetable (Principal's decision)
		Consider a permanent exclusion (Principal's decision)
		Always review of classroom systems and routines by the teacher with HoY

Parental Engagement and Support

We aim to always work in partnership with parents, sharing our policies and practices to create a shared understanding of what we do.

Teachers notify parents frequently of positive behaviours demonstrated by children; this helps to build strong relationships between teachers and parents, and children.

Teachers also communicate with parents in a timely manner to report any incidents of behaviour that are not in line with our values and expectations. For one off disruption, teachers have informal conversations at pick up/ drop off with parents, or a phone call, on the day that the incident occurs. For incidents or serious incidents, teachers and leaders will meet with parents more formally.

Students of Determination

We are aware that challenging behaviour stems from children having an unmet need. We work alongside the inclusion department, the safeguarding team and the school counsellors to try and understand what this need may be.

Sometimes, children will need personalised behaviour management systems. Extra training and support for staff working with children of determination is provided by the inclusion team.

Serious incidents are dealt with on a case-by-case basis with students of determination, depending on the context and needs of the children. Incidents are dealt with by the Head of Inclusion and a member of SLT to determine the best course of action. Referrals to behaviour therapists are made when appropriate.

Internal exclusions and suspensions

Internal exclusion is a strategy used when a range of other proactive strategies have been utilised. During a period of internal exclusion (which could be from half a day to 3 days), a child is temporarily removed from their regular classrooms but remains on school grounds. During this time, the child engages in structured activities and reflective conversations, and receives additional support to help them make better choices moving forwards.

Suspensions are extremely rare and considered a last resort, only when it is absolutely necessary and when it is determined that we cannot adequately meet the needs of a child, despite all efforts made. We firmly believe in providing a safe, inclusive, and nurturing environment for every child, where they can flourish; however, when a child's behaviour is persistently creating an unsafe environment for others and themselves, a suspension or an internal exclusion may be considered.

Suspension is only contemplated after exhausting all other available avenues for support and intervention, and is a Principal's decision. Permanent exclusion or refusal to re-register is likewise a Principal's decision, made in coordination with KHDA's Parent Contract Team — KHDA is always contacted and approval secured before any permanent exclusion is confirmed. Our primary focus remains on helping all children understand their actions, learn from their mistakes and make positive choices, ensuring that every child has the opportunity to be an active and valued member of our school community.

Behaviour Expectations — Escalation steps

Possible responses include a suspension or reduced timetable, which is a Principal's decision, or in extreme cases, permanent exclusion or refusal to re-register. This is also a Principal's decision, made in coordination with KHDA's Parent Contract Team, and KHDA is always contacted and approval secured before any permanent exclusion is confirmed.

5 Documentation

All behaviour incidents are recorded on CPOMS. This ensures that teachers and leaders are aware of what incidents have occurred and of the follow-up actions. Phase leaders and the Head of Pastoral Care will monitor CPOMS to review any recurring incidents or patterns in behaviour.

Category	Behaviour Incident	Behaviour Serious incident
Assign to:	Head of Year	Phase leader
Alert:	Phase leader Inclusion teacher (if applicable)	Deputy Headteacher Principal DSL Inclusion teacher (if applicable)
Who monitors CPOMS?	SLT behaviour lead	SLT behaviour lead DSL (vulnerable children)

6 Anti-Bullying

We believe that there must be respect and co-operation between all members of our school community and that learning to live together is an intrinsic to school life. This is fostered through our curriculum content and wider curricula opportunities.

Complaints of children being bullied are always taken seriously, whether the complaint is made by the victim or by someone else on their behalf. All members of staff recognise that bullying is very distressing for all involved and every effort is made to handle complaints promptly, fairly and with sensitivity.

What is Bullying?

Bullying is any repeated behaviour which is deliberately intended to hurt, threaten, frighten or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time. Bullying includes:

- Physical: Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence
- Verbal: Name-calling and sarcasm
- Innuendo: Spreading rumours, persistent teasing
- Emotional: Excluding, ridicule, humiliation

- Cyber : Email, text messaging, use of Facebook and other social media, designed to upset or abuse
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or abusive comments.

Preventing Bullying

We prevent bullying by:

- Expecting and rewarding great behaviour through our promises
- Closely monitoring how children interact and behave
- *Wellbeing Check ins*
Teachers look out for signs of low wellbeing and children are encouraged to self report their concerns. Teachers regularly check and respond promptly and appropriately to any bullying concerns.
- *Student Leaders*
Playtime can be an especially challenging time when misunderstandings can quickly develop, and children can feel isolated. To make playtime more active and enjoyable for our children and to ensure that all children have an opportunity to be meaningfully engaged, our student leaders monitor behaviour and seek to ensure that no children are left to play alone.
- *Anti-bullying Week*
This is an annual event aligned with the UK based organisation Anti Bullying Alliance. Each year there is a different theme and children are provided with class-based activities to explore these themes. During this time the school counsellor along with student leaders (wellbeing ambassadors) deliver classroom based anti bullying workshops throughout the school, these are followed up by whole school assemblies and circle times during the year. Children are all clear on the '5 fingers of safety' so they know who they can talk to if they are being bullied. Parent workshops are delivered during this week to raise awareness.
- *Online Safety*
All children are taught about E-Safety in their computing lessons. Children with a 1:1 device sign an iPad contract, which details clear guidelines around staying safe online. Whole school assemblies and parent workshops are run throughout the year to continue to raise awareness to both children and parents.

Dealing with a Complaint about Bullying

Complaints about bullying are referred to the phase leader and DSL. We will:

- take all bullying allegations seriously
- deal with each incident individually, without judgement or assumption
- regard all incidents as potentially serious and investigate them thoroughly
- ensure that bullies and victims are interviewed separately
- obtain witness information, when appropriate
- keep a written record of the incident, investigation and outcomes which should aim to ensure that action is taken to prevent further incidents. Such actions may include:
 - Imposition of sanctions

- Obtaining a sincere apology
- Informing parents of both bully and bullied
- Provide support for both victim and bully

7 Further pastoral support for children and families

We aim to support all children and families with their wellbeing, behaviour and other pastoral needs. Some children and families will need more support than is offered through the curriculum, great teaching and parent workshops.

The Head of Pastoral Care, Head of Inclusion, Phase Leaders, Head of Wellbeing and the DSL meet regularly to cross reference current open cases on CPOMS, and identify any families that may need further pastoral support.

Further support may include:

- Regular parent/ child meetings with the Head of Pastoral Care, Head of Inclusion, Head of Wellbeing and/or the DSL (TAC/ TAF)
- Inclusion referrals (refer to the Inclusion Policy)
- External agency support
- Parent or student sessions with the school counsellor (refer to the Wellbeing Policy)

8 Accountability Leads

Head of Pastoral Care and DSL | Asma Ahmad

Behaviour SLT lead | Lauren Craig

Head of Wellbeing | Stephanie Nazarian