
1. Policy Statement

New Horizon Education is committed to providing a safe, nurturing environment where pupils are supported to understand, manage, and improve their behaviour. Many of our pupils have experienced challenges in previous educational settings, and we take a **therapeutic, child-centred approach** built on trust, consistency, and care.

Our approach focuses on:

- **Teaching behaviour as a skill.**
- **Promoting emotional regulation** using the Zones of Regulation framework.
- **Using Team Teach ethos** to prioritise positive relationships, de-escalation, and safety.
- **Reinforcing positive choices** through praise, ClassDojo rewards, and restorative practices.
- **Responding proportionately** to challenging behaviour using a graduated model of support.

2. Aims

- To create a calm and safe learning environment where all children can thrive.
- To help children recognise and regulate their emotions.
- To teach and model pro-social behaviour.
- To celebrate effort, resilience, and progress.
- To reduce incidents of challenging behaviour through early intervention and de-escalation.
- To support children to repair and rebuild relationships following conflict.





3. Guiding Principles

- **Behaviour is communication** – children show us their feelings through their actions.

- **All behaviour can be changed** through teaching, support, and consistent boundaries.
 - **Relationships are key** – secure, trusted adults are the foundation for success.
 - **Restorative practice** is central to repairing harm and building empathy.
 - **Every child can succeed** with the right support.
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4. The Zones of Regulation

All pupils are taught to recognise and describe their emotions through the **Zones of Regulation** framework:

-  **Blue Zone** – Sad, tired, sick, bored.
-  **Green Zone** – Calm, focused, ready to learn.
-  **Yellow Zone** – Worried, silly, frustrated, excited.
-  **Red Zone** – Angry, overwhelmed, out of control.

We use visuals, check-ins, and regulation activities to help children move back towards the **Green Zone**. Staff model language such as:

- *“I can see you’re in the Yellow Zone. Let’s try a breathing exercise.”*
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5. Rewards and Recognition

We celebrate positive behaviour through:

- **ClassDojo points** for effort, kindness, teamwork, and resilience.
- **Certificates, stickers, and class celebrations.**
- **Phone calls/postcards home** for praise.
- **Weekly assemblies** highlighting achievements.

Rewards are immediate, meaningful, and personalised where possible.

6. De-escalation Strategies

Staff use **proactive and preventative approaches** to reduce conflict, including:

- Calm tone of voice, body language, and controlled breathing.

- Distraction or diversion to another activity.
- Offering choice and time to decide.
- Use of calm corners or sensory tools.
- Relocation with a trusted adult.
- Acknowledging feelings before addressing behaviour.

De-escalation is always prioritised over consequences.

7. Team Teach Ethos

All staff are trained in **Team Teach** approaches, which emphasise:

- **95% de-escalation and non-physical interventions.**
 - **Positive handling** only used as a last resort, when a child is at risk of harming themselves or others.
 - **Least intrusive, reasonable, and proportionate interventions.**
 - **Recording and reporting** all incidents involving restrictive physical interventions.
 - **Debriefs** with both staff and pupils to reflect, repair, and learn.
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8. Graduated Behaviour Response

We use a tiered approach:

Universal (for all pupils)

- Zones of Regulation teaching.
- Consistent routines and expectations.
- ClassDojo rewards.
- Visual supports and prompts.

Targeted (for some pupils)

- Individual behaviour or regulation plans.
- Daily emotional check-ins.
- Small-group nurture or social skills sessions.
- Increased adult support.

Specialist (for a few pupils)

- Bespoke 1:1 support or intervention.
 - External agency involvement (e.g., CAMHS, EPs, Social Care).
 - Risk reduction plans.
 - Use of Team Teach positive handling (as last resort).
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9. Consequences

Consequences are **restorative, proportionate, and linked to learning**, not punishment-based. These may include:

- Restorative conversations.
 - Loss of a ClassDojo point (balanced with positive recognition later).
 - Limited access to a preferred activity (short term).
 - Repairing damage or writing an apology.
 - Behaviour reflection sheets (adapted for age/ability).
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10. Restorative Practice

We aim to repair harm and restore relationships by supporting children to:

1. Understand what happened.
 2. Recognise the impact on others.
 3. Take responsibility.
 4. Make amends.
 5. Plan for better choices in future.
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11. Supporting Staff and Pupils

- Staff receive ongoing CPD in behaviour management, de-escalation, and trauma-informed practice.
- Staff wellbeing is prioritised following challenging incidents.
- Pupils are supported with regulation breaks, sensory resources, and safe spaces.



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12. Monitoring and Evaluation

- **Incident logs** are reviewed weekly by SLT.
- **Patterns of behaviour** are analysed to adapt support.
- **ClassDojo data** is monitored to ensure consistency and celebrate progress.
- **Policy reviewed annually** in consultation with staff, pupils, and governors.

13. Linked Policies

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Positive Handling Policy
- Attendance Policy