New Horizon Education

Behaviour Policy





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 deescalation.
- To support children to repair and rebuild relationships following conflict.

3. Guiding Principles

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





- 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.

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."

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.

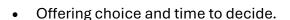
Rewards are immediate, meaningful, and personalised where possible.

6. De-escalation Strategies

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

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





- 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.

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).

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).

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.

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.



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