Horizons
Independent School

Horizons
EDUCATION

Behaviour & Consistency Policy

Supporting Positive Behaviour Through Relationships, Regulation, and Respect

September 2025

Horizons Education

Behaviour & Consistency Policy

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1. Vision and Values

At Horizons Education, we believe that positive relationships, emotional regulation, and mutual respect form the foundation for learning and growth. Our vision is to provide a nurturing, therapeutic, and individualised environment where every student can thrive as their authentic self.

Our core values are:

- **Authenticity – Be Yourself**
- **Friendship – Make Friends**
- **Ambition – Aim High**

These values underpin our behaviour approach, our Consistency Plan, and the Climb Framework.

2. Aims of this Policy

This Behaviour & Consistency Policy aims to:

- Create a safe, respectful, and inclusive environment.
- Promote positive relationships built on unconditional positive regard.
- Ensure consistent, fair, trauma-informed responses to behaviour.
- Support students to understand behaviour, impact, and repair.
- Reduce restrictive interventions through proactive practice.
- Ensure compliance with legislation and safeguarding duties.

Reasonable adjustments are made for all students with SEND/SEMH needs.

3. Our Behaviour Approach: Explore – Empower – Elevate

This relational, restorative model guides all staff practice:

Explore – Students rediscover learning in safe, creative environments. Staff support emotional exploration and curiosity.
Empower – Through co-regulation, mentoring, and communication scaffolding, students develop ownership of emotions, choices, and learning.
Elevate – Students practise reflection, make amends, and celebrate progress over perfection.

4. Legal and Statutory Framework

This policy aligns with (and should be read alongside safeguarding/related policies):

- DfE Behaviour in Schools (2024)
- DfE Suspension & Exclusion Guidance (2023)
- Searching, Screening & Confiscation (2022)
- Use of Reasonable Force (2013)
- Equality Act 2010
- SEND Code of Practice (2015)
- Independent School Standards (2024)
- Working Together to Safeguard Children (2023)
- UK GDPR & Data Protection Act 2018

5. Core Principles

Our practice is grounded in trauma-informed, autism-aware principles:

- Relationships come before correction.
- All behaviour is communication.
- Staff maintain calm, regulated, predictable behaviour.
- Low arousal approaches and accessible communication are used.
- We prioritise regulation, safety, dignity and inclusion.
- Environments are adapted to sensory and emotional needs.

5A. Horizons Consistency Framework: The Climb

The Climb Framework is the shared behavioural and emotional language across Horizons:

- **Base Camp** – Safety, grounding, regulation
- **Ascent** – Friendship, connection, participation
- **Crossroads** – Reflection, choice-making, repair
- **Avalanche** – Pastoral intervention (intensified support)
- **Peak** – Achievement, pride, ambition

Staff use the Climb during:

- Morning check-ins
- Behaviour conversations
- Restorative meetings
- Celebrations and reflection
- Regulation and reset breaks

Every student is supported to identify their daily “starting point” through predictable routines.

6. Behaviour Expectations

Expectations are explicitly taught, modelled, reinforced and revisited.

Linked to Horizons Values

Authenticity – Be Yourself

- Use communication methods that work for you.
- Use regulation strategies and tools.
- Ask for help and express needs safely.

Friendship – Make Friends

- Treat others kindly.
- Share space respectfully.
- Repair relationships when things go wrong.

Ambition – Aim High

- Try new tasks.
- Show effort.
- Keep climbing after challenges.

6.1 In the Classroom

Students are expected to:

- Engage in learning to the best of their ability.
- Follow adult direction calmly and safely.
- Use respectful language and behaviour.

6.2 Break and Lunchtimes

Students are supported to:

- Use designated areas appropriately.
- Seek help when needed.
- Resolve conflict with support.

6.3 Online Behaviour

Horizons expects the same standards online as in person:

- Safe and respectful communication.
- No cyberbullying, harassment, discrimination, image-sharing, doxing.
- Reporting harmful content to staff immediately.

Incidents may be addressed when they impact safety/welfare/learning.

6.4 CCTV

CCTV is used for safety and serious incident review in line with GDPR and the Data Protection Policy.

6.5 Beyond the School Gate

Horizons may respond to behaviour outside school where it impacts safety or the school community (travel, transport, trips, online, community). Responses may include safeguarding assessment, restorative meetings, parent/carer involvement, agency involvement where required.

6.6 – Mobile Phone Expectations (Zero Tolerance Approach)

Horizons operates a clear and consistent mobile phone expectation aligned with our Climb Framework and Whole-School Consistency Plan. Phones in = we are ready to climb.

Core Expectation all students hand in mobile phones on entry to school. Mobile phone collection is supervised by designated duty staff, Non-verbal prompts and calm redirection are used where needed. Students handing phones in first time without prompting are recognised through Climb Credits. Refusal to Hand in Phone.

Graduated Response 10-minute regulation opportunity in foyer with structured adult support. Clear check-in: 'Are you ready to return to lessons?' 5-minute thinking time if refusal continues. Removal from 'The Wheel' for that week if expectations are not met. May not represent school on off-site experiences that week.

Parents/carers informed where refusal persists, restorative conversation at Crossroads stage once regulated. Internal exclusion is considered only if refusal escalates to unsafe behaviour.

Reintegration & Positive Recognition, Students who re-engage are positively acknowledged, return to learning is supported through structured entry. Climb Credits awarded for compliance and turnaround progress, consistent success may lead to engagement in trips and reward activities.

Parent Partnership, Horizons may deliver parent workshops to support understanding of digital safety, regulation, and consistent boundaries at

home. Communication with families remains calm, restorative, and solution-focused

7. Supporting and De-escalating Behaviour

Horizons responds to dysregulation with empathy, consistency, autism-aware and trauma-informed practice.

When a student becomes distressed:

- Reduce verbal input; calm, safe body language.
- Give processing time; avoid repeated instructions.
- Adapt environment (noise, light, proximity, movement).
- Offer calm rooms/sensory spaces/walks.
- Avoid confrontation, power struggles, public correction.

All students have a **Climb Pathway (Regulation Plan)** and/or **Positive Behaviour Plan (PBP)** detailing triggers, early signs, and strategies.

8. Restorative and Proactive Practice

Restorative practice is central and develops empathy, accountability and repair skills.

Includes:

- Reflective conversations/circles
- Restorative questions (“What happened?”, “Who was affected?”, “What needs to happen to repair?”)
- Reparation tasks
- Planned restorative sessions

Crossroads is the key stage for reflection, choices and repair.

9. Enabling Environments

Horizons provides predictable, low-arousal environments:

- Visual timetables / Now-Next
- Calm rooms / sensory spaces
- Individualised transitions
- Low sensory classroom adaptations

Suspension is used only as a last resort and is followed by a restorative reintegration meeting.

10. Positive Reinforcement

10.1 The Mountain Pass: Climb Credits Stamp System ("Recognising the Right Choices")

Students earn **Climb Credit Stamps** which are collected on their **'Mountain Pass' lanyards**.

What We Praise (Climb Stamps are awarded for):

Responsibility

- Handing phones in first time
- Handing phones in without prompting
- Supporting peers to follow phone expectations

Learning Commitment

- Attending lessons on time
- Entering lessons without refusal
- Re-entering after dysregulation
- Completing starter tasks
- Staying for the full **10-minute micro-goal**

Regulation Wins

- Using a break appropriately

- Asking for help before escalating
- Returning after Step-Out
- Using strategies from their Climb Pathway

Horizons Values

- **Authenticity** – honest conversations
- **Friendship** – positive peer support
- **Ambition** – pushing through something hard

10.2 Tiered Recognition (Linked to the Climb Framework)

Base Camp – Daily Wins

- **1 Climb stamp per positive action** (**footprints stamp**)
- **1 Climb stamp for students who comply with the rules all of the time** (**handprint stamp**)
- Verbal praise
- Stamp on Mountain Pass
- Shoutout in tutor check-in
- Stickers and PraizePadz
- **Raffle tickets** for “above and beyond” actions (metacognitive progress)

Ascent – Weekly Consistency

Credit Values:

- **1 handprint stamp = 10 Climb Credits**
- **1 footprint stamp = 1 Climb Credit**

The Wheel, The Wheel:

- Each Climb Credit = a segment on “The Wheel, The Wheel”
- More Climb Credits = more chance of a **high stake prize**

Weekly recognition may include:

- The Wheel, The Wheel prize
- Pick what they would like for lunch the next day
- Choice activity they want to participate in
- Staff positive phone call home
- Engagement in school trips and experiences (“Horizons 101”)

Crossroads – Turnaround Recognition

For students who show meaningful change, e.g.:

- Previously refused lessons but now attend
- Previously refused phone hand-in but comply
- Successfully repaired after an incident

Rewards:

- **“Climb Comeback Certificate”**
- Public recognition (if appropriate)
- Extra mentor time doing preferred activity

Peak – Half-Term Recognition

Awards:

- Most Improved
- Regulation Champion
- Attendance Hero
- Consistency Award

Reward options (chosen based on student motivators and risk assessment):

- Boxing session
- Sports challenge
- Media session choice
- Breakfast club invite
- Leadership role
- Choice of prizes
- Off-site activity of their choice
- High value “The Wheel, The Wheel” prizes

10.3 Raffle Ticket System (Half-Termly Draw)

Raffle tickets provide additional recognition in a low-demand way:

- Offered quietly without public attention
- Students write their name (supported if needed)
- Tickets collected centrally
- Half-termly prize draw

Given for: exceptional effort, kindness, resilience, leadership, regulation wins, restorative repair completion.

10.4 Staff Praise Language and High-Impact Praise Strategy

Consistency matters. Staff use shared language aligned with the Climb and values.

Instead of "Well done," use:

- "That was ambitious."
- "That's progress."
- "That's what Peak behaviour looks like."
- "You regulated early — that's growth."
- "Keep pushing on — that peak is in sight."
- "Phones in = we're ready to climb."

High-Impact Praise Strategy

Catch the 10-minute win

- If they enter for 10 minutes — praise it. Even if they leave after.

Praise the attempt

- "I noticed you came in even though you didn't want to."

Praise the return

- Returning after dysregulation is a big deal:
    - Note it loudly and proudly **or** discreetly (know your Key Student).

Phone Hand-In Culture Shift

- Make it routine: **“Phones in = we’re ready to climb.”**
- Students who do it first time without fuss earn a **handprint** (10 Climb Credits).

11. Consequences and Responses

11.1 The Climb Pathway (Graduated Behaviour Responses)

Consequences at Horizons are **educational, proportionate, restorative**—never shaming.

The Climb Pathway aligns to individual student plans (Green/Amber/Red/Offset) and their known triggers/signals.

1. **Heads-Up (Base Camp Reminder)**
- Gentle, shame-free redirection (1–2 word prompts where appropriate).
- Break tasks into simple steps; link to motivators to re-engage.
2. **Check-In Chat (Ascent Support)**
- Short 1:1 where possible.
- Grounding prompts and processing time; clarify unmet need.
3. **Reset Break (Base Camp Regulation)**
- Structured co-regulation in identified regulation spaces.
- Minimal language, calm tone, regulating activity access.
4. **Make It Right (Crossroads Restorative Step)**
- Short structured repair conversation once regulated.
- Focus on impact, choices, next steps (not blame).
5. **Privilege Pause (Crossroads Accountability)**
- Only if reflection/repair is declined.
- Time-limited, clearly explained, re-entry through “Try Again.”
6. **Home Involved (Ascent Partnership)**

- Calm parent/carer contact for patterns or increased need.
- Share triggers and what worked; align consistent supports.

7. **Senior Step (Peak Guidance)**

- For repeated high-risk/unsafe escalations.
- Risk management, updated plans, restorative conference/formal reflection.

11.2 Restrictive Measures

Positive handling is used **only to prevent immediate harm** and only by trained staff.

- Recorded and reviewed within 24 hours
- Followed by medical checks (where required) and restorative debriefs
- Seclusion only in exceptional circumstances, authorised by SLT, supervised continuously and fully recorded
- Suspension/exclusion only when all other strategies are exhausted

11.3 Reward and Reintegration

Students who repair harm, show improved regulation, or re-engage are supported back into learning through:

- Restorative reintegration meetings
- Updated Climb Pathways / Integration or Reintegration plans
- Structured success windows (first 5–10 minutes)
- Rewards re-earned through repair and consistent effort

12. Bullying and Peer Conflict

Horizons is proactive and restorative, with clear protection for victims and clear accountability for harm.

Bullying includes emotional, physical, verbal, racial, sexual, disability-based and cyberbullying.

- Reports acknowledged within **2 days**
- Investigations completed within **5 days**
- Outcomes shared within **10 days**

Autistic social understanding is explicitly taught (social problem-solving, emotional literacy, help-seeking). All incidents are recorded and reviewed.

12.1 Reporting and Notification

- Serious incidents recorded immediately
- Parents/carers contacted the same day
- Written report completed within 24 hours where required
- Headteacher review and reintegration meeting within 24 hours following serious incident/confirmed bullying

13. Roles and Responsibilities

Headteacher

- Ensures implementation, monitoring, training
- Oversees serious incidents and exclusions

Senior Leaders / Middle Leaders

- Support staff with reflective debriefs
- Monitor trends and consistency

All Staff

- Implement policy consistently and compassionately
- Model calm, predictable behaviour
- Use agreed language and routines

- Record incidents accurately

Parents/Carers

- Collaborate with the school
- Support consistency and share relevant updates

Students

- Develop ownership of choices
- Engage with repair and restorative work
- Uphold Horizons values with support

14. Staff Training and Development

Ongoing CPD includes:

- Autism-specific practice and communication
- Trauma-informed and attachment-aware practice
- De-escalation and positive handling (e.g., Team Teach)
- Restorative practice
- Reflective supervision and staff wellbeing supports

15. Monitoring and Review

- Reviewed annually by Headteacher and governance/proprietor
- Behaviour and rewards data analysed for patterns by student/group/time/setting
- Weekly pastoral meetings review refusal patterns, regulation, reward impact
- Findings inform interventions and ensure equity and fairness

16. Retention

- Positive handling, seclusion, exclusion records retained for **7 years** (or until age 25 where applicable)
- Stored securely under GDPR and Data Protection policy

Appendices

Appendix A1 – Staff Consistency Toolkit

Horizons Education – Whole-School Consistency Plan

Purpose: predictable routines, shared language, clear roles. Consistency reduces anxiety, prevents escalation, supports relationships and learning.

Whole-School Principles

- Calm, predictable adult behaviour
- Clear roles and responsibilities
- Shared language and expectations
- Trauma-informed, relationship-based practice
- United staff approach at all times

Teaching Staff

- Remain in allocated teaching areas during transitions
- Ready and visible at the start of every session
- Walkie talkies on for transitions (headphones required); not needed during lessons
- Welcome students positively at the door (visible, present, welcoming)
- Do not collect students from corridors/social spaces
- Do not pursue/challenge students outside teaching spaces unless directed by pastoral
- Refer to SENDCo for teaching and learning interventions

Pastoral & Inclusion Team

- Lead student movement around school
- Support transitions into lessons (Mop-Up plan and Transition Guides)
- Provide emotional regulation before learning; refer into SENDCo where needed
- Decide when a student is ready to enter a lesson
- Communicate readiness clearly to teaching staff

Support Staff, Cover Staff & SLT

- Follow the same expectations and agreed language
- Reinforce routines and calm behaviour
- Do not override agreed roles; use a “here if you need” signal for step-out support
- Present a united front; minimise conflict exchange; prioritise teaching and learning

Transitions & Movement

- Led by the pastoral team
- Teachers remain in designated areas
- Students enter learning only when calm and ready
- No chasing, arguing, or public confrontation
- Staff communication remains calm and professional

Whole-School Language (Agreed Phrases)

- “When you’re ready, we’ll move to learning.”
- “The expectation is learning time.”
- “Let’s get you settled first.”
  Avoid shouting, conflicting instructions, reactive language.

Non-Negotiables

- Teachers remain in teaching areas during transitions
- Pastoral team leads movement and regulation
- Calm, consistent adult behaviour
- Shared expectations and language

Appendix A2 – Pastoral Mop-Up Guide

Horizons Independent School – Pastoral "Mop-Up Guide"

Strategic Intent

- Ensure students access learning consistently and safely
- Early intervention for dysregulation
- Reduce refusal through proactive relational practice
- High expectations + regulation first
- No student left without structured adult support

Proactive Pastoral Systems

- Primary and Secondary Key Worker allocated
- Meet-and-greet and transition support
- Visual timetables / communication profiles
- Climb Pathways (regulation plans)
- Weekly pastoral logs review patterns

Immediate Response to Lesson Refusal

- Prompt pastoral response
- Calm low-arousal communication
- Reduce audience to preserve dignity
- Offer 5–10 minute structured regulation pause
- Maintain expectation to return to learning

Escalation Procedure

- Change of face via Secondary Key Worker
- Step-Out protocol if needed
- Follow Climb Pathway strategies
- Pastoral Lead supports if refusal persists
- Record actions in pastoral log

Structured Re-Integration

- Accompanied return

- Clear entry point (starter task/scaffold)
- Positive acknowledgement
- Prioritise first 5–10 minutes of success
- Plan further breaks if required

Post-Incident Reflection & Accountability

- Mountain Guide – Avalanche completed where appropriate
- Climb Check-In milestones
- Restorative conversation at the right time
- Academic repair to prevent gaps
- Home communication in liaison with Pastoral Lead or SENDCo

Early Identification & Therapeutic Referral (SENDCo)
Referrals may include: CBT, OT, SaLT, physiological supports, mental health mentoring, youth mentor team, behaviour coaching, emotional literacy, nutrition, mindfulness, talking/play interventions (e.g., LEGO).

Appendix A3 – Key Worker & Secondary Key Worker Guide

Integrated exactly as your model, with: intent, implementation, daily/weekly responsibilities, Climb Pathways, Communication Profiles, de-escalation expectations, trust building, impact.

Appendix A4 – Transition Guide

Integrated exactly as your transition system: duty staff meet from 8:45–9:10, phones in as Phase 1, form “Check-In”, Ascent Journals/Zones cards, register completion by 9:30, lesson entry systems, Hub soft start, step-outs, integration/reintegration plans, low demand break times, check in/check up/check out, impact.

Appendix A5 – Student Code of Conduct Template

Use your template exactly as written, linked to Horizons values and Climb Pathway steps.