



The Acorn School

Healthy Social Life and Good Behaviour Policy

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“Wherever there is a human being, there is an opportunity for a kindness.”

Lucius Annaeus Seneca

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1. Introduction and Overview:

The Acorn School is committed to healthy and successful social relationships among students, teachers, and all members of the school community. This commitment is reflected throughout the curriculum and implicit in the working of the school. With our values focusing on fostering positive relationships, respectful interactions, and a restorative approach to behaviour, we aim to build a healthy social environment that encourages positive conduct.

We have high expectations of behaviour from all those in the school community. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork and the school welcomes and encourages the involvement of parent(s) / guardian(s) and others in the community to help us achieve this.

The standards of behaviour that we expect are discussed with the children throughout the school in age-appropriate ways and these standards are continually reinforced. Every child has the right to learn, and no child has the right to disrupt the learning of others. We ensure that the classroom environment is appropriate to the children's needs at each stage of their development. The small classes at The Acorn School enable us to get to know our children well and manage the classroom in such a way as to avoid disputes between students and keep the focus on positive behaviour.

When restorative processes are necessary, they are always age appropriate, proportionate, respectful, and focused on a positive outcome.

Our guiding principles for our Student Support approach are based on the Acorn Values:

1.1. Respecting Oneself, Others and Our World

- Every child is appreciated as an individual and is seen for their potential.
- Each child who embodies Acorn Values has respect and appreciation for themselves, their work, their peers, their teachers, and the world around them.
- Each child has high expectations and standards for themselves, everyone, and everything.
- Acorn is a school where students see each other's strengths and where their peers positively support them in their challenges.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline how pupils are expected to behave

Our overarching aims for behaviour are that all students will:

- Be tolerant and understanding with consideration for the rights, views, and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation, and spiritual awareness.
- Take a responsible interest in caring for their environment

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools - advice for headteachers and school staff 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Restrictive interventions including use of reasonable force in schools. (see action plan and Interim Restrictive Intervention Risk Assessment)

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Roles and responsibilities

4.1. Board of Governors

The board are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2. The headteacher and leadership team

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Headteacher, with the support of the leadership team, will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure processes are applied consistently.

The leadership team are responsible for supporting staff in responding to behaviour incidents and managing the leadership-led student support pathways.

4.3. Staff

Our aim is for staff to be a model for good behaviour and to build confidence and self-esteem in our children.

Each member of staff plays a crucial role in helping to create a safe, caring and pleasant environment where children's physical and emotional needs are met and where children feel valued. They do this by:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Respecting the equal opportunities, rights, values and beliefs of all individuals in the school
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing and maintaining a well-ordered environment in which all are fully aware of behavioural expectations

- Setting out clear, age-appropriate expectations or rules in each year group
- Encouraging, praising and positively reinforcing good relationships, behaviours and work rejecting all conduct involving bullying, harassment or discrimination
- Helping to create and consistently apply strategies to eliminate undesirable behaviour, using a variety of tools (see Student Support Toolbox Glossary).
- Working with parent(s) / guardian(s)
- Recording behaviour incidents

4.3.1. Strategies staff members use to help children to achieve these aims:

- Working consistently with colleagues and parent(s) / guardian(s) to promote positive behaviour
- Ensuring children are supported and supervised appropriately during the day
- Supporting children to take increasing responsibility for their own learning and conduct
- Adapting strategies to the needs of individuals
- Taking quick action to prevent one child inhibiting another's progress
- Ensuring rapid and stringent response to incidents of bullying and racial or sexual harassment
- Being good role models – punctual and well prepared
- Providing opportunities for children to discuss appropriate behaviour individually or in Social Education sessions or circle times.
- Monitoring and reviewing attainment, homework, attendance, punctuality and behaviour with colleagues and senior leaders
- Regular communication with parent(s) / guardian(s) to address issues that are identified – informal meetings, formal meetings and reports
- Taking part in Continuing Professional Development (CPD) sessions • Recording and reporting incidents of serious misconduct

4.4. Parent(s) / guardian(s)

Parent(s) / guardian(s) can support children by:

- Encouraging children to take increasing personal and social responsibility as they progress through the school
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress or behaviour
- Taking an active interest in children's learning
- Keeping in regular contact with the class teacher
- Attending meetings to work collaboratively to support children's progress and develop strategies for support
- Ensuring that children attend regularly and ringing immediately when a child is absent
- Avoiding holidays during term time and ensuring that medical and dental appointments are arranged outside school time.

4.5. Children

Children can work to achieve these aims by:

- Working to the best of their abilities and allowing others to do the same
- Treating other children and adults in the school community with respect and kindness
- Listening to and following instructions given by the school staff

- Behaving responsibly
- Never bullying other children, physically or verbally
- Not making personal, negative or prejudiced remarks, with particular consideration for protected characteristics
- Taking care of their own and the school's property and facilities •
- Cooperating with other children and adults

5. Our response to challenging behaviour

Our aim is to appreciate each child as an individual.

At the Acorn School we believe there to be no such thing as a “bad” or “naughty” child, just a “disorientated” one. We believe that by close observation and inner questioning, we can aim to respond to challenging behaviour intuitively and therefore endeavour to “reorientate” our students. We recognise that challenging behaviour is often a symptom of a need, and we will strive to identify that need and respond accordingly.

We ask that in turn our students show an age-appropriate level of self-discipline, self-reflection, responsibility, and awareness of others. We ask them to be honest, resilient, and conscious of how their behaviour can impact learning and to be aware of the school's expectations of them and to strive to always meet these expectations.

5.1. The Student Support Process

At The Acorn School we aim to promote positive behaviour and deal with incidents of negative behaviour promptly using a continuum of student support pathways designed to support the behavioural needs of all students in the school, using a restorative approach.

These pathways are:

Quality first teaching – our universal approach to every lesson. Implicit and explicit tools are used to support positive behaviour.

Teacher-led student support pathway– a student-centred approach designed to support those students exhibiting low level disruptive or hurtful behaviours to resolve this quickly.

Leadership-led student support pathway (without internal exclusion) – a student-centred, formal process for dealing with unkind, hurtful, and persistent disruptive behaviour drawing on the input of a range of individuals, including parent(s) / guardian(s), Designated Safeguarding Lead (DSL), Special educational needs and disability (SEND) team.

Leadership-led student support pathway (with internal exclusion) – a student-centred, formal process for dealing with behaviour that is illegal or poses a risk of actual or potential harm to themselves, other students or members of staff.

Wherever a child's behaviour sits on our spectrum of support, teachers and leaders always explore the context of the situation from the three perspectives outlined below to ensure both a swift resolution to the situation and that the right level of restorative support and guidance is put in place for the student(s) involved.

When dealing with behaviour issues we will always aim to consider the following approaches:

5.1.1. Care Approach

- The Care approach aims to observe, understand and support the needs of students, particularly those experiencing challenges to health, development and academic success.

5.1.2. Social Inclusion (SI) Approach

- The SI approach aims to establish whether the students are having difficulties in the social realm and how these might be contributing to their behaviour. These difficulties may include (but are not limited to) excluding/being excluded, bullying/being bullied, teasing/being teased, etc.

5.1.3. Discipline and Guidance Approach

- The DG approach guides the school's response to the behaviour in question. When disorientated students push the school's behavioural boundaries, teachers provide clear and firm guidance to help students find their footing at school. We consider "acting out" to be any behaviours that repeatedly disrupt learning in the classroom or are hurtful toward others.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our student support process outlined above enables us to differentiate our approach to challenging behaviour, to address the needs of the individual pupil.

5.2. Identifying poor behaviour

When considering the social health of The Acorn School and that of the individuals in the school, it is important to define the threshold where student(s)' behaviour is no longer considered healthy and when students should be referred to the Leadership Team for Social Inclusion and/or Discipline and Guidance support.

Below are examples of behaviours that are not deemed healthy and have moved into the realm of being disruptive, hurtful, exclusionary, harmful, bullying, or illegal behaviour.

5.2.1. Disruptive behaviour

- Persistent, prolonged, and deliberate challenging behaviour which causes disruption to lessons. This may include (but is not limited to):
- persistent disruption of lessons and learning
- not completing classwork or homework
- disrespectful attitude
- use of bad language
- disrespect of property
- distracting others or inciting others to do any of the actions above

5.2.2. Hurtful behaviour

- malicious or hurtful rumours
- lying and gossiping
- humiliating
- blackmailing
- ganging up
- intolerance of differences
- intentionally leaving out or ignoring someone
- verbal abuse: put-downs, name-calling, insults, teasing, derogatory language, or threats

5.2.3. Harmful, bullying and illegal behaviour

Incidents of behaviour that cause or risk causing significant harm to others or are illegal.

This may include (but is not limited to):

- Use of derogatory language or behaviour

- Personal, negative or prejudiced behaviour, with particular consideration for protected characteristics
- Sexual abuse
- Inappropriate child-on-child behaviour
- Physical abuse, including but not limited to poking, pushing, hitting, kicking, biting, pinching, tripping, punching, hair-pulling, spitting, or throwing objects at a person.
- Cyber-bullying (which includes engaging in any of the above through electronic means, such as email, instant messaging, texting or social networking sites).
- Stealing
- Damage to property
- Smoking, drinking, or drug taking or selling
- Possession of prohibited items:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Vapes
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Responses to harmful and illegal behaviour must be swift and always referred directly to the leadership pathway, which may include an internal or external exclusion in order to maintain safety (see Leadership-led student support pathways below and separate exclusion policy).

Any situation where a criminal act has taken place or is suspected to have taken place will be referred to the appropriate authorities

6. Student Support Pathways

6.1. Quality first teaching

At The Acorn School, our first-line approach to behaviour management lies in promoting positive behaviour through Quality First Teaching. We believe that promoting high standards of teaching and classroom management, providing dynamic and engaging lessons and empowering our learners naturally encourages good behaviour and positive relationships within the classroom.

As part of their practice, teachers employ a range of implicit and explicit teaching and classroom management tools to encourage and promote positive behaviour. Some of these tools are outlined in Section 15 Positive Behaviour Toolbox Glossary and these tools should be sufficient to support the behaviour of most students in the school.

6.1.1. Addressing occasional disruptive behaviour in class

Teachers will give a clear verbal warning if a student is displaying disruptive behaviour.

- Using the 'DADD' (Disapprove, Affirm, Discover, Do over) technique, they will aim to affirm the student's potential and to discover what the behaviour is pointing to.
- The teacher may speak one-to-one with the student, quietly within class or privately outside or at the end of a lesson to encourage reorientation and make it clear that they are not meeting their own or the school's expectations.
- If disruptive behaviour continues within the lesson, the teacher may choose to use other strategies in Section 15 Positive Behaviour Toolbox Glossary to manage the behaviour, such as alternative desk or redirecting to the familiar.
- As part of their practice, teachers record all disruptive and significant positive behaviour, using the CPOMS (Safeguarding Software for Schools).

6.2. Teacher-led Student Support Pathway

If disruptive behaviour continues, despite appropriate tools and techniques listed above being used in the classroom to reorientate the student, the teacher will escalate the situation by following the pathway below:

6.2.1. Step 1:

The subject teacher will meet with the student one-to-one to discuss their behaviour and support them to improve it immediately. During this meeting, the student will:

- Be offered support and guidance on how to change their behaviour.
- Informed that if the disruption continues, the class teacher will be included in the process (see step 2 below). The class teacher should be informed and a report written on CPOMS.

6.2.2. Step 2:

If the behaviour continues or where there are multiple incidences of poor behaviour across different lessons, a meeting will take place with the class teacher, subject teacher(s) and student to gain an understanding of the learner's barriers to positive behaviour and identify ways to support the student in overcoming those barriers.

During this meeting, the student will:

- Be offered further support and guidance on how to change their behaviour.
- Informed that, if the support they're receiving isn't sufficient for them to improve their behaviour, the headteacher will be invited to join the next meeting (see step 3 below), to discuss further actions.
- The Class Teacher will contact the students' parent(s) / guardian(s) that day to inform them that this meeting has taken place. This conversation will provide an opportunity to open dialogue regarding strategies to support the students' behaviour, elicit support of the school's expectations, and inform of next steps.

6.2.3. Step 3:

Where there is not a marked improvement in the student's behaviour and further support is required, the headteacher will attend a meeting with the class teacher and student where the student's behaviour and barriers to positive behaviour will be discussed.

During this meeting, the student will:

- Be informed that the challenges they're experiencing may require the support of the leadership team if they can't improve their behaviour, in which case they will be supported by the Leadership-led Student Support Pathway.
- Students' parent(s) / guardian(s) will be contact that day to inform that this meeting has taken place

All meetings and communications taking place during the teacher-led pathway must be recorded on CPOMS.

6.3. Leadership-led Student Support Pathway (without internal exclusion)

Where poor behaviour continues, despite students being offered relevant support and guidance through the Teacher-Led Student Support Pathway above, including liaising with the student's parent(s) / guardian(s), the student will be referred to the leadership team who will immediately implement this pathway:

This referral must be completed using CPOMS and communicated verbally.

6.3.1. Step 1: Assessing the situation and investigating

A leadership team (LT) member will be assigned to oversee the case and will:

- Gather information from all stake holders, including student(s), parent(s) / guardian(s), teacher(s), Designated Safeguarding Lead (DSL) and Special educational needs and disability (SEND) team in order to establish a clear and objective understanding of the situation, behaviours exhibited, and gain an overview of the learner's barriers to positive behaviour.
- Approach the situation from the 'care approach, social inclusion approach and discipline and guidance approach' to understand how these are impacting on the student's behaviour.

6.3.2. Step 2: Ready for Change Meetings

Once relevant information has been gathered, the leadership member will arrange a series of meetings to discuss the student's behaviour and create a plan to support the student to change their behaviour. Meeting parent(s) / guardian(s):

The LT member will meet the parent(s) / guardian(s) and other relevant members of staff (class teacher, member of the SEN team or DSL) and will:

- Outline the process to be followed
- Identify different techniques and approaches that can be used to manage the behaviour and support the child to successfully implement their Change Plan

Meeting with student and parents / guardian(s)

The student, parents and LT member will meet and create a student Change Plan which will detail what tools and strategies will be used to support the child in changing their behaviour.

This meeting and the Change Plan:

- Is centred on the LT member working with the student to establish behaviour expectations and create and implement a student Change Plan that will support all involved to create an environment where change is possible, over a period of 3 weeks.
- Can be used for any behaviour change, whether it is bullying, learning needs or poor behaviour in class.
- Will use goals to guide students' personal development and behaviour change.
- Will draw on a range of strategies and tools to support behaviour change (see Change Plan Toolbox in section 16).
- Takes into account concerns and observations identified from the care, social inclusion and discipline and guidance approaches identified in step 1.
- A timescale will be set for the Change Plan, depending on the nature of the behaviours exhibited. This will detail both the frequency of progress reviews and the date of the evaluation meeting.

6.3.3. Step 3: Progress Reviews

Following implementation of the Change Plan, the LT member will review progress regularly, depending on the schedule established in the Change Plan meetings (daily / weekly / monthly).

Progress will be measured against the goals established in the 'Ready for Change' meetings:

- Where progress is being made, the student continues with their plan until the evaluation meeting.
- Where progress isn't being made, the Change Plan may be adapted to identify further support and strategies to bring about a suitable resolution to the situation.
- If at any time the students' behaviour is illegal or poses a risk of danger or harm to themselves, others or school property, the teacher will immediately remove the student from the classroom and begin step 1 of the process below.
- The parent(s) / guardian(s) and student will be informed of the outcome of progress reviews

6.3.4. Step 4: Evaluation Meeting or communication

The evaluation meeting will be held with the headteacher, LT member, and other relevant members of staff (class teacher, member of the SEND team or DSL) to establish whether the Change Plan has resolved the concerns and whether it is sustainable.

- Where the concerns are resolved and the interventions used in the plans are sustainable, the case will be closed, with interventions remaining in place.
- Where the concerns aren't resolved by the Change Plan or the school doesn't have the resources to sustain the Change Plan, the evaluation meeting will focus on next steps, to include external assessment, alternative provision, alternative resourcing, or permanent exclusion, following the exclusion policy.

6.4. Leadership-led Student Support Pathway (requiring internal exclusion)

When a student's behaviour is illegal or causes / risks causing harm to themselves, others or school property, the following pathway should be followed to keep all members of the school community safe:

6.4.1. Step 1: Internal Exclusion and Pastoral Support

- Teacher will immediately remove the student from the classroom and notify a LT member
- The LT member will collect the student from the teacher and take them to a suitable, private space.
- The LT member and class teacher will arrange immediate pastoral support for any victims.

6.4.2. Step 2: Assessing the situation and investigating

The LT member will:

- Assess whether the student, other students, teacher or property are at risk if the student returns to class and whether the behaviour will continue:
 - If the student is deemed safe to return to class, they should do so once the LT member has interviewed them about the incident and they have had a short restorative meeting with the teacher of the class.
 - If the student is not deemed safe to return to Class, the headteacher will be informed and the student must remain internally excluded.
 - The headteacher will make the final decision as to whether the student should be sent home on a fixed-term exclusion until the Ready for Change meetings takes place (Step 2) following the process outlined in the exclusion policy.
- Gather information from all stake holders, including student(s), parent(s) / guardian(s), teacher(s), DSL and SEND team in order to establish a clear and objective understanding of the situation, behaviours exhibited, and gain an overview of the learner's barriers to positive behaviour.
- View the situation from the care approach, social inclusion approach and discipline and guidance so as to understand how these are impacting on the students' behaviour.
- Inform the parent(s) / guardian(s)
- Provide the student with work to complete if they are required to wait for a period of time.

6.4.3. Step 3: Ready for Change Meetings

Once relevant information has been gathered, the leadership member will arrange 'Ready for Change' Meetings to discuss the student's behaviour and create a plan to support the student to change their behaviour.

Meeting parent(s) / guardian(s):

The LT member and / or Headteacher will meet the parent(s) / guardian(s) and other relevant members of staff (other LT members, class teacher, member of SEND team or DSL) and will:

- Outline the process to be followed and seek input from the parent(s) / guardian(s)
- Identify different techniques and approaches that can be used to manage the behaviour and support the child to successfully implement their Change Plan
- In the event that a student has received a fixed-term exclusion during Step 1, due to concerns over the safety and wellbeing of students, teachers or property, the Ready for Change Meetings will involve consideration as to whether the school has the expertise and resources to support the student's return to school, whilst maintaining the safety of all members of the community and school property
- In the event that the school cannot support the student's return to school, external exclusion will be considered follow the exclusion policy

Meeting with student and parent(s) / guardian(s)

The student, headmaster and LT member will meet and create a student Change Plan which will detail what tools and strategies will be used to support the child in changing their behaviour.

This meeting and the Change Plan:

- Is centred on the LT member working with the student to establish behaviour expectations and create and implement a student Change Plan that will support all involved to create an environment where change is possible.
- Can be used for any behaviour change, whether it is bullying, learning needs or poor behaviour in class
- Will use goals to guide students' personal development and behaviour change
- Will draw on a range of strategies and tools (see Change Plan Toolbox in Section16).
- Takes into account concerns and observations identified from the care, social inclusion and discipline and guidance approaches identified in Step 1
- A timescale will be set for the Change Plan, depending on the nature of the behaviours exhibited. This will detail both the frequency of progress reviews and the date of the evaluation meeting

6.4.4. Step 4: Progress Reviews

Following implementation of the Change Plan, the LT member will review progress regularly, depending on the schedule established in the Change Plan meetings (daily / weekly / monthly).

Progress will be measured against the goals established in the 'Ready for Change' meetings:

- Where progress is being made, the student continues with their plan until the evaluation meeting.
- Where progress isn't being made but the students' behaviour doesn't put themselves or others at risk, the Change Plan may be adapted to try and bring about a suitable resolution to the situation.
- If there is a recurrence of dangerous or harmful behaviour, the student will immediately be internally excluded following the step 1 above and the evaluation meeting will be scheduled to take place immediately.

The parent(s) / guardian(s) and student will be informed of the outcome of progress reviews.

6.4.5. Step 5: Evaluation Meeting

The evaluation meeting will be held with the headteacher, LT member, and other relevant members of staff (class teacher, member of the SEND team or DSL) to establish whether the Change Plan has resolved the concerns and whether it is sustainable.

- Where the dangerous, harmful or illegal behaviours are resolved and the interventions used in the plans are sustainable, these will remain in place and long-term follow up will be arranged.
- Where there are reoccurrences of the dangerous, harmful or illegal behaviour, or where the school doesn't have the resources to sustain the Change Plan, the evaluation meeting will focus on next steps, to

include external assessment, alternative provision, alternative resourcing, or permanent exclusion, following the exclusion policy.

7. Anti-Bullying Strategy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Misogyny • 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

The Acorn School has a zero-tolerance approach to bullying and our response to accusations of bullying is swift and robust.

7.1. Raising concerns of bullying

- Pupils can report bullying to any member of staff and are given opportunities to disclose bullying behaviour through teachers careful listening and time to talk throughout the day.
- Staff are required to share disclosures or concerns regarding bullying on our CPOMS system for timely follow up by the leadership team.

- Parent(s) / guardian(s) can report bullying to their child's class teacher in the first instance, the Designated Safeguarding Lead (DSL) or any member of the leadership team, through email.

7.2. Dealing with accusations of bullying

Accusations of bullying are thoroughly investigated and dealt with using the Leadership-led Student Support pathways (see section 6 above), in order to understand the students, the situation and to promote a resolution. This process involves:

- An assessment of the nature of the incident(s) and whether the student needs internally excluding to protect the victim.
- Anyone involved will be given the opportunity to share their experiences confidentially with a member of the leadership team as part of the 'data gathering' element of our pathway.
- Once all the information is gathered ready for change meetings will take place and a Change Plan will be made for each student involved.

8. Exclusions

Refer to exclusion policy

- There are two types of external exclusions – fixed term and permanent exclusions. For certain serious incidents the headteacher has the power to exclude a pupil from school and may not delegate that power to someone else. This should always be done in accordance with the school's exclusion policy.
- Exclusion is a serious step and one that is only used in response to serious breaches of this policy and only after a range of alternative strategies have been tried and not proved successful.
- Exclusion is only used where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or other pupils and staff.
- Internal Exclusions will only be used for safety purposes and to protect others from harm, and for the shortest duration possible. Parent(s) / guardian(s) will always be informed if internal exclusion has been necessary.

9. Positive Handling

The Acorn School acknowledges that positive handling should only be used as a last resort and in conjunction with this behaviour policy and justified by the member of staff. Members of staff must take into consideration the characteristics of the child, including gender, age, physical and developmental needs.

Positive handling uses the minimum of force necessary, for the shortest period of time [and always in-line with Guidance for Safer Working Practice] to prevent a child from:

- harming themselves
- harming others
- harming property
- being harmed by external hazards

All incidents of positive handling will be recorded and reported to the parent(s) / guardian(s).

Positive handling can also be used to:

- support a vulnerable child
- enable a pupil to feel safe

These instances must also be recorded.

10. Confiscation

Any prohibited items (listed in section 5.2.3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parent(s) / guardian(s), if appropriate.

Searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11. Recording and Monitoring of Behaviour

All incidents of poor behaviour, actions taken by staff, meetings and plans will be recorded using CPOMS (Safeguarding Software for Schools) and will be handled in accordance with the school's Privacy Notice.

Behaviour reports will be reviewed by the leadership daily and audited on a half termly basis.

Bullying incidents, how they are managed, and strategies used to resolve bullying are all recorded on CPOMS.

The leadership team make termly reports to the Steering Board for analysis.

12. Training

Our staff are provided with training on managing behaviour, including proper use of positive handling, as part of their induction process and on an annual basis.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the leadership team and the Board annually. At each review, the policy will be approved by the Board.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

15. Appendix 1: Positive Behaviour Toolbox Glossary (alphabetical order)

Alternate Desks - The student is allocated a “quiet desk” where they can work if disruption is a concern. It is important that this is arranged beforehand.

Alternate Classroom – The student is allocated a place to work in another designated classroom, where they are received by the teacher and can continue their work.

Acorn Values – The Acorn Values are comprised of guiding principles for how we want to relate to each other at this school. The Acorn Values are an active way of being kind and understanding oneself and others.

DADD - This is an immediate tool used sometimes by teachers in response to inappropriate behaviour by a student. It stands for Disapprove, Affirm, Discover, Do over.

Explicit Approach – When “implicit” approaches are not successful, teachers may use more explicit or obvious tools to support and solve challenges and conflicts with the students. These tools can include meaningful work, individual Change Plans, check in and stay and meetings with parent(s) / guardian(s).

Implicit Approach – Through Waldorf pedagogy, teachers often use “implicit” tools in the classroom. These tools can include storytelling, song, art and movement and are subtle approaches to solving challenges.

Narrate the Positive - Focus on the positive behaviour in the classroom to signal to disorientated pupils how to conduct themselves.

Pedagogical Classroom Approach - Teachers use developmentally appropriate stories or lessons within the curriculum to address social issues in an implicit way.

Put Down Diet - This practice invites the members of the school community to be aware of their own speech, body language, and attitudes that criticise or demean others with or without intention. Students, teachers, and staff agree to name, discover why, and do over negative verbal and body language.

Politeness and Courtesy - Actively practicing politeness and courtesy is an example to all members of our school community. Students, teachers, and staff take the opportunity to practice politeness and courtesy so that they occur as a matter of course.

Redirecting - A disoriented student is redirected to productive, purposeful work within or often outside the classroom. Purposeful work is anticipated and scheduled by the LT and teachers.

Social Inclusion Approach - This is a “justice without blame” approach that the school uses to support a socially healthy school environment. Social Inclusion gives us a common language, structure and tools with which to deal with social conflict between students.

16. Appendix 2: Change Plan toolbox ideas

Alternate Desks - The student is allocated a “quiet desk” where they can work if disruption is a concern. It is important that this is arranged beforehand. Ear defenders may also be an option if student finds concentrating in noisy rooms difficult.

Circle of Friends – When a student is having social difficulties, the class teacher may choose two or three students from the class to greet the student each day, meet once a week with the student, help the student problem solve, and be available for support.

Counselling/Alternative Therapy – these are longer term solutions but may be appropriate under certain circumstances.

Differentiated tasks – Students may not be able to articulate that the tasks in class are either too easy or too hard but may demonstrate their frustration through antisocial behaviour. If the Ready for Change plan can support students receiving appropriate tasks, then it should.

No Blame Meeting - This is a group meeting of the students involved in a social difficulty. They will attend the meeting with an adult facilitator, to brainstorm solutions and build agreements.

SEN assessment – It may be that the behaviour is stemming from an unrecognised learning need that a SEND TEAM may have suggestions to support.

Social Inclusion Change Plan - This is a form that a student completes with the assistance of the LT member that outlines the student's plan to change behaviour.

Staggered Playtime – A child may choose one or two other students to join them to have their playtime at a different time from the rest of the group, if the current dynamics are proving too challenging for them to play safely or kindly in the larger group.

Support Circle Meeting - This is a facilitated meeting with the parent(s) / guardian(s) and class teacher of a student having social difficulties, to discover how to strengthen and support the child.

Time away – Student has an agreement that they may self-select to take 5 minutes out of the lesson, to reorientate themselves if they recognise they are feeling overwhelmed. They must go to reception during this time. It may be that the teacher is able to support the student in choosing this action the first few times they need it. This must not be used as an 'internal exclusion' and must be the student's choice.