Behaviour Policy

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Contributors	Rob Arrowsmith		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Anti-Bullying Policy (EDU.POL.007)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)
- Searching, Screening and Confiscation Policy (EDU.POL.035)
- Mobile Phone Policy (EDU.POL.040)
- Online Safety Policy (EDU.POL.009)
- Attendance Policy (EDU.POL.005)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

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The Acres is a special school. Many of our pupils have experienced disruption, trauma or exclusion from previous settings, and their behaviour is often the clearest way they tell us how they are feeling. At The Acres we treat behaviour as communication, and we respond with warmth, structure, and high expectations rather than blame.

This policy sets out how we promote positive behaviour, how we respond when behaviour falls short, and the standards every member of our community can expect. It is built on the belief that pupils behave well when they feel safe, understood, and respected, and when the adults around them are calm, consistent and fair.

Our approach is grounded in Keys Connect, our relational and trauma-informed model. At The Acres we build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at The Acres. It applies in school, on school activities and visits, on the journey to and from school, and to behaviour online or out of school where it affects the school community or another pupil. It aims to: -

- Set clear, consistent, and high expectations of behaviour which every pupil can understand and meet.
- Help pupils to develop self-regulation, responsibility, and the social skills they need to thrive.
- Set out a fair, graduated, and restorative response to behaviour that falls short of those expectations.
- Keep pupils and staff safe and make sure any response to behaviour is reasonable, proportionate and the least intrusive option.
- Meet our duties under the Independent School Standards and current statutory guidance.

4. Abbreviations and Definitions

This policy uses the following terms:

- Behaviour curriculum: the routines, expectations, and social and emotional skills we teach explicitly so that pupils know how to behave well.
- Restorative practice: a structured conversation that helps a pupil understand the impact of their behaviour, repair harm, and put things right.
- Sanction: a reasonable and proportionate consequence applied in response to misbehaviour.
- Suspension and permanent exclusion: a formal decision to remove a pupil from school for a fixed period or permanently, dealt with under our separate Suspension and Permanent Exclusion Policy (EDU.POL.012).

5. Policy Content

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5.1 Principles and Approach

At The Acres, our practice is guided by these principles.

All behaviour is communication. We seek to understand the need behind the behaviour, including trauma, attachment, sensory and communication needs, before we respond.

Relationships come first. Warm, consistent, and predictable relationships are the foundation of good behaviour. Expectations are high and they are the same for everyone, adjusted only where a pupil's needs make that fair. Responses are calm, consistent and the least intrusive that will keep everyone safe.

We repair rather than shame. We prefer natural and restorative consequences to punishment that isolates or humiliates.

We notice the positive. Strength-based language and genuine praise shape our daily interactions.

5.2 Behaviour in Practice

Behaviour expectations and the behaviour curriculum

At The Acres we teach behaviour, we do not assume it. We set out clear, simple expectations and we teach the routines, language and social and emotional skills that help pupils meet them. Expectations are shared with pupils, staff and parents, and they apply across the whole school day.

Recognising and rewarding positive behaviour

We recognise positive behaviour far more often than we sanction. Praise, positive contact with home and our recognition systems reinforce the behaviour we want to see. The local detail of our recognition and reward systems is set out in the school-specific annex at Appendix A.

Responding to behaviour that falls short.

Our response is graded, calm and consistent. We start with understanding and early intervention, we use de-escalation and time to regulate, and we follow up with a restorative conversation to repair harm. Sanctions are reasonable and proportionate, and we always consider a pupil's needs before we apply them.

A record is kept of the sanctions imposed for serious misbehaviour, as required by paragraph 9 of the Independent School Standards. Sanctions are recorded on Arbor and reviewed by leaders to make sure they are fair and effective.

Behaviour support plans

Where a pupil needs an individual approach, we put a behaviour support plan in place. The plan sets out the pupil's strengths, known triggers, proactive strategies and agreed responses, and it is written with the pupil, the family and relevant

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professionals and reviewed regularly. Schools may use a different name for this document, for example an individual education plan. A template is at Appendix B. Plans are held at ARBOR.

Mobile phones and electronic devices

At The Acres we are a mobile-phone-free environment by default. Pupils are not to use mobile phones or personal electronic devices during the school day, including during lessons, the time between lessons, breaktimes, and lunchtime.

Where a pupil brings a phone or device to school, it is handed to designated staff at the start of the day, kept securely, and returned at the end of the day. Any agreed exception for a medical or special educational need is documented in the pupil's individual plan.

Misuse of a phone or device, including bullying, sharing inappropriate content, or accessing harmful material, is treated seriously and dealt with under this policy and the Safeguarding and Online Safety policies (EDU.POL.009). Staff may search for and confiscate a phone in line with guidance set out below. This approach reflects the Department for Education guidance on mobile phones in schools and the duty under the Children's Wellbeing and Schools Act 2026 to have regard to that guidance.

Searching, screening and confiscation

Staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item, in line with the Department for Education guidance on searching, screening and confiscation. Reasonable force may be used to search only for prohibited items such as knives, weapons, alcohol, illegal drugs, or stolen items, never for an item identified only in the school rules. Where a search raises a safeguarding concern, the designated safeguarding lead is informed without delay. Detailed search procedures are set out in our Searching, Screening and Confiscation Policy (EDU.POL.035).

Use of reasonable force and physical intervention

Physical intervention is always a last resort, used only to keep a pupil or others safe, and never as a punishment. How and when reasonable force may be used, the techniques staff are trained in, and how every incident is recorded and reported are set out in full in our Positive Handling and Physical Intervention Policy (EDU.POL.020). The recording and reporting of seclusion and restraint, including the duties under Standards 16A and 32A, is dealt with in that policy and is not duplicated here.

Restrictive practices will be regularly reviewed to ensure they remain lawful, necessary, proportionate and in the pupil's best interests.

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Suspension and exclusion

Any decision to suspend or permanently exclude a pupil is taken by the headteacher under our Suspension and Permanent Exclusion Policy (EDU.POL.012). As an independent school we are not bound by the statutory exclusion process that applies to maintained schools and academies, but we have regard to the principles of fairness in the Department for Education Suspension and Permanent Exclusion guidance. Suspension and exclusion are never used to manage a pupil's needs in place of proper support.

Part-time timetables

At The Acres, a part-time timetable is never used as a behaviour management tool. A reduced timetable is only ever used as a short-term, planned measure to meet a pupil's medical or reintegration needs, agreed with parents and kept under review, in line with attendance guidance and our Attendance Policy (EDU.POL.005).

Behaviour beyond the school gate and online

We may respond to behaviour outside school, including online, where it affects another pupil, a member of staff or the reputation and safe running of the school. Online behaviour, including bullying through phones or social media, is dealt with under this policy alongside our Anti-Bullying and Online Safety policies (EDU.POL.009).

5.3 Recording, Monitoring and Reporting

Behaviour incidents and sanctions are recorded on Arbor (and RADAR if it involves a restrictive physical intervention), including a record of sanctions for serious misbehaviour as required by paragraph 9 of the Independent School Standards. Leaders analyse behaviour data to identify patterns across pupil groups, including pupils with SEND and other vulnerable pupils, and use it to target support and improve practice. Behaviour data and the impact of this policy are reported to the proprietor and governors on a regular cycle.

5.4 Equality and Inclusion

At The Acres, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Many of our pupils have special educational needs or disabilities, and we make reasonable adjustments so that expectations and responses are fair for every pupil. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

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Follow the behaviour expectations and take part in setting and reviewing them. Reflect on their behaviour and its impact on others and engage with restorative conversations and support plans.

6.2 Staff

Model warmth, curiosity, and consistent boundaries, and build positive relationships with every pupil. Teach the behaviour curriculum and apply expectations and sanctions fairly and consistently. Use de-escalation and co-regulation and record incidents accurately and promptly on Arbor.

6.3 Leadership

Set and uphold a positive behaviour culture and make sure expectations are applied consistently across the school. Make sure staff are trained and supported, and monitor behaviour data to improve practice. Decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy (EDU.POL.012).

6.4 Governance

Hold leaders to account for the behaviour culture and review behaviour data and the impact of this policy.

6.5 Parents and carers

Collaborate with the school to reinforce positive behaviour and engage with communication, support plans, and reviews.

6.6 Named leads.

The named lead for behaviour at The Acres is Jo Rawlinson Deputy Headteacher. The Designated Safeguarding Lead is Jessica Howkins

7. Training Requirements

All staff receive induction and ongoing training in trauma-informed practice, the Keys Connect model and de-escalation. Staff who may need to use physical intervention are trained in an accredited approach, refreshed in line with that accreditation. Our positive handling training is set out in the Positive Handling and Physical Intervention Policy (EDU.POL.020). Training needs are reviewed at least annually and after any significant incident or change in guidance.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

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9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 9 (a written behaviour policy, implemented effectively, with a record kept of sanctions for serious misbehaviour).
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (paragraph 9, 3.19 to 3.23).
- Behaviour in Schools: advice for headteachers and school staff, Department for Education, February 2024.
- The Children's Wellbeing and Schools Act 2026 (the duty to have regard to national guidance on the use of mobile phones in schools).
- Mobile phones in schools, Department for Education, 19 January 2026.
- Searching, Screening and Confiscation: advice for schools, Department for Education, July 2022.
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026.
- The Equality Act 2010.
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice.

10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at The Acres is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Behaviour Annex

Appendix A: School-Specific Behaviour Annex

School Values

At The Acres School, behaviour expectations are underpinned by our core values:

- Ambition
- Compassion
- Respect
- Enjoyment
- Success

Staff actively recognise and reward pupils who demonstrate these values throughout the school day. These values are explicitly taught through lessons, assemblies, tutor sessions, and restorative conversations.

Daily Routines

The Acres promotes consistency through clear daily routines:

Time	Activity
8:45am	Tutor Time
9:00am	Period 1
9:45am	Period 2
10:30am	Break
10:45am	Period 3
11:30am	Period 4
12:15pm	Lunch
12:45pm	Period 5
1:30pm	Break
1:45pm	Period 6

Structured transitions and predictable routines form part of our behaviour curriculum and support pupils to feel safe, regulated, and ready to learn.

Recognition and Rewards

The Acres places significant emphasis on recognising positive behaviour.
Pupils are awarded House Points for demonstrating the school's values through:

- Positive attitude to learning.
- Respect towards others.
- Kindness and compassion
- Resilience
- Attendance and punctuality
- Contribution to the school community

House Points contribute towards reward thresholds and incentives throughout the year.
Additional recognition includes:

- Headteacher Awards for pupils who go beyond expectations.

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- Positive phone calls and messages home.
- Celebration assemblies.
- Attendance awards.
- End-of-term reward activities.
- House competitions and events.

The school aims to recognise positive behaviour more frequently than sanctions are applied.

Behaviour Recording on Arbor

The Acres uses Arbor to record behaviour incidents and identify patterns and trends. A behaviour recording guidance document and flowchart supports staff to ensure incidents are recorded consistently.

Behaviour categories include, but are not limited to:

- Disruption to learning.
- Refusal to follow instructions.
- Verbal aggression
- Physical aggression
- Unsafe behaviour
- Vaping
- Truancy / leaving lessons.
- Bullying
- Damage to property
- Discriminatory language
- Online safety concerns

The behaviour flowchart provides staff with guidance regarding the most appropriate recording category and expected response. Staff receive training on these procedures as part of induction and ongoing professional development.

Behaviour Monitoring and Intervention

Behaviour data is reviewed regularly to identify pupils requiring additional support.

The school holds regular Behaviour and Pastoral Trends Meetings where leaders review:

- Behaviour incidents
- Attendance concerns
- Suspensions
- Safeguarding concerns
- Repeat behaviours.
- Emerging patterns across cohorts and vulnerable groups

Outcomes may include:

- Behaviour Support Plans
- Pastoral interventions
- Early Help referrals
- Mentoring
- Attendance interventions
- Risk assessments
- External agency involvement
- EHCP review discussions.

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- Alternative provision consideration where appropriate

The impact of interventions is reviewed through ongoing monitoring of pupil outcomes.

Pastoral Support

The designated Pastoral Lead is Leah Dent - Pastoral Lead

Additional support may be provided through:

- Daily check-ins
- Restorative conversations
- Regulation support
- Social and emotional interventions
- Family liaison
- Attendance support
- Targeted behaviour support plans

Referrals can be made through the pastoral team, safeguarding team, or senior leaders.

Monitoring Impact

Senior leaders monitor:

- House points awarded
- Positive recognition events
- Behaviour incidents
- Suspensions
- Attendance
- Pupil voice
- Staff concerns
- Reintegration outcomes

This information informs school improvement planning and helps leaders evaluate the effectiveness of the behaviour policy.

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Appendix B: Restorative Meeting Questions

Please complete the following questions with the student, following a negative 3 ARBOR entry. Once complete, please upload on to ARBOR.
Many thanks,

Date/Time when the behaviour occurred:

What activity was going on when the behaviour occurred?

What happened right before the behaviour that may have triggered the behaviour?

What did you do to help co-regulate in the moment? What could have helped?

What actions/targets/next steps are to be given (if any)?

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Appendix B: Behaviour Support Plan Template

The behaviour support plan helps staff understand, anticipate, and respond consistently to a pupil's behaviour. It is written with the pupil, the family and relevant professionals and reviewed regularly. Complete one row for each pupil.

Section	Details
Pupil name	
Year and class	
Date of last review	
Plan author(s)	
Context and the pupil's story	Background, experiences and how these inform behaviour
Strengths and interests	What the pupil enjoys, their strengths and signs of resilience
Known triggers	Situations, environments, or interactions that may lead to distress
Proactive strategies	How we prevent escalation, including adaptations and engagement
Response strategies	How staff respond, including de-escalation and agreed support
Linked risk assessments	Any associated risk assessments to read alongside this plan
Targets	Specific, positive behaviour targets framed as learning
Review dates	Schedule for regular review and update
Signatures	Staff and, where appropriate, pupil and parent or carer

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