



ACORN
A Secondary Alternative Provision

Behaviour policy and statement of behaviour principles

Date of issue: January 2024

Date of review: January 2026

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Context of the School

The Acorn School is an alternative provision for 11-16 year olds who remain dual-registered with their mainstream schools. There are 2 single registered KS4 pupils.

A placement at Key Stage 3 ideally follows an 18 week programme allowing pupils to gain support with changing behaviour, avoid permanent exclusion and return to an educational setting to successfully finish their education with the support of a highly structured re-integration package.

A Key Stage 4 placement is full-time until the end of Year 11 and allows pupils to gain their qualifications in a more accessible setting with a tailored curriculum to meet their individual needs.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave in line with the schools' values**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Failing to follow the schools value statements (Appendix 2)
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Mobile phones

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Threatening behaviour (verbal or physical) towards staff
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Damage to the school building or property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Smoking paraphernalia (vapes etc)
 - Fireworks
 - Pornographic images
 - 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)

4. Bullying

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Homophobic comments, phrases, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Standards Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Standards Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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 rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Daily communication with home

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Follow the schools value statements (see Appendix 2)
- Behave in an orderly and self-controlled way (or seek help from staff when they feel they need reasonable adjustment)
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points linked to rewards criteria (appendix 3)
- Phone calls home to parents

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Parental Meetings

- Fixed Term Suspension
- Placement Closure

Pupils will be given the opportunity to reflect upon and put right all incidents of negative behaviour with a member of staff that they trust and have a positive relationship with.

Pupils will have regular 1:1 sessions with the Engagemnet Team to develop strategies for positive behaviour. Pupils who need more targeted therapeutic intervention will have access to weekly sessions with the schools trauma specialist.

The Head teacher will make the decision to issue a Fixed Term Suspension if it is felt that a pupil has persistently/consistently failed to adhere to the schools behaviour policy or there has been a serious one-off incident.

Pupils who fail to engage with the support on offer and repeatedly breach the behaviour policy are at risk of having their placement at Acorn closed by the Head teacher.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 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 parents, if appropriate.

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

8.4 Pupil support

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 approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with the mainstream school, external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil re-integration

To ensure a smooth transition back to the mainstream school, pupils have planned sessions with the re-integration officer, there will also be meetings held with both parents and the mainstream schools.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour and successful strategies will be transferred to relevant staff at the mainstream school.

10. Training

Behaviour management forms part of the schools continuing professional development.

All staff training is logged with the Business Manager.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Standards Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Standards Committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Signed: _____ Date: _____

Chair, F&GP Committee

Signed: _____ Date: _____

Headteacher

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in fixed-term suspensions and the closure of a pupil's placement.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Standards Committee, annually.

Appendix 2: Value Statements

Our values are at the centre of everything we do:

We belong here, we are ACORN

AMBITIOUS TO ACHIEVE

We want to achieve to the best of our academic ability

COURAGEOUS

We build on our strengths and reflect to make good choices

OPTIMISTIC

We have a positive attitude

RESPECTFUL

We treat ourselves, each other and our environment with courtesy and kindness

NEVER GIVING UP!

On ourselves, each other or on our future potential

HOUSE TEAM REWARDS

POINTS	REWARD
35	Hot Chocolate
70	Lucky Dip
105	Breakfast Club
140	Lunch Club
175	£5 Amazon Voucher
210	Lunch Outing
245	Cinema Tickets x2
280	£10 Amazon Voucher
315	Mystery Prize