



Little Acorns Forest Schools Ltd

Behaviour Policy

Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Respect, Resilience and Responsibility
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum
7. Responding to behaviour
8. Responding to misbehaviour from learner with SEND
9. Training
10. Monitoring arrangements

1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-Forest School approach to maintaining high standards of behaviour that reflect the values of the Forest School.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all learners.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline our system of rewards and sanctions.

2. LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

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

- Behaviour and discipline in School: advice for Headteachers and School staff, 2016.
- Behaviour in School: advice for Headteacher and School staff 2022.
- Searching, screening and confiscation at School 2018.
- Searching, screening and confiscation: advice for Schools 2022.
- The Equality Act 2010.
- Keeping Children Safe in Education 2025.
- Exclusion from maintained Schools, academies and pupil referral units in England 2017.
- Suspension and permanent exclusion from maintained Schools, academies and pupil referral units in England, including pupil movement - 2022.
- Use of reasonable force at School.
- Supporting learner 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 learner.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires School to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give School the authority to confiscate learner's 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.

3. RESPECT, RESILIENCE AND RESPONSIBILITY

Our core values are at the heart of our Forest School. We expect all staff and learners to demonstrate them at all times.

Respect - Adults and learners alike show respect for each other. We promote equal opportunities through non-discriminatory practices. We respect our belongings and the Forest School environment.

Responsibility - Staff and children take responsibility for their actions and any disagreements are resolved in a restorative manner. We take responsibility for the world we live in and take care of the environment.

Resilience - Staff and children develop resilience in everything they do supported by those around them. We persevere when things are challenging and ask for help if we need it.

We promote our Forest School values daily through adult modelling.

At Little Acorns Forest School we believe that:

- Everyone has the right to feel safe at all times.
- All members of the forest school community should be free from discrimination of any description.

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.

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).
- 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 .

Details of our Forest School's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

5. ROLES AND RESPONSIBILITIES

5.1 The Director

The Director is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary.

5.2 Staff

Staff are responsible for:

- Creating a calm and safe environment for learners.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the behaviour policy consistently.
- Communicating the Forest School's expectations, routines, values and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular learners.

- Considering their own behaviour on the Forest School culture and how they can uphold Forest School rules and expectations.

The senior leadership team (SLT- including Director, Administrator and Lead Practitioner) will monitor records of behaviour incidents and support staff in responding to behaviour incidents where necessary.

5.3 Parents and Carers

Parents and carers, where possible, should:

- Get to know the Forest School's behaviour policy.
- Support their child in adhering to the Forest School's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the lead practitioner for the session promptly.
- Raise any concerns about the management of behaviour with the Forest School directly.
- Take part in the life of the Forest School and its culture.

LAFS will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Forest School's policy, working in collaboration with them to tackle behavioural issues. Parents/Carers are asked to sign a Home/School Agreement when attending Home Education sessions.

5.4 Learners

Learners will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at Forest School.
- The Forest School's key rules and routines.

Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Learners will be supported to develop an understanding of the Forest School's behaviour expectations and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy. Where appropriate and reasonable, adjustments may be made to routines within the Forest School behaviour curriculum to ensure all learners can meet behavioural expectations in the curriculum. If a learner's name is repeatedly brought to the

attention of the lead practitioner, the parent/carer will again be invited in to discuss the problem.

6. RESPONDING TO BEHAVIOUR

6.1 Behaviour Management

All Staff are responsible for setting the tone and context for positive behaviour within the forest school.

They will:

- Create and maintain a stimulating environment that encourages learner to be engaged.
- Develop a positive relationship with learner, which may include:
- Greeting learner in the morning/at the start of sessions
- Following the clear routines established across the Forest School
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement

6.2 Safeguarding

The Forest School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's Social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the Forest School's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the forest school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to school /parents in person or by email.

6.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with the learner. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing serious disorders.
- Hurting themselves or others.
- Damaging property.

Incidents of reasonable force must only be used if necessary and must be proportionate to the situation, they 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 reported to forest school / parents on the same day.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, Screening and Confiscation

Any prohibited items found in a learner's possession will be confiscated. These items will not be returned to the Learner. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Knives or weapons.

- Alcohol.
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use.
- Stolen items.
- Tobacco and cigarette papers.
- Matches or lighters.
- Fireworks.
- Pornographic images.

We will also confiscate any item which is harmful or detrimental to Forest School discipline. These items will be returned to the learner after discussion with senior leaders and parents, if appropriate. Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Only the Director, or a member of staff authorised by the Director, can carry out a search. A second member of SLT will be present during the search. Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible.

8. RESPONDING TO MISBEHAVIOUR FROM LEARNER WITH SEND

8.1 Recognising The Impact Of SEND On Behaviour

The Forest School recognises that learner' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the Forest School will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the forest school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the Forest School must cooperate with the school, local authority and other bodies.

As part of meeting these duties, the Forest School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

8.2 Adapting Sanctions For learner With SEND

When considering a behavioural sanction for a learner with SEND, the Forest School will take into account:

- Whether the learner was unable to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the forest school to sanction the learner for the behaviour.

The forest school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Learner with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the Forest School will cooperate with the school, local authority and other bodies.

If the Forest School has a concern about the behaviour of a learner with an EHC plan, it will make contact with the school to discuss the issue. If appropriate, the forest school may request an emergency review of the EHC plan.

9. TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour.

10. MONITORING ARRANGEMENTS

10.1 Monitoring And Evaluating School Behaviour

The forest school will collect data on the following:

- Behavioural incidents.
- Attendance.
- Fixed term and permanent exclusions.

10.2 Monitoring This Policy

This behaviour policy will be reviewed by the Director and Lead Practitioner annually.

Policy written by: Kate Morison (Lead Practitioner)

Date Created: April 2024

Reviewed January 2026