




Acceptable Behaviour Policy

Policy number	4	Person responsible	DD
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Signed		Date	1/2/26

Aim

The intention of this policy is to define a framework for acceptable behaviour for learners attending sessions both within and outside of the setting. At Oakwood Education (OE), we aim to create a supportive and respectful environment where positive behaviour is encouraged and maintained.

Our approach is based on fostering an atmosphere of mutual respect, where students are empowered to manage their own behaviour. We believe that working collaboratively with families, carers, and external agencies ensures a holistic approach to each student's success.

Consistency, fairness, and safety underpin our efforts to help students navigate challenges, promoting self-discipline and emotional wellbeing. We do not use sanctions or punishment. Instead, we focus on positive reinforcement, consistency, and offering students opportunities to reflect on and improve their behaviour.

This Acceptable Behaviour Policy covers every member of the setting, students and staff (alongside the staff Code of Conduct), and is based on the belief that:

- People thrive in an environment where everyone can be seen non judgementally and be held in positive regard where respect and tolerance are practiced, and contributions valued.
- Relationships that create a sense of safety are needed to allow for learning and that safe, secure & happy students learn effectively.
- An environment is established where verbal, physical and emotional abuse is understood to be unacceptable and will not be tolerated. This extends to any behaviours which may be perceived as bullying, character building or teasing in interactions between peers.

Our expectations and responsibilities:

All students are expected to:

Whilst working with OE we expect students to:

- Use socially acceptable behaviour
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence by maintaining self-discipline
- Choose and participate in a variety of activities
- Ask for help if needed
- Enjoy their time

The Directors are expected to:

- Ensure all staff in accordance with the expectations set out in this policy
- Enable effective supervision for staff members where needed
- Provide suitable training through induction and ongoing CPD to enable staff to support the students
- Observe and monitor trends in behaviours and respond appropriately

All staff are expected to:

- Act as positive role models
- Praise appropriate behaviour
- Inform parents about individual achievements
- Be alert to signs of discrimination or harassment based on any protected characteristics including ableism and respond firmly to such incidents and alert other staff to such problems.
- Attempt to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

- Actively listen to concerns raised or information from students, staff or supporting professionals, and parents
- Be consistent in their communication, verbal and non-verbal, especially their reactions to behaviours
- Deal sensitively with students in distress, providing comfort, re-regulation, sympathy and protection as appropriate and agreed by parents/carers.

Parents and Carers will:

- Reinforce the communication from our team when they have shared information about positive or negative behaviours that have happened at our setting
- Communicate effectively with our setting about any factors that might be influencing a learner's capacity to regulate
- Inform us if a child cannot attend a session, in line with the attendance reporting required by their commissioning educational budget holder.

Our responses to behaviour:

Promotable behaviours will be celebrated and praised, explicitly praising the behaviour not the child. These include but are not limited to showing perseverance, being kind, having a go and rising to a challenge. They will also include finding an appropriate way to identify or begin to move towards reregulation when feeling dysregulated. These successes will be shared with parents.

Responses to unacceptable behaviours will always be explicit about the behaviour being the problem and not the child. Appreciating that not all children can read and respond effectively to all cues from adults, each child will have responses to behaviour in their communication passport to make sure all staff can support them consistently.

In the moment, disruptive dysregulation behaviours will be considered using the '3R' approach (regulate, relate and reason) will be drawn on as a model for supporting the student to regulate their emotions.

1. Regulate – support engagement in calming/soothing activities or other activities that promote regulation. (See PSP)
2. Relate – once the learner starts to relax, seek to relate to/connect with them in a positive relationship affirming way. Also known as recovery activities.
3. Reason – finally, engage the learner in an activity that engages the thinking part of the brain, such as inviting them to notice 3 things in the room that are the same colour, 3 things in the room that start with the same letter and so on.
4. Once the student has the capacity to do so, a reflection will be undertaken involving working through consistent questions to identify new ways of supporting the student.

Parents will be notified of periods of dysregulation or inability to engage with instruction. Where a child is attending whilst on roll at a setting, periods of dysregulation that disrupt overall learning goals or that require an escalated response under the setting's behaviour policy will be reported and discussed with the linking member of staff.

If at any time repeated behaviours or isolated extreme behaviours mean the setting cannot continue to safely support a learner or where their attendance is not compatible with the safe education of others, we will seek an emergency meeting with the commissioning education budget holder, as identified in our service agreement. If this has included behaviours that compromised the safety of the student or others at the setting this will be escalated according to our safeguarding policy.