Watlington Primary School

Behaviour and Relationships Policy

Approved by:	Watlington Primary School Governing Board	**Date:** November 2026
Last reviewed on:	November 2026	
Next review due by:	November 2028	

Contents

Acer Trust Policy Statement on Behaviour Principles 3
Legislation, Statutory Requirements and Guidance 3
Behaviour Ethos 4
Aims and Values 4
Roles and Responsibilities 4
Our School Behaviour Curriculum 7
Consistent Scripts and Adult Responses 8
Recognising and Reinforcing Positive Behaviour 8
Proactive and Preventative Practice 9
Responding to Serious or Harmful Behaviours 10
Intervention and Reintegration 12
SEND, Inclusion and Reasonable Adjustments 13
Behaviour Beyond the School Premises 14
Online Misbehaviour 14
Staff Training: Induction, Development and Support 15
Monitoring and Evaluating School Behaviour 15
Linked Policies 16

Acer Trust Policy Statement on Behaviour Principles

The Acer Trust is committed across its schools to creating a considerate environment of mutual respect where learning can take place and in which everyone can achieve success. We believe that every member of our school community, including visitors, should experience a climate of mutual respect both in and out of the classroom.

It is a statutory responsibility for all schools to have both a Behaviour Policy and Written Statement of Behaviour Principles.

Each school within the Acer Trust has its own individual Behaviour Policy. At Trust Level, however, we share this Written Statement of Behaviour Principles: these key principles underpin all of our policies.

In every Acer Trust school, staff:

- communicate clear expectations of behaviour to all members of the community
- promote good behaviour through the use of positive language and by acting as positive role models
- follow a consistent approach to managing behaviour positively
- motivate pupils by creating an enjoyment of learning, by praising effort and achievement and through a reward system, applied consistently
- have clear consequences when expectations are not met, applied consistently
- use a system of early intervention to support pupils who have difficulty in meeting expectation
- work in partnership with the home through good communication

Legislation, Statutory Requirements and Guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Behaviour Ethos

Our approach to behaviour prioritises connection, relationships and regulation alongside clear boundaries and high expectations. It is rooted in the understanding that all behaviour is communication.

When a child is struggling to regulate, engage or meet expectations, we seek to understand what may be contributing to this behaviour and what support may be needed. We recognise that behaviour may communicate an unmet emotional, sensory, social, communication or learning need. We use proactive and preventative strategies to reduce the likelihood of escalation, explicitly teach social and emotional skills and routines as part of our Behaviour Curriculum, and support children to repair relationships and learn from experiences.

Aims and Values

Our behaviour expectations are underpinned by our school values:

Responsible: We take responsibility for our actions, belongings, learning and the impact we have on others.

Respectful: We treat ourselves, others and our environment with kindness, dignity and consideration.

Resilient: We keep trying, manage difficulties, seek help and learn from mistakes.

These values are explicitly taught, modelled and reinforced throughout the school. We recognise that children may need different levels of adult support to demonstrate these values successfully.

The aims of this policy are to:

1. Create a calm, safe and inclusive environment where all children feel valued, respected and ready to learn.
2. Build positive relationships and a strong sense of belonging between children and adults.
3. Teach children the skills they need to regulate their emotions, manage behaviour and develop positive relationships.
4. Set clear, consistent and high expectations, using proactive and preventative approaches to support children to meet them.
5. Understand and respond to individual needs, including SEND and neurodivergence, while maintaining appropriate boundaries and expectations.
6. Help children learn from their experiences and repair relationships, while ensuring staff respond calmly, confidently and consistently.

Roles and Responsibilities

Everyone in our school community has a shared responsibility for creating a positive culture of behaviour, relationships and belonging.

Governing Body

The Governing Body is responsible for:

- Reviewing and adopting the written statement of behaviour principles
- Reviewing and approving this Behaviour and Relationships Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Headteacher

The Headteacher is responsible for:

- Reviewing this Behaviour and Relationships Policy
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviours that do not meet our expectations
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm, consistent and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour and Relationships Policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or Children We Care For, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Leadership Team will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Read and understand the school's Behaviour and Relationships Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour and Relationships Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Support and engage in the life of the school' and its culture

The school will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour and Relationships Policy
- The school's key rules and routines outlined in the school's Behaviour Curriculum
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the school's behaviour expectations
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's Behaviour and Relationships Policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour and Relationships Policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

We recognise that children will require different levels of support to meet these expectations. Adults are responsible for providing appropriate teaching, modelling, co-regulation and reasonable adjustments to help children succeed.

Our School Behaviour Curriculum

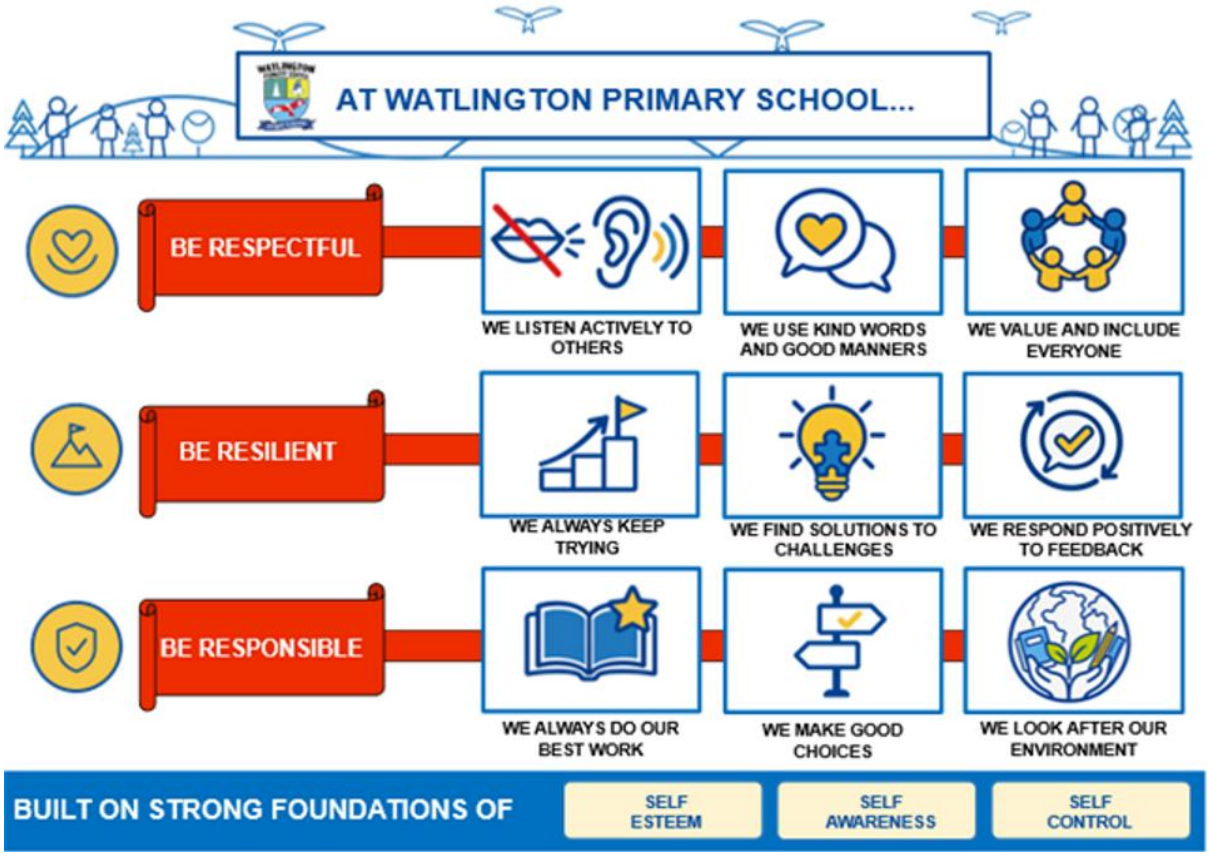
Our Behaviour Curriculum is the planned, explicit teaching of the behaviours, routines, social skills and emotional skills that we believe pupils need in order to be successful at school and in their futures.

It treats behaviour in the same way as other areas of the curriculum: we don't simply expect children to know how to behave; we proactively teach, model, practise, reinforce and revisit the behaviours we want to see. Our curriculum is linked to our school values of **respect**, **responsibility** and **resilience**. Through meeting these expectations, we create a calm and purposeful environment for children to learn.

The Behaviour Curriculum is the foundation upon which we build excellent progress, establish the most positive climate for learning and ensure appropriate additional provision is available at the right time for those pupils who may need support to fulfil their potential.

Learning, teaching and behaviour are inextricably interlinked. Teachers have a commitment to deliver high quality teaching and have an entitlement to teach undisrupted lessons. Pupils have a commitment to learn and have an entitlement to learn in 'disruption-free spaces'. We believe that delivery of a high-quality curriculum with consistent pedagogical practice and a focus on building strong relationships, leads to excellent learning, co-operative, positive behaviour and creates happy and successful young people.

The Behaviour Curriculum



Consistent Scripts and Adult Responses

We use language that supports understanding, inclusion and positive relationships. All staff use agreed language and scripts when responding to behaviour to ensure that children experience consistency, clarity and dignity across all areas of school. Through co-regulation, adults provide calm, attuned support to help children recognise and manage their emotions, develop self-regulation skills and return to a state where they are ready to engage and learn.

Check in scripts are used for positive redirection and are used discreetly with children to address behaviours and plan support with the pupil.

- *"I've noticed you have been calling out a lot this lesson. Is everything ok? What can we do together to have a successful lesson?"*

Boundary scripts are used to clarify expectations and boundaries.

- *"We do / don't..."*
- *"We can / can't..."*
- *"I won't allow..."*

Example: "We don't talk over each other; we take turns" / "We can't run inside, but you can walk with me"

CALM scripts are used to **c**onnect, **a**cknowledge, **l**imit, **m**ove. These are used for emotions coaching to help children recognise, understand and manage their emotions, with support from a trusted adult. The approach involves adults connecting with children, acknowledging their feelings, setting clear boundaries and coaching them towards positive choices.

- *"I'm here. I can see this feeling is difficult and understand you may feel (emotion). We don't (scribble / shout out...). Let's move somewhere quieter and work out what you need"*

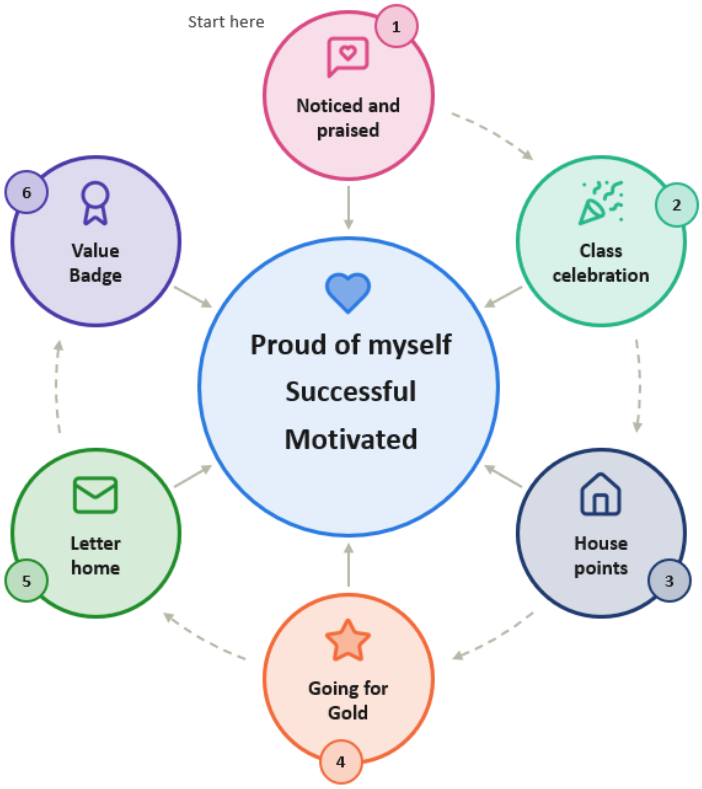
WIN scripts are used to provide children with explicit feedback linked to social and emotional skills. They **w**itness **i**nvite and **n**ame behaviours.

- *"Wow! Everyone did a great job tidying up!"*
- *"We all worked together well. How does that feel?"*
- *"That's great teamwork!"*

Recognising and Reinforcing Positive Behaviour

We regularly celebrate the success of all pupils in a variety of ways, as we recognise that focussing on success and positive outcomes is essential in developing intrinsic motivation in children and a positive culture and ethos across the school, as children understand why those choices matter and feel proud of who they are becoming.

Praise is specific, often linked to our values and the behaviour curriculum, genuine and immediate or timely. Recognition starts with adults noticing and celebrating success and shifts over time from external recognition to children's own pride and motivation to succeed.



1. **Noticed and praised.** Every day, adults tell children exactly what they did well and why it matters.
2. **Class celebration.** Each class has its own visual system, such as gems in a jar, building towards a shared celebration.
3. **House points.** Consistent positive behaviour earns house point tokens, which count towards house recognition across the year.
4. **Going for Gold.** Sustained effort moves a child's name to gold, with a gold Headteacher sticker and a certificate sent home.
5. **Letter home.** Each term, children who have shown consistent positive behaviour receive a letter home celebrating it.
6. **Value Badge.** Three times a year, 2 to 3 children per class receive a badge for exemplifying one of our values.

Recognition is applied clearly and fairly to reinforce the routines, expectations and norms of our behaviour culture.

We adapt for individual needs, including 'tilting' our structures so that disadvantaged groups are disproportionately advantaged, and each term we check who is receiving recognition at each step so that no group is missed.

Proactive and Preventative Practice

We recognise that effective behaviour support begins before behaviour becomes difficult. All staff are expected to use proactive and preventative strategies to create classrooms and environments where children feel safe, connected, regulated and ready to learn.

We recognise that strong relationships and a sense of belonging are fundamental to children's wellbeing, behaviour and learning. We create this through positive greetings and check-ins, knowing children's interests and needs, pupil voice, peer support, shared celebrations and events, and recognising children's achievements, effort and contributions.

Well-managed classrooms are paramount to preventing disruptive or unwanted behaviours. Our classrooms all have consistent environments to ensure we support children's regulation and readiness for learning. This includes:

- Visual timetables
- Calm corners
- Connection boxes
- Wellbeing check-ins for individuals
- Sensory and regulation support
- Behaviour Curriculum display

Responding to Serious or Harmful Behaviours

1. Behaviours we are learning

These are everyday behaviours where children need reminders, modelling, practice and encouragement.

At our school, we believe that positive behaviour is taught, modelled and practised. We focus on helping children understand what responsible, resilient and respectful behaviour looks like, while supporting them to develop the skills needed to make positive choices.

2. Behaviours that do not meet our expectations

These are behaviours requiring correction, reflection, reteaching and, where appropriate, a consequence.

When behaviour does not meet our expectations, our response will be calm, consistent and proportionate. We will help children understand the impact of their actions, take responsibility and learn how to make better choices.

3. Serious or harmful behaviours

These are behaviours that harm others, compromise safety, involve discrimination or represent a serious breach of school expectations, requiring a proportionate and potentially formal consequence.

Where behaviour is serious or causes harm to others, appropriate consequences will be applied. These consequences are intended to protect the school community, reinforce boundaries, support accountability and help children understand that actions have consequences in school and in wider life.

In all cases, our response will reflect the nature, severity and context of the behaviour, alongside the child's individual needs. Staff will consider what the behaviour may be communicating and use the least intrusive appropriate response to support the child to return to regulation and engagement. Staff reflect afterwards how to prevent the behaviour from recurring.

Stepped approach for staff:

Step 1: Check in with yourself: Ensure your response is calm, proportionate and purposeful.

Step 2: Check in with the child: Consider the child's emotional state and whether they are ready to engage.

Step 3: Understand what the behaviour may be communicating and identify what support is needed: Consider whether the behaviour is linked to an unmet need, for example anxiety, sensory overload, learning difficulties, a need for connection or difficulty with transitions or change. This may include reassurance, visual prompts, choice or adapted tasks. Pupils are given opportunities and support to correct their behaviour in order to prevent escalation.

Step 4: Set a clear boundary: Where necessary, state the expectation calmly and directly. This may require reduced demands, time out or a sensory or movement opportunity.

Step 5: Where a child is behaving in a way that does not meet our expectations, they may be:

1. Sent to another class
2. Sent to a member of the Leadership Team
3. Sent to the Deputy Head
4. Sent to the Headteacher

Step 6: Seek further support: Where behaviours that do not meet our expectations are persistent, escalating or presenting a safety concern, staff may seek support from colleagues, parents and carers, or where appropriate external agencies.

Reflect and Reset

Following all incidents involving behaviours that do not meet our expectations, pupils are supported to feel safe or calm before discussing what has happened. Once the child is regulated, we support them to complete a 'Reflect and Reset' activity to understand what happened, what they and others were feeling and what could help next time. Staff should also to reflect on what adaptions they could make to support the chid in the future.

Consequences

Wherever possible, consequences are **natural** (a consequence that happens as a direct result of an action such as tidying up a mess made) and **logical** (a proportionate response designed to repair the harm, restore safety or reinforce expectations). Consequences are connected to the behaviour, rather than punitive or imposed simply to secure compliance.

If a pupil contravenes the expectations set out in the Behaviour Curriculum then staff may take the following actions:

- Reminder of expectations
- Supported opportunities to correct behaviour
- Restorative conversations
- Repairing damage or putting things right
- Communication with parents
- Missing part of break time
- Completing activities reflecting on the undesirable behaviour e.g. an activity on protected characteristics

- Going on report

In deciding how to respond, staff will consider the circumstances, the child's age and developmental stage, any additional needs or reasonable adjustments, and whether unmet needs or safeguarding concerns may be contributing to the behaviour. Consequences should be applied fairly and consistently, while recognising that equality does not always mean treating every child identically.

Serious or harmful behaviour

Children who show behaviour such as violence towards adults and other children, unsafe or defiant and disruptive behaviour that stops learning for the rest of the class and serious verbal abuse to a child or adult may skip the steps above, at the adult's discretion.

Continual refusal to comply, disrupting learning for all pupils, purposely throwing items / hitting a person or physical aggression against a pupil or adult or any other serious or harmful behaviour will result in removal from the class and an internal exclusion to ensure the safety and wellbeing of other children and / or staff.

Frequent, unprovoked acts of violence to children or adults and abusive language in any form may result in a fixed period of external exclusion. The Headteacher will at this point make the final decision and the school will contact parents to notify them of the action being taken. (See Exclusion Policy)

Recording of behaviour on CPOMS

Information about pupil behaviour should all be recorded on CPOMS. This information is crucial to ensuring that we can analyse and track behaviour patterns and so that we have the full picture for each individual so that we can intervene in the best way possible for that pupil.

When to record on CPOMS

All classroom contraventions of the expected behaviours set out in the Behaviour Curriculum that reach a level where a reflect and reset sheet or action outside of the classroom is required, such as being sent to another classroom, should be recorded on CPOMS by the adult managing the incident.

Any follow up and action by the member of staff managing the incident should be added to this original incident and not have a new incident created.

When recording incidents, staff should be factual, formal and concise. Actions should be added by the member of staff managing the incident and added to the files of all pupils involved. If action is required by another member of staff, this must be communicated outside of CPOMS. Once all action has been taken, the case should be closed in CPOMS.

Intervention and Reintegration

A range of intervention strategies can be used to help pupils manage their behaviour and reduce the likelihood of further consequences. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

The support offered will be determined through discussions between staff and parents.

Intervention and support may include:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching
- Reports or communication logs
- A Behaviour Support Plan with scripts identified
- A Risk Assessment and / or additional guidance or training for staff
- Planned intervention sessions
- Timetable adjustments to avoid triggers
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such a Strengths and Needs assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Reintegration

If pupils are removed from the classroom or internally excluded, the school will ensure that their health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The pupil will not be removed from the classroom any longer than is necessary and will be set work by their class teacher.

On successful completion of this time away from the classroom pupils will be reintegrated back into lessons and into the school community. This could involve restorative meetings with staff or other pupils, individual behaviour plans with associated rewards, planned intervention and/or support to help them to change their behaviour, adjustments to systems to enable the pupil to avoid future triggers and make better choices.

If necessary, reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant.

SEND, Inclusion and Reasonable Adjustments

We recognise that some children need a tailored approach to managing their behaviours, including those children with SEND. Behaviour will always be considered in relation to a pupil's SEND. The school will aim to proactively anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. In cases where a child is unable to follow the school's Behaviour Curriculum, adaptions are made including:

- Age-appropriate adjustments
- Short, planned movement / brain breaks for a pupil whose SEND means they find it difficult to sit still for too long
- For children with complex needs or SEND, their individual targets may focus on managing their behaviour
- Direct intervention to support children with developing regulation strategies, including ELSA or access to the Enhanced Pathway
- Behaviour support plans: These plans provide consistent, personalised strategies that help children to regulate, engage positively and experience success and are developed with the child, family and relevant staff

- Engaging with and support from external professionals (for example the Mental Health Support Team, Behaviour Inclusion Officer, CAMHS, Educational Psychologist, SAFE, Locality and Community Support Service)

Behaviour Beyond the School Premises

This school is committed to ensuring our children act as positive ambassadors for us. The same behaviour expectations for children on the school premises apply to off-site behaviour. We expect the following from our pupils:

- Exemplary behaviour on all educational visits, in line with our school Behaviour Curriculum
- Exemplary behaviour outside of school, including when travelling to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public

The power to discipline beyond the school gate

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour and Relationships Policy, the school may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure.

Online Misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Our expectation that pupils will actively challenge and report discriminatory behaviour, misogyny, misandry and harmful online content to a member of staff.

For more information about managing online misbehaviour, see the school Online Safety Policy.

Staff Training: Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand the expectations set out in the Behaviour Curriculum, how this is implemented and how best to support all pupils to succeed. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed and supported consistently.

Whole staff training will be planned in advance to ensure that all staff are appropriately trained to allow them to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Headteacher and Leadership Team will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Monitoring and Evaluating School Behaviour

We use a range of information and data to develop a deeper understanding of behaviour and identify the support pupils need. This involves identifying patterns and triggers through careful observation and behaviour tracking, considering what may be contributing to the behaviour, and using this information to develop further support when required. Staff should identify patterns and possible unmet needs and respond appropriately.

Behaviour incidents are recorded on the school's CPOMS system and is analysed on a termly basis by the Headteacher. The school will collect and analyse data on the following:

- Behavioural incidents (including incidents regarding protected characteristics)
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of restrictive physical intervention
- Feedback from the school community about their perceptions and experiences of the school behaviour culture

Trends and patterns are shared with the Governing Body, with next steps identified and discussed. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Linked Policies

This policy operates in conjunction with the following school policies :

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy
- Acer Trust Complaints Procedure
- Acer Trust Policy Statement on Behaviour Principles
- Special Educational Needs and Disability Policy
- Exclusion and Reintegration Policy