

Behaviour and Motivation Policy

In line with IB, at Acorns “strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world.” The learner profile describes the qualities and character which ultimately are the objectives to which, and the purpose for which, we all strive, both as staff members and as learners.

Inspiring & Empowering

Plot 238 Kisota Road (Along) Northern Bypass Kisaasi Roundabout
+256 393 202 665 | +256 756 202 665 | info@ais.ac.ug | acornsschools.com

Acorns Vision

To inspire and empower each other to achieve our personal best.

Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

Acorns Core Values



Lifelong Learner

Discovers the joy of learning, acquires the skills to 'learn how to learn', and promotes intellectual endeavours and academic potential through inquiry, critical thinking, and problem-solving.



Innovative

Embraces creativity, resourcefulness and a willingness to explore new ideas, through technology and high-quality teaching and learning to be problem solvers and agents of change in an ever-evolving world.

Core Values

Environmentalist

Participates in environmentally friendly practices through an understanding of the importance of conserving and preserving our shared, finite, and natural resources.



Global Citizen

Plays an active role in local and global contexts, with strong ethical and moral understanding, through shared accountability and acts of service to create an equitable and inclusive world.



Wellbeing

Promotes and recognises the importance of physical, emotional, and mental health by creating a supportive environment that cultivates resilience where everyone is valued, respected, and empowered to seek assistance and prioritise self-care in order to thrive.



Responsible

Actively strives to inspire and ensure discipline and excellence in all pursuits based on a personal commitment to integrity, equity, justice, mutual respect, and compassion.




Pluralist

Genuinely embraces an international mindset by showing respect and tolerance towards all cultures, languages, and traditions, through engagement in the world's rich diversity, while valuing our own identity, languages and beliefs.



IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2017
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

“IB learner profile”

Table of Contents

Content	Page #
1 Purpose	6
2 Scope	6
3 Definitions	6
4 Relevance to other Acorns Policies	6
5 Prohibited Behaviour Management Practices	7
6 Creating an Anti-Bullying Ethos	7
• Anti-Bullying Practices	7
7 House Points System	8
• Guiding Principles	8
• Early Years Programme(EYP)	8
• Primary Years Programme(PYP)	9
• Secondary	10
8 School Team Behaviour Expectations	11
• Commitment & Attendance	11
• Sportsmanship	11
• Discipline & Conduct	11
• Uniform & Appearance	12
• Team Spirit	12
• Responsibility & Safety	12
• Academic Balance	12
9 Prohibited Items	12
10 Early Years Programme(EYP)	13
• Expectations for Student Behaviour	13
• Proactive Behaviour Management Strategies	13

• Motivation	14
• Response to Poor Behaviour	14
• Restorative Consequences	15
• Teacher Communication and Documentation Expectation	15
11 Primary Years Programme(PYP)	15
• Expectations for Student Behaviour	15
• Proactive Behaviour Management Strategies	15
• Motivation	16
• Primary Classroom Behaviour Chart	16
• Response to Poor Behaviour	17
• Restorative Consequences	17
• Teacher Communication and Documentation Expectation	18
12 Secondary	18
• Expectations for Student Behaviour	18
• Proactive Behaviour Management Strategies	18
• Motivation	19
• Response to Poor Behaviour	19
• Detention	19
• Restorative Consequences	20
• Teacher Communication and Documentation Expectation	21
13 Suspension and Expulsion	21
• Suspension	22
• Expulsion	22
14 Possible Consequence Chart	22
• Minor Infractions	23
• Major Infractions	24
16 Physical Restraint	28

• How Restraint is Used	28
• Communication and Follow-Up	28
17 Confidentiality and Communication	28
18 Relevant International Baccalaureate (IB) Standards and Practices	29
19 Relevant Council of International Schools (CIS) Standards and Criteria	30
20 Citation	30

Behaviour and Motivation Policy

1 Purpose

The purpose of the Acorns Behaviour and Motivation Policy is to nurture the holistic development of every learner by fostering respect for self, others, and the learning environment. This policy seeks to guide students toward becoming responsible, principled, and caring individuals who embody the attributes of the IB Learner Profile. Through consistent cooperation and open communication among all stakeholders, Acorns aims to maintain a safe, secure, and supportive atmosphere where positive behaviour is recognised and encouraged as part of lifelong learning.

2 Scope

This policy applies to all members of the Acorns community- including students, staff, and parents - and governs behaviour expectations within the school environment, during school-related activities, and in any context where students represent Acorns.

3 Definitions

Reset Form

- A document used to record and reflect on a student's behaviour, completed by the student and teacher, and shared with parents when necessary.

House Points

- Points are awarded to students for positive behaviour, academic effort, or contributions to school life. Points contribute to individual and house team recognition.

Consequence

- Consequences are actions taken in response to student behaviour, intended to ensure accountability, support reflection, and promote the restoration of relationships within the school community.

Restorative Approaches

- Strategies that help students understand the impact of their actions, repair harm, and rebuild relationships, including guided apologies, reflective conversations and/or reparative actions.

Suspension/Expulsion

- Formal sanctions for serious or repeated breaches of school rules. Suspension temporarily removes a student from school; expulsion is permanent removal.

Clip Chart

- A classroom tool in PYP showing different behaviour levels. Students move clips up or down according to behaviour to visualise progress and reflection.

Restraint

- Physical intervention is used only as a last resort to prevent harm to the student or others, in line with safety and safeguarding guidelines.

4 Relevance to other Acorns Policies

Acorns' Behaviour and Motivation Policy aligns closely with IB and global best practices by fostering respect, collaboration, and a safe learning environment that supports students' social, emotional, and academic growth. Other existing Acorns policies that align with the Behaviour and Motivation Policy include:

- Child Protection and Safeguarding Policy
- Code of Conduct Policy
- Student Counselling Policy
- Human Resource Policy
- Communication Policy
- Academic Integrity Policy
- Data Protection Policy

5 Prohibited Behaviour Management Practices

For the safety and dignity of all children, Acorns does not permit:

- Physical punishment of any kind
- Verbal abuse, ridicule, or humiliation
- Isolation in locked or unsafe spaces
- Withholding food, rest, or toilet access
- Leaving children unsupervised

These practices are never acceptable at Acorns. Staff who are found in violation of the above are subject to consequences per the Human Resource Policy.

6 Creating an Anti-Bullying Ethos

Acorns is committed to creating a safe, supportive, and inclusive environment where all students can learn, play, and express themselves confidently. Students should feel able to share their concerns, knowing that adults will listen and respond sensitively.

Bullying is defined as behaviour that is:

1. Intentional – meant to hurt, threaten, or intimidate.
2. Repeated – occurring over time rather than a single incident.
3. Imbalanced – involving a power differential between the individuals involved.

Anti-Bullying Practices

Acorns promotes an anti-bullying culture through the curriculum and structured activities. Key strategies include:

- Circle Time (EYP) and Reflection(PYP)
 - Daily in EYP and weekly in PYP, providing opportunities for students to share thoughts and feelings.
 - Promotes turn-taking, respect for others' opinions, and community-building.
 - Helps teachers identify emerging issues among students.
- PSPE Lessons
 - Lessons taught by school counsellors in PYP and Secondary
 - Develop students' social and emotional skills, resilience, and strategies for forming positive friendships.
 - Include explicit lessons around recognising and responding to bullying.
- House Teams
 - Foster a sense of belonging and camaraderie.
 - Offer older learners leadership opportunities and younger learners peer support.
- Awareness Days

- Annual campaigns, such as International Stand-Up to Bullying Day, raise awareness of bullying and its impact in school, the community, and online spaces.
- Student Counselling
 - Available via self-referral or referral by staff/parents.
 - Provides a safe, structured space for students to explore challenges and develop coping strategies.
 - Where necessary, students may be referred to external counselling services.
- Assemblies
 - Promote a caring and respectful school ethos.
 - Encourage students to develop confidence, self-expression, and responsibility.
 - Provide opportunities for student leadership and community contribution.

7 House Points System

The House Points system at Acorns celebrates positive behaviour, academic effort, and personal growth. Every student is part of a House team, which builds belonging, school spirit, and community. The system encourages learners to develop IB Learner Profile traits, Approaches to Learning (ATL) skills, and demonstrate our Core Values.

During the annual Sports Week events, students compete in their House Teams. Points earned during this event are separate from tracked daily points and are only used to award winners for the Sports Week events.

Guiding Principles

- Who Can Earn Points: Every student, individually or as part of a group.
- What Counts: Behaviour, academic effort, and contributions to school life.
- Awarding Points: Staff give points promptly and explain why, making recognition meaningful.
- Tracking: Points are logged and totalled regularly. Departmental points are calculated separately from each other.
- Consistency: Once awarded, points are not removed.
- Celebration: Winning Houses enjoy a celebration termly in EYP and at the end of the academic year in PYP and Secondary.

Early Years Programme(EYP)

- Focus
 - Positive behaviour, cooperation, and early self-management skill development.
- Purpose
 - House Points support young learners in recognising their successes and building foundational habits such as caring, cooperation, and self-regulation. The system emphasises immediate, meaningful feedback to help children connect their actions with positive outcomes, while gradually developing intrinsic motivation. To further support understanding and engagement, house points are often accompanied by a sticker, making the recognition more tangible and meaningful for younger children.
- Awarding Scale
 - Points are awarded in small, immediate increments, typically as a single house point
 - Recognition is given at the moment and clearly explained to the child

- Teachers use simple, consistent language to reinforce the connection between behaviour and recognition
- Tracking
 - Points are tracked using a visual system within the classroom (e.g. charts, displays)
 - Progress is shared across the department for monthly updates to the shared House Point count display
 - Points are not removed once awarded
 - House totals contribute to a termly celebration within EYP
- EYP Examples
 - Trying again after experiencing difficulty
 - Using kind words or actions towards peers
 - Participating in routines independently
 - Demonstrating early self-regulation (e.g. calming down with support)
 - Helping or cooperating during play
 - Learning effort
 - Positive behaviour
 - Exhibiting a Learner Profile Attribute or Acorns Core Value

Primary Years Programme(PYP)

- Focus
 - Academic effort, social behaviour, and contribution to the wider school community.
- Purpose
 - House Points in PYP recognise and reinforce positive behaviour, academic achievement, and active participation in school life. The system supports students in developing responsibility, independence, and a strong connection to the school community, while promoting the IB Learner Profile and Acorns Core Values.
- Awarding Scale
 - Points are awarded on a scale of 1 to 5.
 - 1 for single actions or attributes demonstrated by the student.
 - 5 for longer-term actions, projects, or attributes demonstrated consistently.
 - Points may be awarded in larger or cumulative amounts for special or consistent cases
 - Points may be awarded to an individual or a group of students when collaborating.
 - Teachers award points consistently and with a clear explanation.
 - Integration with the classroom Behaviour Chart system:
 - Super Student = 3 points
 - Great Choices = 2 points
 - Good Choices = 1 point
- Tracking
 - Points are tracked using a visual system within the classroom (e.g. charts, displays)
 - Points are tracked centrally within the department and reviewed regularly
 - Progress is shared across the department for monthly updates to the shared House Point count display
 - Points are not removed once awarded
 - House totals contribute to a whole-department winning house team celebration in Term 3
- PYP Examples

- Demonstrating IB Learner Profile attributes and Acorns Core Values
- Showing consistent positive behaviour, effort, and contribution to school life
- Producing high-quality work, showing perseverance, and working towards learning targets
- Taking responsibility for learning independently
- Supporting and encouraging peers, including helping with learning
- Contributing ideas and collaborating effectively in group or project work
- Leading inquiry or taking action within projects
- Resolving conflicts peacefully and showing respect for others
- Demonstrating cultural sensitivity during interactions and collaboration
- Participating positively in whole-school or house events
- Working towards and achieving long-term goals (e.g. reading targets, routines)

Secondary

- Focus
 - Effort, leadership, service, and academic excellence.
- Purpose
 - Encourages good citizenship, community spirit, empathy, and motivation to achieve personal and academic goals.
- Awarding Scale
 - 10 points each for the individual student
 - Homeroom assemblies: initiative, responsibility
 - Academic excellence: high-quality assignment completion
 - SOPs: maintaining routines
 - Punctuality: arriving on time consistently
 - Reading: completing and reviewing books
 - Clubs & Activities: responsible participation
 - Cleanliness: organised homerooms
 - House boards: creative and informative displays
 - 20 points each for the individual student
 - Teacher recommendations: exceptional service, leadership, or empathy
 - Group activities: 10–50 points
- Tracking
 - Points are tracked by teachers centrally within the department and reviewed regularly
 - Progress is shared across the department for monthly updates to the shared House Point count display
 - Points are not removed once awarded
 - House totals contribute to a whole-department winning house team celebration in Term 3
- Secondary Examples
 - Contributing to a safe and inclusive school where everyone feels heard
 - Reporting concerns and supporting peers with sensitivity
 - Choosing kindness and rejecting intentional or repeated harm toward others
 - Building positive and healthy friendships
 - Engaging actively in PSPE lessons to develop resilience and social skills
 - Taking part in awareness days and standing up against bullying

- Supporting the school community through House team leadership
- Maintaining total academic honesty and personal integrity in all work
- Arriving at every lesson on time and ready to learn
- Bring all required exercise books, stationery, and materials to class
- Submitting high-quality assignments by the specified deadlines
- Taking independent responsibility for personal learning and progress
- Following all school routines and standard operating procedures
- Showing initiative and responsibility during homeroom and assemblies
- Participating in all chosen clubs and extracurricular activities
- Maintaining a clean, organised, and respectful homeroom environment
- Demonstrating empathy, leadership, and respect to all members of the school and community
- Upholding the school's discipline and reputation during trips and competitions
- Interacting respectfully with peers and staff,
- Avoiding distracting or inappropriate displays of affection
- Following all school safety and safeguarding rules at all times

8 School Team Behaviour Expectations

Participation on a school team is a privilege that requires commitment, discipline, and respect. Team membership reflects the school's values and the IB Learner Profile, and students are expected to demonstrate principled, caring, and balanced behaviour both on and off the field.

Commitment & Attendance

Students selected for a school team are expected to attend all training sessions, matches, and team meetings punctually. If a student is unable to attend, they must inform the coach in advance and provide a valid reason. Repeated unexplained absences may affect their continued membership on the team.

Sportsmanship

Students must respect coaches, teammates, referees, opponents, and supporters at all times. They are expected to show good sportsmanship, whether winning or losing, using polite and encouraging language and modelling the values of fairness and respect.

Discipline & Conduct

Students on the school team are ambassadors for Acorns and must uphold the highest standards of discipline and conduct, both on the field and in the classroom. This includes avoiding bullying, fighting, cheating, or using offensive language in any setting - games, training, travel, or class time.

Students involved in disciplinary cases may also be benched from team training, matches, or events until the matter is resolved. Consistent classroom behaviour and respect for school rules are required to remain an active member of a team.

In challenging situations during training, matches, or travel, students are expected to report incidents immediately to the coach.

Coaches are expected to report any conduct or behavioural challenges to the Head of Specialities. The Head of Specialities will follow up with the behaviour concern in line with this policy. This may

include involving the students' Head of Department. All consequences should be in line with this policy below, and in addition, may result in the suspension and removal from teams.

Uniform & Appearance

Students must wear the correct school team uniform for all training sessions, matches, and events. Team jerseys are provided by the school at a set cost to families.

Secondary students on football or swimming teams must wear their school jersey or present a gate pass in order to access the practice grounds during evening practice sessions.

Team Spirit

Team members are expected to support and encourage one another, placing the team's goals above individual recognition. Respect, encouragement, and collaboration are essential to success.

Responsibility & Safety

Students must care for school sports equipment and return it after use. All safety guidelines during training and competitions must be followed to protect themselves and others.

Academic Balance

Students are expected to maintain strong academic performance alongside their sporting commitments. All assignments and homework must be completed on time in order to participate in after-school or weekend games.

Students with incomplete work may be required to pause training until assignments are finished.

Where a student is unable to maintain a healthy balance between academics and sport, temporary or permanent suspension from the team may result.

9 Prohibited Items

To ensure a safe, respectful, and focused learning environment, students are not permitted to bring the following items to school unless explicitly authorised by the school:

- Dangerous Items
 - Weapons or weapon-like objects, real or fake
 - Fireworks, matches, lighters, or flammable materials
- Substances
 - Alcohol, tobacco, vapes, or any related products
 - Drugs or drug-related paraphernalia (unless prescribed and declared through the school office).
- Inappropriate Materials
 - Items containing offensive, discriminatory, or inappropriate content (including digital content).
 - Explicit images, videos, or materials not suitable for a school environment.
- Disruptive or High-Value Items
 - Items that may disrupt learning (e.g. toys, gaming devices, laser pointers) unless approved for a specific purpose.
 - Large amounts of money or valuable personal items that could be lost or cause concern.
- Technology Misuse

- Personal devices are used in ways that do not align with the school's E-Safety and Electronic Device Policy.

If a student brings a prohibited item to school:

- The item will be confiscated and given to the HoD and returned to a parent/guardian where appropriate.
- The school will respond in line with this policy, taking into account the seriousness of the item and the context.

Early Years Programme(EYP)

In the Early Years Programme, behaviour guidance focuses on supporting children to develop self-regulation, confidence, and respect for themselves and others. Behaviour is understood as part of learning and development, and children are guided through positive relationships, modelling, and consistent routines.

Every interaction is viewed as a teachable moment, where children are supported to understand their emotions, make appropriate choices, and build the social skills needed to engage positively within the learning community. This approach reflects the IB Learner Profile and supports children in becoming caring, reflective, and balanced individuals.

Expectations for Student Behaviour

Children in EYP are supported to:

- Begin to regulate their emotions and behaviour with adult guidance
- Show care and respect for peers, adults, and the environment
- Participate in routines and transitions with increasing independence
- Use words, gestures, or visuals to communicate needs and feelings
- Engage in play safely and cooperatively
- Follow simple instructions and respond to adult guidance
- Take turns and begin to share resources with support
- Show increasing responsibility for personal belongings and the learning environment
- Begin to solve simple conflicts with adult support

Proactive Behaviour Management Strategies

Our approach focuses on supporting children before behaviours escalate and on teaching constructive, positive alternatives. Teachers use a range of proactive strategies to help children develop self-regulation, resilience, and social skills in a consistent, respectful, and developmentally appropriate way:

- Predictable routines and clear expectations
 - Teachers establish consistent routines and clearly communicate expectations to provide a sense of security and reduce uncertainty.
- Modelling and guided practice
 - Teachers model positive social interactions and language, and support children to practise skills such as turn-taking, sharing, and using kind words through role play and everyday interactions.
- Emotion coaching
 - Children are supported to recognise, name, and understand their feelings, and to explore appropriate strategies for managing them.

- Choice and independence
 - Teachers provide limited, structured choices to promote independence, give children a sense of control, and reduce frustration.
- Redirection
 - Children are gently guided towards alternative activities or roles that meet their needs in a positive and safe way.
- Calming spaces and co-regulation
 - Designated areas such as a Calming Corner or Peace Area offer a quiet space where children can pause, regulate their emotions with adult support, and return to learning when ready.
- Mindfulness, movement, and sensory strategies
 - Techniques such as deep breathing, movement breaks, and the use of visual supports (e.g. feelings charts) help children learn to calm and reset their bodies and minds.

These strategies ensure that behaviour is supported proactively, with a strong emphasis on teaching, wellbeing, and alignment with school values.

Motivation

Motivation in EYP focuses on developing intrinsic motivation and a sense of pride in positive behaviour.

- Recognition is immediate, specific, and descriptive
- Feedback highlights effort, progress, and IB Learner Profile attributes, helping children understand what they are doing well and why it matters
- Language used by adults reinforces reflection (e.g. “You kept trying” or “You were kind and helped your friend”) to build self-awareness
- External rewards (e.g. stickers, House Points) are used as a bridge towards internal motivation

Response to Poor Behaviour

When behaviour challenges arise, teachers respond in ways that are safe, respectful, and supportive of learning. We follow these principles:

- Teachers remain calm, consistent, and supportive, ensuring the safety of all children and adults.
- Behaviour is understood as communication of a need; teachers observe and reflect on contributing factors such as the environment, routines, and interactions.
- The immediate focus is on safety and co-regulation, helping children to feel secure and ready to learn.
- Responses are developmentally appropriate and prioritise teaching rather than punishment.
- The focus is not on “stopping” behaviour, but on teaching positive alternatives through modelling social skills, supporting communication, and adapting the environment to reduce frustration.
- Children are guided to understand expectations and acceptable behaviours, including the reasons behind them, with reinforcement of IB Learner Profile attributes and student behaviour expectations.
- Teachers help children understand the logical consequences of their actions and support them in making better choices.

- Teachers model appropriate behaviour and provide encouragement, highlighting effort and positive choices to build intrinsic motivation.
- Teachers suggest positive alternatives and support children in expressing themselves constructively.
- Teachers partner with parents through private, respectful conversations to develop consistent strategies that support the child's inclusion, wellbeing, and success.

Restorative Consequences

Consequences in EYP are immediate, simple, and guided by adults:

- Supported apologies (verbal, visual, or through action)
- Repairing or helping to fix a situation (e.g. tidying, rebuilding)
- Practising the expected behaviour through modelling or role play
- Short, supported time in a calming space before rejoining

Teacher Communication and Documentation Expectation

- Behaviour is primarily addressed in the moment through teacher support
- Patterns of behaviour are observed and discussed within the teaching team
- Parents are informed through informal, timely communication where needed
- More significant or repeated concerns are documented with the HoD and discussed in scheduled meetings with caregivers

Primary Years Programme(PYP)

In the Primary Years Programme, behaviour expectations and systems support students in developing responsibility, accountability, and independence. Students are expected to make informed choices and reflect on their behaviour, with increasing ownership over time.

The approach remains rooted in the IB Learner Profile and emphasises consistency, fairness, and strong partnerships between home and school.

Expectations for Student Behaviour

Students in PYP are expected to:

- Demonstrate respect for themselves, others, and the learning environment
- Follow classroom and school expectations consistently
- Take responsibility for their actions and learning
- Engage positively in learning and social interactions
- Show independence and self-management appropriate to their age

Proactive Behaviour Management Strategies

Teachers support behaviour proactively by:

- Clearly teaching and consistently reinforcing expectations
- Establishing structured classroom systems (e.g. behaviour chart, essential agreements)
- Building positive relationships with students
- Using consistent routines and transitions
- Providing regular feedback and recognition
- Planning engaging and purposeful learning experiences

Motivation

Motivation in PYP balances intrinsic and extrinsic systems to reinforce positive behaviour.

Teachers support students to learn motivation using:

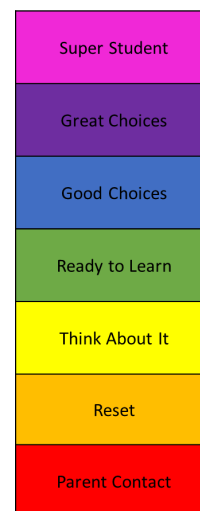
- Verbal praise and recognition linked to effort and Learner Profile attributes
- Classroom systems (e.g. behaviour chart progression)
- Whole-school recognition systems, such as the House Point system

Primary Classroom Behaviour Chart

Each classroom has a seven-level behaviour chart(image sample right).

Students have a clip or peg with their name, starting each day at “Ready to Learn” (green). Students move their clip up or down according to behaviour, one level at a time, with teacher guidance. Students must not move another student’s clip.

- Moving Up on the Chart
 - Students move their clip-up when demonstrating a positive behaviour in line with school and classroom rules. Levels include:
 - Good Choices (blue)
 - Great Choices (purple)
 - Super Student (pink)
 - There is no immediate reward for reaching these levels, but teachers track student progress over time. Motivations and recognitions may include:
 - Verbal praise.
 - Class points are linked to the behaviour chart.
 - Postcards home highlighting achievements.
 - Opportunities to show work to the Head of Primary.
 - Display on the “Learner Profile Tree”.
 - Special classroom privileges.
 - Students consistently at Super Student will receive a Super Student Card, signed by the teacher and taken home to share with parents. Cards are presented at assembly to celebrate achievements and inspire peers. Teachers track this behaviour in an Excel file shared weekly with the Head of Department.
- Moving Down on the Chart
 - Students move their clip-up to acknowledge negative behaviour in line with school and classroom rules. When moving “down” each level also results in a restorative behaviour practice. Levels include:
 - “Think About It” (yellow): Serves as a warning.
 - “Reset” (orange): Student and teacher complete the top portion of the [Reset Form](#) to acknowledge and reflect on behaviour.
 - The form is reviewed by both the teacher and the student to facilitate a conversation about the behaviour and reinstate expectations.
 - When filling out the form, the student is asked: “What steps can be taken to repair this situation or help you not repeat it?”. The teacher should guide the student through “Restorative Consequences”(see *next section below*).
 - If behaviour improves, the clip moves up with no further consequence.



- “Parent Contact” (red): Bottom portion of the Reset Form is sent home for a parent signature.
 - If not returned within two days, the Homeroom Teacher and/or Head of Primary may reach out to the parent.
 - Reset Forms are for reflection and communication, not additional punishment at home.

Response to Poor Behaviour

When behaviour expectations are not met:

- Teachers respond calmly and consistently
- Students move through a structured system (Behaviour “Clip” Chart)
- Behaviour is addressed promptly and linked to clear expectations
- Students are supported to reflect and improve

Restorative Consequences

The following is a list of restorative, natural, and logical consequences that are coupled with the filling out of a Reset Form. These practices are not to punish, but to serve as responses that repair harm, build responsibility, and restore relationships.

- Repair-Based Consequences - These directly address harm caused.
 - Genuine apology (verbal, written, or creative)
 - Restorative conversation with the affected person
 - Repairing or replacing damaged property
 - Acts of service (e.g., helping clean, organise, support a class)
- Reflection & Learning Consequences - These help students develop awareness and better choices.
 - Meeting with a teacher/HoD to discuss behaviour
 - Meeting with the school counsellor
 - Role-play or practice of appropriate behaviour
 - Goal-setting with follow-up check-ins
 - Behaviour reflection journal over time
 - Research task (e.g., impact of bullying, respect, inclusion)
- Logical Consequences - Directly linked to the behaviour and context.
 - Temporary loss of privilege (device use, free play choice, leadership role)
 - Moving the seat or the learning space
 - Completing work during one's own time if misused class time
 - Structured break from the group if behaviour impacts others
 - Re-doing work done carelessly or inappropriately
- Community-Based Consequences - Focus on restoring the wider community.
 - Contributing positively to the class or school (helping younger students, assisting staff)
 - Supporting classroom routines, they disrupted
 - Creating something positive for the community (poster, presentation, campaign)
- Relational Consequences - Address breakdowns in relationships.
 - Rebuilding conversation with a peer or a teacher
 - Time-bound separation from a peer or class group (with a plan to reconnect later)
 - Student group session with the school counsellor

Teacher Communication and Documentation Expectation

- Behaviour is tracked daily through classroom systems
- Reset Forms document reflection and are shared with parents when required
- Communication with parents is consistent and transparent
- Escalation follows a clear process (teacher → HoD → further action if needed)
- The Communication Policy ensures parents can request meetings with staff at any time to discuss student behaviour.
- Teachers maintain records of behaviour patterns and interventions
- Regular communication supports partnership with families. Parents can monitor their child's behaviour daily through the student diary, where students indicate their end-of-day behaviour level (image sample below).

Today is (Day and Date) Today I feel

Today my choices were: PINK PURPLE BLUE GREEN YELLOW ORANGE RED

Things I did by myself: A lot Some One or Two None

Things to tell my parents at home:

12 Secondary

The Secondary programme sets out expectations for teachers and learners in order to maintain a respectful, purposeful, and supportive learning environment in MYP and DP programmes. Teachers are encouraged to adopt an assertive yet caring approach, ensuring high standards of conduct, responsibility, and academic focus. The section also establishes a framework for encouraging and rewarding positive behaviour in line with the IB Learner Profile while setting out clear, consistent consequences for unacceptable behaviour.

Expectations for Student Behaviour

Students in Secondary are expected to:

- Demonstrate respect for themselves, others, and the learning environment
- Follow classroom and school expectations consistently
- Take responsibility for their actions and learning
- Engage positively in learning and social interactions
- Show independence and self-management appropriate to their age
- Choosing between clear options to regain a sense of control and focus, learning from teachers who model positive ways to share and interact
- Taking responsibility by offering a genuine verbal or written apology
- Participating in restorative conversations to fix relationships with others
- Meeting with the Counsellor proactively to discuss better choices
- Moving to a different seat or learning space to ensure everyone can work
- Using personal time to complete work if class time was not used properly
- Redoing assignments that were completed carelessly or inappropriately
- Having a rebuilding conversation with a teacher or peer to move forward
- Spending a set amount of time away from a group with a clear plan to reconnect

Proactive Behaviour Management Strategies

- Practising social skills through role play and group exercises
- Teachers are allowed to take short movement breaks during the 5-minute reset time between the lessons

- Teachers talking with a school counsellor to develop new coping strategies
- Accepting consequences that are directly linked to the specific behaviour
- Allowing the use of personal time to complete work if class time was not used properly
- Allowing the redo of assignments that were completed carelessly or inappropriately
- Establishing a dialogue with the student on how all actions are treated with fairness and personal responsibility, and accepting the consequences with a reflective mind

Motivation

- Motivation in Secondary balances intrinsic and extrinsic systems to reinforce positive behaviour.
- Teachers support students to learn motivation using:
 - Verbal praise and recognition linked to effort and Learner Profile attributes
 - Recognition systems, such as the House Point system (Behaviour chart progression)

Response to Poor Behaviour

Teachers are expected to adopt an assertive approach by following these practices:

- State expectations clearly and confidently to ensure behaviour limits are understood by all learners. Essential agreements in the individual classrooms provide a democratic platform for the students to maintain positive behaviour.
- Maintain a calm, firm tone of voice and back up words with consistent actions.
- Develop a classroom management plan that holds high, positive expectations for every learner.
- Seek support from colleagues or leadership teams without viewing it as a personal failure.
- Acknowledge acceptable behaviour wherever it occurs, including on campus and during school events.
- Use immediate praise, House Points, or Toddle notes to affirm success and encourage consistency.
- Align positive reinforcement in Secondary with the development of IB learner profile attributes.
- Intervene if relationships become distracting to learning, involve public displays of affection, or impact student well-being.
- Refer concerns regarding inappropriate relationships or age imbalances to the HoD in line with the Child Safety and Safeguarding Policy.
- Address the specific behaviour rather than the individual learner to ensure consequences are never humiliating.
- Apply logical, proportional sanctions that are directly linked to the behaviour and the concept of personal choice.
- Avoid escalating to severe consequences prematurely or using group sanctions that penalise innocent students.
- Use restorative approaches whenever possible to help learners understand the impact of their actions.
- Never leave a learner unsupervised in an enclosed space.
- Strictly adhere to the prohibition of corporal punishment.

Detention

All staff in Secondary ensure transparent communication among students, parents, and educators, clearly outlining the behaviour and the path forward through emails, allowing for student reflection and restoration of behaviour. However, when the student fails to reflect on their

behaviour, the next stage of restorative consequence is acted upon – the in-school detention process.

Detention serves as the key restorative consequence for behavioural breaches, managed by the Secondary Head of Department. Integrated into the Secondary school day, these sessions occur during morning and lunch breaks to ensure students remain productive without missing core instruction.

Notification of Detention

- Timing: Both students and parents are notified on Friday regarding a detention scheduled for the following week.
- Clarity: The notification clearly outlines the specific behaviour breach and the reason for the consequence.
- Consistency: Detentions are a standard school consequence and are applied consistently. The school informs parents so they can support their child's reflection and growth at home. While this partnership is valued, detentions are not subject to approval by the parent and will be upheld as part of the school's behaviour expectations.

During detention, students are supervised while completing assigned worksheets, academic tasks and/or other listed restorative behaviour strategies outlined below. The responsibility lies with the student for:

- Voluntary Attendance: Students must report to the designated room promptly on their assigned days.
- Compliance: Late arrivals, absences, or failing to complete assigned work will result in automatic extensions of the detention period.
- Escalation: If a student is repeatedly assigned detention without showing behavioural improvement or if they deliberately fail to comply with the terms of the session, the school will escalate the restorative consequence to more severe consequences of suspension.

The goal of this process is restorative. By completing the assigned work and reflecting on the behaviour breach, students are allowed to move forward positively.

Restorative Consequences

Possible restorative tasks that may be assigned to a student taking detention include, but are not limited to:

- Repair-Based Consequences - These directly address harm caused.
 - Genuine apology (verbal, written, or creative), subject to approval based on the scale of harm caused
 - Restorative conversation with the affected person
 - Repairing or replacing damaged property
 - Acts of service (e.g., helping clean, organise, support a class)
- Reflection & Learning Consequences - These help students develop awareness and better choices.
 - Meeting with a teacher/HoD to discuss behaviour and set definitive time-bound goals so that the incident is not repeated
 - Meeting with the school counsellor and creating a plan to amend the situation
 - Behaviour reflection journal over time
 - Research task (e.g., impact of bullying, respect, inclusion)
- Logical Consequences - Directly linked to the behaviour and context.

- Temporary loss of privilege (device use, free play choice, loss of leadership role in the School Council)
- Moving the seat or the learning space without arguments
- Completing work during the detention time if misused class time
- Structured break from the group if behaviour impacts others
- Re-doing work done carelessly or inappropriately
- Community-Based Consequences - Focus on restoring the wider community.
 - Contributing positively to the class or school (helping younger students, assisting staff)
 - Supporting classroom routines, they disrupted
 - Creating something positive for the community (poster, presentation, campaign)
- Relational Consequences - Address breakdowns in relationships.
 - Rebuilding conversation with a peer or a teacher
 - Time-bound separation from a peer or class group (with a plan to reconnect later)
 - Student group session with the school counsellor

Teacher Communication and Documentation Expectation

At Acorns, the teacher communication and documentation process is structured to prioritise restorative growth over immediate punishment. In the first instance of a behavioural incursion, teachers are expected to write directly to the student, copying the parents, to outline the incident and provide clear steps for the student to "reset" their behaviour. If no improvement is observed, the homeroom teacher refers the matter to the Head of Department, who then issues a formal detention notice. Should the behaviour remain unchanged even after the detention period, the HoD will convene a formal meeting with parents to discuss the next stages of consequences, all of which are documented via email. At this advanced stage, continued incursions may lead to suspension, or the HoD may require formal intervention through external counselling services or professional referrals.

However, while our primary goal is to guide students back to positive engagement, parents must be aware that the restorative path is a privilege maintained by the student's cooperation. Certain severe actions or repeated breaches of the behaviour policy can bypass the restorative stages and lead to immediate sanctions. The school maintains the right to escalate consequences directly to suspension or expulsion for behaviours that compromise the safety, integrity, or core values of our community, as noted in the section "Suspension and Expulsion" below.

13 Suspension and Expulsion

At Acorns, the safety, well-being, and development of all students is our highest priority. Suspension and expulsion are serious interventions, used only for significant or repeated breaches of school rules, or behaviours that threaten the safety, learning, or well-being of others.

These measures aim to be restorative and educative, helping students understand the impact of their actions and learn how to make better choices.

All actions are guided by:

- Alignment with the school's mission, values, and IB philosophy, promoting respect, responsibility, and principled behaviour.
- Consultation with relevant staff, including classroom teachers, Heads of Department (HoDs), Heads of Primary/Secondary, and the Senior Management Team.

- Consideration of the student's age, context, past behaviour, and the severity of the incident.
- Use of alternative strategies wherever possible before suspension, including: restorative conversations, reflection activities, behaviour plans, counselling, and support interventions.
- Recognition that suspension or expulsion may result from cumulative incidents or a single severe infraction.
- In cases of extreme or unsafe behaviour, the school reserves the right to issue an immediate and undefined suspension period pending review of an incident.
 - Examples of extreme behaviours may include threats or physical harm, unsafe acts, vandalism, theft, bullying, inappropriate language, and use of drugs or alcohol.

Suspension

Suspension is the temporary removal of the student from school.

Only the HoD or HoS can issue a suspension. The family of the student will receive a letter stating the infraction and the terms of the suspension. Guidelines of suspension include:

- For the duration of time noted, the student is not to be on campus or engaged in any activity that represents Acorns. I.e, classes, events, field trips, teams practice/match, etc.
- Additional restorative consequences may be issued as appropriate to the situation and previous history.
- In cases of suspensions of 3 days or longer, the student will be required to meet with the HoD in the morning before returning to class.

Expulsion

Expulsion is the permanent removal of the student from school.

Only the HoD or HoS can issue an expulsion. The family of the student will be called in for a meeting and receive a letter stating the infraction and guidelines for the student's removal.

If the family would like to appeal the decision, they can follow the procedure in the Acorns Communication Policy > Family Complaint Procedure > Step 3.

14 Possible Consequence Chart

The following charts outline the possible consequences that may be used for students in PYP and Secondary.

Sanctions given may vary depending on the situation due to:

- Student's history of infraction; Frequency or pattern of behaviour
- Seriousness of the incident
- Age and developmental stage of the student
- Intent (accidental vs deliberate behaviour)
- Level of impact on others
- Support needs (social, emotional, or learning needs)
- Previous interventions already implemented
- Safety considerations for all persons involved

Colour Code:

- Grey - sanctions that are NOT possible due to the severity of the infraction.
- Blue -sanctions that ARE possible due to the severity of the infraction.

Minor Infractions

		Possible PYP Consequences					Possible Secondary Consequences					
		Resor tive Cons eque nce	1 Day Susp ensio n	3 Day Susp ensio n	5 Day Susp ensio n	Explan ation	1 Day Dete ntion	1 Week Dete ntion	2 Week Dete ntion	3 Day Susp ensio n	5 Day Susp ensio n	Expul sion
Dishonesty	Provable dishonest behaviour											
Disruptive / Disorderly Behaviour	Disrupting learning environment or planned activity, both in and outside the classroom											
Eating / Drinking/ Chewing Gum	Consuming anything other than water in class time											
Homework - Not Done	Failure to do a piece of set homework											
Late	Entering lessons late or taking too long in bathroom/going to locker and not returning to library.											

Litter / Mess	Students need to learn that we need to keep our shared environment clean. Leaving an area in a worse state than you found it.											
Off Task	Not working effectively/ completing task											
Uniform Infraction	Violation of the school uniform policy											
Uniform Infraction PE	Violation of the school uniform policy in PE											
Unprepared For Class	No pen, no book, no paper, etc											

Major Infractions

		Possible PYP Consequences					Possible Secondary Consequences					
		Restorative Consequence	1 Day Suspension	3 Day Suspension	5 Day Suspension	Expulsion	1 Day Detention	1 Week Detention	2 Week Detention	3 Day Suspension	5 Day Suspension	Expulsion
Theft	Taking of school property or someone else's personal											

	item											
Bullying	Intentional – meant to hurt, threaten, or intimidate. Repeated – occurring over time rather than a single incident. Imbalanced – involving a power differential between the individuals involved.											
Dangerous Behaviour	Anything that endangers the safety of another person											
Fighting / Violence	Fighting with or violence towards another person											
Prohibited Item	In possession of any item on the 'Prohibited Items' list											
Contraband	Items that are illegal or strictly prohibited on campus											

Threatening	Making threats against any community member											
Academic Dishonesty / Cheating / Copying	Cheating or allowing someone else to cheat on test, copying of classwork											
Inciting Bad Behaviour	Levels of severity may differ, e.g. egging someone on to do something silly to incitement of violence											
Leaving School Without Permission	A strict form of disobedience											
Damage / Vandalism	Willful damage of school property. Damage is also subject to be paid for by the family.											
Defiance of Teachers	Not following direction, willful or forceful challenge to teacher's authority											

Disrespect	Being disrespectful in words or actions. Culture of disrespecting not acceptable.												
Inappropriate Language	Language inappropriate to an educational establishment. Swearing, cursing and other offensive terms, even if used by friends. Written and Verbal forms, on campus or online.												
Public Display Of Affection	Kissing, inappropriate touching, leaning/laying on one another												
Inappropriate Phone/ Device Use (Unsanctioned)	Using phone for anything other than teacher-designated educational activity, after referral, phone should be confiscated												

16 Physical Restraint

At Acorns, the safety and wellbeing of every child is our top priority. Physical restraint is a last-resort measure used only when a child poses an immediate risk to themselves, others, or property. Our staff are trained to use other strategies first, including calm verbal guidance, removing the child from the situation, or helping them to self-regulate.

Restraint is uncommon and is used only in urgent situations.

For children with known behaviour concerns, a plan is created in collaboration with parents and staff to outline how to prevent and safely respond to challenging situations.

How Restraint is Used

- Partial Restraint: Moderate restriction of movement, for example guiding a child away from danger or holding them to prevent harm. Children are never left alone or locked in a room for restraint.
- Full Restraint: Complete restriction of movement, used only in extreme cases where serious harm is likely.

Communication and Follow-Up

- Any instance of restraint is documented on a [Restraint Incident Report](#).
- HoDs must receive notice of the restraint and document on the same day of the incident from the staff involved.
- Staff meet with parents to review the incident, explain what happened, and discuss any next steps to support the child.

Our approach prioritises prevention, de-escalation, and teaching children how to manage their own emotions safely, ensuring that restraint is only ever used to keep everyone safe.

17 Confidentiality and Communication

The school recognises that, within a community setting, student behaviour is sometimes visible to others. However, all communication regarding behaviour must be handled with professionalism, discretion, and respect for the privacy and dignity of all students and families.

The school maintains confidentiality to ensure fairness, dignity, and the safeguarding of all students.

To uphold these principles:

- The school will not share the names or identifying details of other students when discussing an individual child with families.
- Conversations with families will focus solely on the actions, choices, and support of their own child.
- The school will not disclose consequences or disciplinary actions given to other students.
- The school will not facilitate or mediate meetings between families regarding student behaviour, whether incidents occur in or outside of school.
- The school will not share or engage in discussions about other students' behaviour, even when multiple students are involved in an incident.

In situations involving more than one student, the school will investigate and respond to each student individually, and outcomes may differ based on context, age, and individual circumstances.

Families and students are expected to respect the confidentiality of all students and refrain from sharing, discussing, or speculating about incidents involving other children, including on social media or in public forums.

The school may share information where required for safeguarding, legal, or child protection purposes.

The school is committed to working in partnership with families by providing clear and relevant information about their child, while upholding the privacy, safety, and wellbeing of the wider school community.

18 Relevant International Baccalaureate (IB) Standards and Practices

- Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
- Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)
- Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
- Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
- Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
- Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100)
- Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
- Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

19 Relevant Council of International Schools(CIS) Standards and Criteria

- A1. The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.
- A4. The guiding statements provide clear commitment to wellbeing, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990).
- B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.
- E1. The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities.
- E3. The school ensures the physical and mental health and overall wellbeing of all enrolled students.
- H1. Effective communications foster a productive home-school partnership and a positive learning community.

20 Citation

- "IB learner profile" *Sso.ibo.org*, resources.ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf.

Review Committee:

Andi Haskins, Early Years HoD
Rachelle Hale-Molo, Head of School
Shallon Baguma Primary HoD
Shirin Bagchi, Secondary HoD

Last Reviewed Date: April 2026

Next Review Date: April 2028