The Kite Academy Trust

THE KITE ACADEMY TRUST

BEHAVIOUR POLICY

P1190

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1 Introduction

At The Kite Academy Trust, as part of our commitment to achieving our vision – *for every pupil to be happy and healthy; to contribute positively to their communities and achieve academic excellence* – we strive to ensure a positive, nurturing culture within our academies that promotes excellent behaviour and ensures that all children have the opportunity to learn in a calm, safe and supportive environment.

At the heart of our positive and nurturing culture is our expectation that, in all our academies, children's personal and academic conduct are supported and developed to ensure the highest standards of behaviour and conduct are in place at all times, both inside and outside of school. This is encouraged through ongoing positive feedback, praise and rewards for the excellent choices, exemplary behaviour and etiquette demonstrated by the vast majority of our children. Where children's conduct falls below our high expectations, support is provided through the use of sanctions. (Please see Appendix D – Academy Rewards & Sanctions).

This policy acknowledges our legal duties under the Equality Act 2010, including those in respect of safeguarding and those of children with SEND, and reflects our belief that every individual has the right to be valued, respected and offered equal opportunities, access and treatment. We are committed to ensuring our academies are truly inclusive and promote high achievement for all, with all forms of discrimination actively challenged and a systemic approach to eradicating discrimination seated at the heart of our organisation.

This policy should be read alongside the following The Kite Academy Trust policies:

Anti-Bullying Policy

Attendance Policy

Absconsion Policy

Safeguarding & Child Protection Policy

Equality & Diversity Policy

Special Educational Needs & Disability Policy

Suspension & Exclusion Policy

Restrictive Physical Intervention Policy

Off Site Policy

2 Aims

Our behaviour approaches are motivated by the needs of the children within individual academies and are always delivered with consistency and fairness. Our approach to the management of behaviour and conduct is intended to ensure that all children are able to engage successfully within their community and wider society. Any behaviour that undermines this approach is therefore considered unacceptable. This policy aims to:

- Create a positive and supportive culture within our academies that promotes excellent behaviour, therefore ensuring that all children have the opportunity to learn in a safe, calm, orderly and positive environment (*Ofsted State-funded school inspection toolkit September 2026*);
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of both the academy and the Trust (please see Appendix A – Academy Values & Expectations);
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all children;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

The Kite Academy Trust is committed to ensuring that:

- All staff receive training in the delivery of this Behaviour Policy and the systems in place for rewards and sanctions (Please see Appendix D – Academy Rewards & Sanctions);
- All children receive appropriate support to achieve the highest expectations of behaviour;
- Parents and carers (along with outside agencies) will receive appropriate communication and liaison regarding children's behaviour to ensure the highest standards are attained and maintained.

When establishing the facts in relation to a behaviour incident, our academies will apply the civil standard of proof, i.e. 'on the balance of probabilities' (it is more likely than not it is true), rather than the criminal standard of 'beyond reasonable doubt'.

3 The Behaviour Curriculum

Being well behaved is a combination of skills, aptitudes, habits, inclinations, values, and knowledge.
These can be taught.
Behaviour is curriculum.

Tom Bennett, Running the Room (2020)

Our academies strive to provide a positive and supportive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a safe, calm, orderly and positive environment (*Ofsted State-funded school inspection toolkit September 2026*).

This is intended to ensure children can learn, teachers can teach and all children achieve the very best outcomes. There is a direct link between behaviour and the way children learn. All staff will therefore support and encourage children's understanding of socially acceptable and appropriate behaviour in order to ensure they are able to learn in a calm, safe and supportive environment and are ready to be active, respectful and successful members of society.

Staff

In order to encourage and promote excellent behaviour amongst children, staff will:

- Treat all children and adults with respect;
- Explicitly teach and model the academy values, rules, expectations, routines and exemplary behaviour;
- Speak politely to each other;
- Build pupil confidence and self-esteem through positive reinforcement;
- Recognise pupil effort and achievements on a regular basis and celebrate success;
- Challenge unacceptable behaviour;
- Avoid using sarcastic language;
- Keep parents informed about success, efforts and achievements;
- Work in partnership with parents through regular contact to help improve behaviour.

Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within the academy. They will:

- Create and maintain a learning environment that encourages children to be engaged;
- Develop a positive relationship with children, which includes:

- Greeting children at the classroom door in the morning;
- Establishing clear routines;
- Communicating expectations of behaviour in various ways including non-verbally;
- Highlighting and promoting good behaviour;
- Saying farewell to the children at the end of the school day;
- Starting every day positively and, where appropriate, starting the day afresh;
- Following the academy guidance for dealing with low-level disruption;
- Using positive reinforcement and reference to academy values as much as possible when managing behaviour.

Academy Expectations

It is the aim of The Kite Academy Trust to provide academy environments that are safe, nurturing and conducive to learning. Academy expectations are clearly defined and are concerned with reinforcing general patterns of safe, sensible and considerate behaviour.

4 Responding to Behaviour

Responding to Good Behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will always recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos and to provide children with uplifting positive feedback.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture. Examples of the ways in which positive behaviour will be rewarded are:

- Verbal praise;
- Communicating praise to parents/carers via a phone call or written correspondence;
- Certificates, prize ceremonies or special assemblies;
- Positions of responsibility, where children are being entrusted with a particular role, decision or project;
- Whole-class or year group rewards, such as a popular activity.

The academy-specific approach to rewards is set out in Appendix D.

Safeguarding

Our academies recognise that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding & Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate (please see the Safeguarding & Child Protection Policy).

Responding to Unacceptable Behaviour

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expectations and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

Distraction and de-escalation techniques may be used at the time of the incident or to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When a child's behaviour does not meet, or falls below, the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent a recurrence of misbehaviour.

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour;
- Tell the child what we find unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- If the misbehaviour is repeated, or if it is judged to be serious, the member of staff is likely to escalate the incident to more senior staff in the academy.

Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with this policy. Sanctions will be proportionate and fair responses that may vary according to the age of the child and any other special circumstances that affect children, including SEND.

Examples of sanctions which the academy may choose to implement are listed below. Please note this list is neither exhaustive or defines every possible type of sanction employed:

- Sending the child out of the classroom to work in another space or classroom;
- A verbal reprimand and reminder of the expectations of behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Loss of privileges – for instance, the loss of a prized responsibility such as register monitor;
- Time out at playtime or lunchtime;
- Reflection time session at lunchtime with a senior leader;
- Referring the child to a senior member of staff;
- Letter or phone call home to parents/carers;
- Implementing a behaviour plan (in consultation with parents/carers);
- Suspension;
- Permanent exclusion, in the most serious of circumstances.

The academy-specific approach to sanctions is set out in Appendix D.

Suspension or Permanent Exclusion

The Academy Headteacher has the power to impose a suspension or permanent exclusion from the academy. The Academy Headteacher will make this decision in line with this policy and after taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the academy.

The Academy Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.*

Please see The Kite Academy Trust Suspension & Exclusion Policy.

Support Systems for Children

Some children may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances which

are determined by each academy. Often the support strategies are deployed alongside the sanctions mentioned above in order to help the child improve their behaviour before more serious sanctions are necessary.

Conduct & Misbehaviour Offsite

All children have a responsibility to act in an appropriate manner outside of school hours particularly on the journey to and from the academy. Children's behaviour in the local community outside of the school day is in the first instance the responsibility of parents/carers. Standards of behaviour outside of the academy should be just as high as those expected inside of the academy; schools are legally entitled to discipline pupils for inappropriate behaviour occurring outside the school premises.

Teachers may discipline a child for misbehaviour when the child is:

- Taking part in any academy-organised or academy-related activity;
- Travelling to or from the academy;
- Wearing academy uniform;
- In some other way identifiable as a pupil at the academy;
- Demonstrating any unacceptable behaviour at any time, whether or not the conditions above apply; including behaviour that could have repercussions for the orderly running of the academy, poses a threat to another child/ member of the public or could adversely affect the reputation of the academy/Trust.

Online Misbehaviour

The academy can issue behaviour sanctions to children for online misbehaviour when:

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

Mobile Telephones & Electronic Devices

Older children who come to school without an adult may bring a phone if it is part of their routine in the morning and at the end of the school day; this will be at the discretion of parents and carers. If phones are brought onto the academy site, they must be:

- Switched off when the children enter the academy site - children are not allowed to access phones or have phones switched on when on the playground waiting to start the school day;
- Stored in the designated area during the school day;
- Collected at the end of the day and only switched on once the child has left the academy site.

The academy can issue behaviour sanctions to children who do not follow the academy rules in regards to phone use or in any instance a phone is used during the school day without permission.

5 Responding to Misbehaviour from Children with SEND

The Kite Academy Trust recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

All staff receive training in trauma and adverse childhood experiences (ACEs). When an incident of misbehaviour arises, it will be considered in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the academy's policies or practices (Equality Act 2010);
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014);
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies.

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Adapting Sanctions for Childs with SEND

When considering a behavioural sanction for a child with SEND, the academy will take into account:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

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

Childs with an Education, Health & Care Plan (EHCP)

If the academy has a concern about the behaviour of a child with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHCP.

Please also see Appendix B – Support for Vulnerable Children & Children with SEND.

6 Definitions

Unacceptable Behaviour

To ensure all our academies provide a learning environment which is safe, calm, orderly and positive we have defined our behaviour expectations in line with our mission, vision and values.

Below are examples of unacceptable pupil behaviour and/or behaviour that fails to comply with academy rules. Please note, this list is not exhaustive and does not define every possible type of unacceptable behaviour, and is not in any particular order of importance/ priority:

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Leaving the classroom/ designated area (or academy premises) during school hours without permission;
- Sexual misconduct and harassment;
- Making false malicious accusations against teachers, members of staff or volunteers;

- Inciting others into inappropriate behaviour;
- Data security breaches;
- Carrying or smoking cigarettes or e-cigarettes.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, or at break and lunchtimes;
- Non-completion of classwork;
- Poor attitude;
- Rudeness and defiance towards staff members;
- Leaving the classroom/ designated area without permission.

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules;
- Leaving the academy premises during school hours without permission (Please refer to The Kite Academy Trust Absconsion Policy);
- Physical or aggressive acts towards other children or adults, including fighting;
- Making false malicious accusations against teachers, members of staff or volunteers;
- Inciting others into inappropriate behaviour;
- Data security breaches;
- Any form of bullying;
- Sexual misconduct and harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments;
  - Sexual jokes or taunting;
  - Physical behaviour such as interfering with clothes;
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited item such as: Knives or weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, e-cigarettes or vapes, fireworks, pornographic images and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child). Please note, this list is not exhaustive.

7 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

Our approach to preventing and addressing bullying are set out in The Kite Academy Trust Anti-Bullying Policy.

8 Roles & Responsibilities

Academy staff, children and parents should all be clear of the high standards of behaviour expected of all children at all times.

The Executive Team is responsible for monitoring the effectiveness of this policy and for holding academy leadership to account for its implementation.

Academy Headteacher

The Academy Headteacher is responsible for:

- Reviewing and implementing this Behaviour Policy;
- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that staff deal effectively with unacceptable behaviour;
- Challenging children and parents to meet the academy's expectations;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of children;

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all children to fully participate;
- Offering appropriate training in behaviour management, 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 & Child Protection Policy to offer children both sanctions and support when necessary;
- Ensuring that the data from the behaviour records (CPOMS) is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Academy Staff

Every member of staff is responsible for:

- Creating a calm, safe, positive and orderly environment for children;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the Behaviour Policy consistently, ensuring that there is a fair and consistent approach towards dealing with discipline;
- Communicating the academy's expectations, routines, values and standards through the teaching of behaviour and in every interaction with children;
- Modelling expected behaviour and positive relationships;
- Challenging children to meet the academy's expectations;
- Providing a personalised approach, where needed, to the specific behavioural needs of particular children;
- Recording behaviour incidents promptly on CPOMS;
- Reporting progress, achievements and concerns to parents;
- Meeting parents to ensure the best possible education and welfare;
- Considering the impact of their own behaviour on the academy culture and how they uphold academy rules and expectations;
- Ensuring equality of opportunities for all.

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

Parents & Carers

For the best outcomes, a positive partnership between home and school is essential: we will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour in line with the academy's policy, and by working in collaboration with them to tackle behavioural issues. Parents and carers, where possible, should:

- Ensure their child attends school regularly and punctually, as required by law;
- Get to know this Behaviour Policy and academy-specific measures, reinforce any sanctions given for unacceptable behaviour at home;
- Support their child in adhering to this Behaviour Policy and academy-specific measures;
- Inform the academy of any changes in circumstances that may affect their child's behaviour (absence, illness, bereavement, change of family situation);
- Discuss any behavioural concerns with the class teacher promptly;

- Attend parent consultation evenings to meet with their child's teacher;
- Take part in any pastoral work following misbehaviour (for example; attending reviews of specific behaviour interventions, attendance at reintegration meetings);
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with the academy;
- Take part in the life of the academy and its culture.

Children

Throughout the school day and over the course of the academic year, leaders and staff will ensure that all children are aware of the academy's high expectations for behaviour and conduct. Through things such as assemblies, class discussions, whole class teaching and modelling, all staff will ensure that all children know and understand the academy's values, expectations, routines, rules, rewards and sanctions. Leaders will also ensure that all children understand why we have rules and high expectations in place; that these are to ensure the academy is safe, calm, orderly and positive and will ensure all children have the opportunity to achieve the very best outcomes.

All children should:

- Know the expected standard of behaviour and conduct they should be displaying at school;
- Recognise that they have a duty and responsibility to follow the Behaviour Policy;
- Know and follow/demonstrate the academy's key rules and routines, behaving in an orderly and self-controlled way (please see Appendix A - Academy Values & Expectations);
- Show respect to members of staff and each other;
- Speak politely to other people;
- Ensure it is possible for all children across the academy to learn;
- Move around the academy calmly, purposefully and silently so as not to disrupt other children's learning and to keep our corridors safe;
- Treat the academy buildings and academy property with respect;
- Understand the rewards they can earn for meeting the behaviour standards;
- Understand and accept the sanctions they are given;
- Refrain from behaving in a way that brings the academy into disrepute, including when outside school or online;
- Know that all staff will support them to meet the behaviour standards and where needed, tailored/ personalised support will be available.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet the academy's high expectations.

Throughout the year, through activities with the school council/pupil parliament and in discussions with staff, children will be asked to give feedback on the culture of behaviour and conduct at school, along with their thoughts on the rewards and sanction systems. This will support the evaluation, improvement and implementation of the Behaviour Policy.

9 Searching & Confiscation

Searching and Confiscation of Inappropriate Items

The academy has an obligation to manage the health and safety of staff, children and visitors to ensure that academy discipline is maintained. This policy is consistent with DfE advice contained in:
Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies
https://www.gov.uk/government/publications/searching-screening-and-confiscation

In almost all cases, the member of staff conducting the search will be the same sex as the child being searched and the search will be conducted in the presence of another member of staff acting as a witness. If possible, the other member of staff will also be the same sex as the child.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the child or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex as the child and without a witness present.

All members of staff conducting a search of a child will have due regard to the child's expectations of privacy during the search. The child will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

The academy will notify the child's parents when a prohibited or banned item has been found.

Searching without Consent

The Academy Headteacher, or academy staff authorised by the Academy Headteacher, can search without consent if they have reasonable grounds for suspecting the child may be in possession of a prohibited item including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

A child refusing to co-operate with a search will be subject to disciplinary measures by the academy.

Banned Items

Our academies reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to all members of the academy community, or if they are considered offensive. Academy Headteachers and authorised staff can search for items banned by the academy as identified in the local academy rules as an item which may be searched for. Force cannot be used to search for items banned under the academy rules.

Searching with Consent

Academy staff can search children with their consent for any item. An academy is not required to have formal written consent from the child for this sort of search. It is enough for the teacher to ask the child to turn out their pockets or if the teacher can look in the child's bag or locker, and for the child to agree.

If a member of staff suspects a child has a banned item in their possession, they can instruct the child to turn out their pockets or bag and, if the child refuses, the teacher can apply an appropriate sanction as set out in Appendix D.

A child refusing to co-operate with such a search raises the same kind of issues as where a child refuses to stay in a reflection time session or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the academy can apply an appropriate sanction.

Confiscation

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives, extreme or child pornography, and acid or a toxin must always be reported, and handed over, to the Police (and in most cases reported to Social Services). Otherwise, it is for the Academy Headteacher / Senior Leadership Team to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in:

Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies https://www.gov.uk/government/publications/searching-screening-and-confiscation

Breaches of the Law

The academy will report any behaviour which may amount to a criminal offence to the Police (and in most cases to Social Services) and support any subsequent police investigation or prosecution by providing all relevant information.

If the academy is concerned of potential links to radicalisation, criminal exploitation or gangs they will liaise with the appropriate agency or agencies.

10 Reasonable force

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

- Causing disorder;
- Hurting themselves or others;
- Damaging property;
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Whenever possible, only be carried out by staff trained in the Team Teach approach;
- Be recorded and reported to parents/carers;
- Logged on CPOMS and in the bound and numbered book.

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

The following list is not exhaustive but provides some examples of situations where reasonable force may be deemed necessary to be used by members of staff:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so and their behaviour is stopping other children from learning;

- To prevent a child behaving in a way that disrupts an academy event or a school trip or visit;
- To prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
- To prevent a child at risk of harming themselves through their own physical outbursts.

The academy will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for children with SEND.

The academy will, following incidents in which force is required, report the incident to the parent or parents of a child and record the incident on CPOMS and in the bound and numbered book. The academy does not, however, require parental consent to use force with a child.

The academy will keep a log of serious incidents involving the use of reasonable force which will be reviewed with the academy's Designated Safeguarding Lead on an annual basis.

Any complaint relating to the use of force against a child will be investigated thoroughly and quickly. When a complaint is made, the onus is on the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they have acted reasonably.

The Kite Academy Trust approach to the use of restrictive physical intervention gives due regard to the Department for Education's '**Restrictive interventions, including use of reasonable force, in schools (April 2026)**' guidance and the statutory responsibilities contained therein.

Please also refer to The Kite Academy Trust Restrictive Physical Intervention Policy.

11 Training

As part of their induction process, and throughout the academic year, all staff are provided with regular training on managing behaviour, including training on:

- The Behaviour Policy and the use of rewards and sanctions;
- The teaching, modelling and embedding of routines and expectations;
- Behaviour management techniques;
- Reporting and recording behaviour incidents;
- The use of CPOMS as a recording tool;
- The needs of the children at the academy;
- How SEND, mental health needs and safeguarding can impact behaviour;
- The proper use of restraint (Team Teach training schedule in place for all staff including annual training and bi-annual refresher courses).

Behaviour management will also form part of continuing professional development.

12 Monitoring arrangements

Monitoring Behaviour

The academy will collect data on the following:

- Behavioural incidents;
- Attendance, permanent exclusions and suspensions;
- Use of pupil support units, off-site directions and managed moves;

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the academy behaviour culture for staff, children, governors, trustees and other stakeholders (via anonymous surveys).

Evaluating Behaviour

Behavioural data will be analysed by the Senior Leadership Team every week, from a variety of perspectives including:

- At the level of individual child;
- At academy level;
- By age group;
- By time of day/week/term;
- By protected characteristic.

13 Legislation, Statutory Requirements & Statutory Guidance

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

- **Behaviour in schools: advice for headteachers and school staff (2024)**
- **Searching, screening and confiscation: advice for schools (2022)**
- **The Equality Act (2010): guidance**
- **Keeping Children Safe in Education**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)**
- **Restrictive interventions, including use of reasonable force, in schools (2026)**
- **Supporting pupils with medical conditions at school (2015)**
- **Special Educational Needs and Disability (SEND) Code of Practice (2015)**

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.

Document Management

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Last Review:	September 2026	**Review Period:**	3
Responsibility of:	Deputy CEO	**Ratified by:**	Trustees (17.09.26)

Mytchett Primary & Nursery Academy

Academy Values

Positivity

We look for the good in everything and everyone

We share positivity with everyone around us

We face challenges with optimism and enthusiasm

Integrity

We take pride in being someone others can rely on

We are committed to doing the right thing

We foster trust through our words and actions

Resilience

We are flexible and willing to adapt to succeed

We embrace every challenge as an opportunity to learn and grow

We are always there to support and encourage one another

Respect

We treat everyone with dignity and kindness

We recognise and value the different identities, knowledge and experiences of one another

We actively speak out against discrimination

Aspiration

We are driven by our ambition to be the best

We work as one team to help one another achieve our goals

We are relentless in our pursuit of excellence and make every minute count

The Kite Academy Trust
Flying high together

Our Values

Positivity

Integrity

Resilience

Respect

Aspiration

Appendix B - Support for Vulnerable Children & Children with SEND

We fully appreciate that some children will find it more difficult to respond to the rewards and sanctions in this policy. These individuals require a carefully planned response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour;
- Increased communication between home and school;
- Individual behaviour plans;
- Small group work or 1:1 support to develop self-esteem and social skills;
- Lunch time nurture group sessions;
- Additional literacy or mathematics support where an identified barrier to learning impacts on the child's behaviour;
- Alternative curriculum provision or a reduced timetable;
- Referral to outside agencies such as: Education Support, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Mindworks, the Virtual School for Children in Care.

Appendix C – Academy Routines

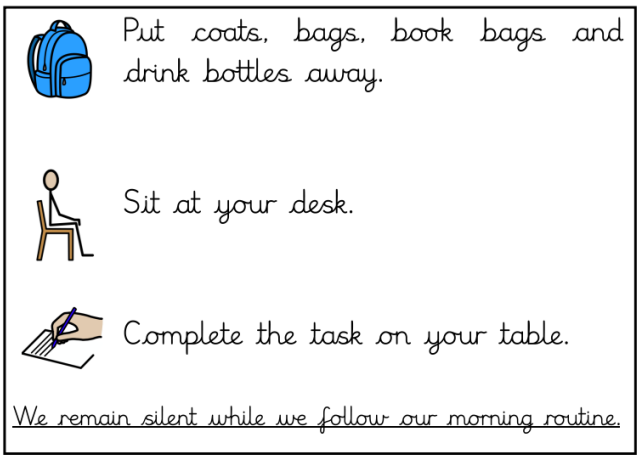
Teaching routines is an essential aspect of effective behaviour management and supports a school to 'create a positive and supportive culture… that promotes excellent behaviour, therefore ensuring that all pupils have the opportunity to learn in a safe, calm, orderly and positive environment' (*Ofsted Inspection Handbook 2019, Behaviour and Attitudes*).

Having structured routines in place provides a consistent framework for daily activities, fostering a predictable and organised learning environment that promotes positive behaviour. Routines minimise the time spent on negotiating expectations and procedures, and streamline transitions between activities; this minimises disruption and maximises learning time.

Routines proactively manage behaviour by establishing clear expectations and consistent consequences. By anticipating potential behavioural challenges and incorporating preventive measures into routines, teachers can effectively avoid, or address, disruptions before they escalate.

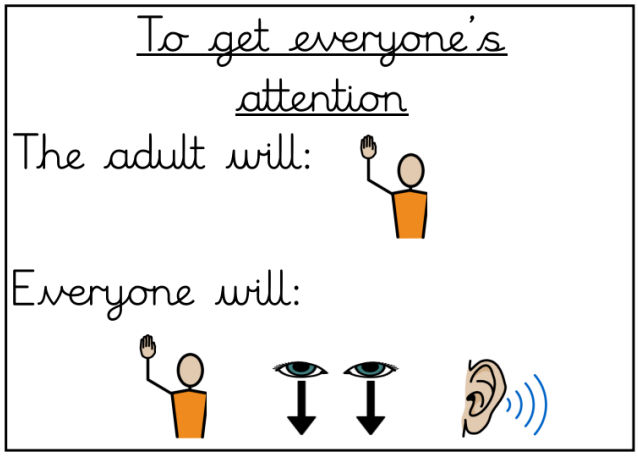
Some of our academy routines are exemplified below:

Morning routine:

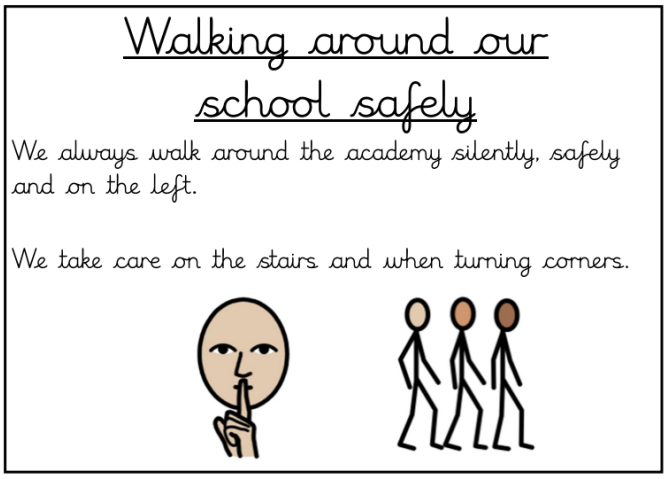


*Morning routines may differ in the Early Years

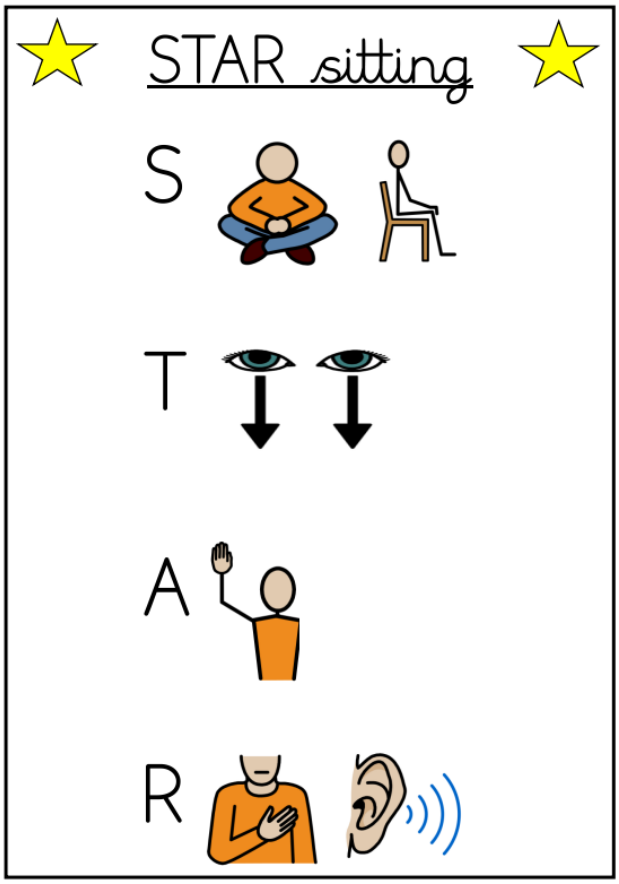
Gaining attention:



Transitions around the academy site:

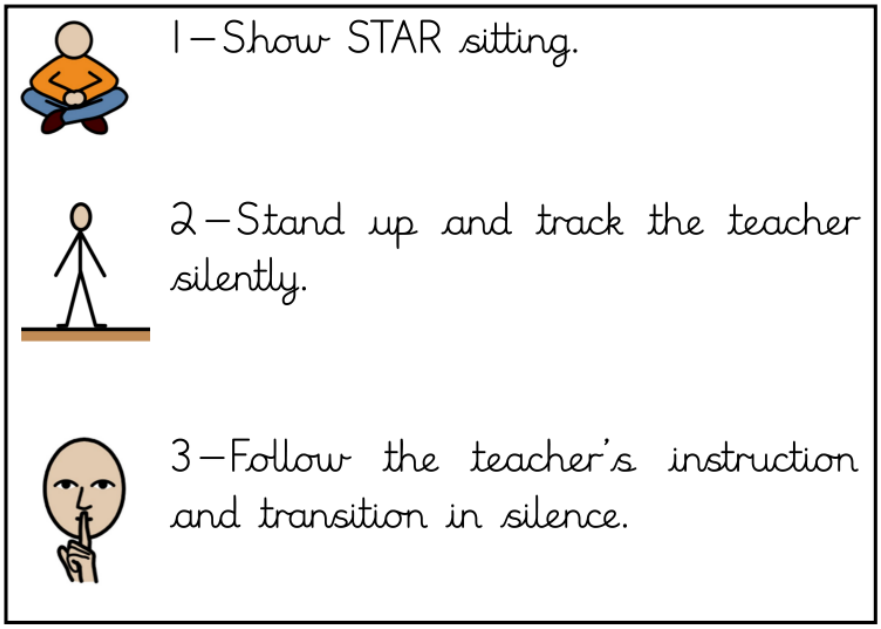


STAR sitting:

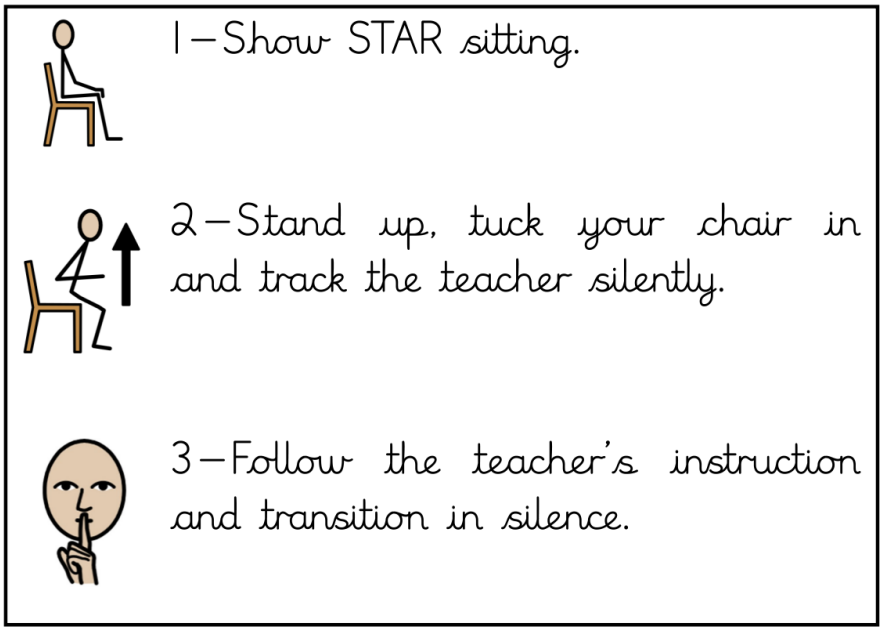


Transitions from one activity to another in the classroom:

In the Early Years



In Key Stages 1 & 2



Other routines may be taught to support learning behaviours and various times of the day, such as assembly and recreational times.

Appendix D – Academy Rewards & Sanctions

Mytchett Primary and Nursery Academy

Rewards for positive choices towards work, attitude or behaviour:	
Examples of positive behaviours	**Rewards**
Demonstration of an academy value or expectation within a child's work or behaviour.	• Verbal praise from a staff member
Repeated demonstration of an academy value or expectation within a child's work or behaviour.	• Verbal praise from a staff member • PIRRA point
Repeated and consistent demonstrations of an academy value or expectation, an exceptional piece of work, a series of good behaviour choices.	• Visit to a senior leader to share in the positives • Weekly golden award • Weekly PIRRA values award
Going above and beyond any previous demonstration of an academy value or expectations within either their learning or behaviour choices, being an exemplary child and role model to others.	• Visit to Head Teacher to celebrate the positives • Celebrated in weekly above and beyond tea party with a member of SLT • Name and photo included in the next newsletter (where GDPR permissions apply) • Phone call home from class teacher or member of SLT

*Please note, stickers and more targeted certificates may be awarded at times in the year for other specific events such as maths, PE, sports, or phonics challenges or to support with specific whole school foci.

Sanctions for unacceptable choices towards work, attitude or behaviour:		
Stage	**Examples of unacceptable behaviour** *(this list is not exhaustive)*	**Sanction**
1	• Lack of cooperation or poor attitude towards adults • Ignoring instructions • Disturbing the learning of others • Interrupting or interfering • Shouting out • Behaving in an unsafe way such as swinging on a chair/running in the corridors • Being rude or unkind to other children	• Verbal warning • Reminder given about the consequences of further poor choices • Initials and incident/ behaviours recorded on class tracker • Links made to the academy values, routines and expectations

	• Not meeting an academy expectation	The child is given the opportunity to change their behaviour and praise is given when the behaviour is turned around.
2	• Repeated unacceptable behaviours from Stage 1 • Refusing to follow the instructions of a member of staff • Rough or dangerous play	• Second verbal warning • Initial and incident/ behaviours recorded on class tracker • Reminder given about the consequences of further poor choices • Links made to the academy values, routines and expectations • Where appropriate, a restorative conversation may be used • Where appropriate, class teacher may implement a 5-minute time out or short reflection (learning break) to allow time to reset The child is given the opportunity to change their behaviour and praise is given when the behaviour is turned around.
3	• Repeated unacceptable behaviours from Stage 2 • Dangerous behaviour such hitting, kicking, violence, using equipment in a way that endangers others • Harassment or discriminatory behaviour of any type towards other children or adults • Neglect or causing damage to another child's or academy property • Rudeness and disrespectful attitude shown towards staff • Swearing or using inappropriate language or gestures • Spitting with intention • Leaving the classroom/ designated area without permission	• Verbal consequence shared • Initial and incident/ behaviours recorded on class tracker and CPOMS • Individual to attend lunch time reflection time with a member of the Senior Leadership Team. Where an incident takes place in the afternoon, the child may attend reflection time the following day. • Where appropriate, either a phone call home, or end of day conversation, from Class Teacher will take place with parents. • Letter sent home to parents/carers informing them of the behaviour and consequence. • Possible visit to reflection time for a series of days. • Possible internal exclusion from the classroom or play/lunch time. • If a child receives four reflection times in a short (half) term, a meeting will be arranged with a member of the Senior Leadership Team and parent/carer. Where appropriate the Class Teacher or SENCO may also attend the meeting. The Class Teacher/ a member of the Senior Leadership Team may contact parents before this point to discuss emerging behaviours or patterns.
4	• Repeated unacceptable behaviours from Stage 3 • Bullying • Racist remarks or behaviour	• Initial and incident/ behaviours recorded on CPOMS. • Individual to visit the Head Teacher (or in their absence a member of the Senior

	• Homophobic remarks or behaviour • Dangerous behaviour • Physical violence or threatening physical violence towards children or adults • Verbally threatening behaviour towards children or adults • Wilfully damaging, breaking or destroying other pupils', staff or academy property • Theft • Leaving the academy site without permission	Leadership Team) at the next appropriate time or, where behaviours warrant urgent support, the Head Teacher/ member of the Senior Leadership Team will be called to the incident immediately. • Head Teacher (or in their absence a member of the Senior Leadership Team) will discuss the incident or events with the child and where appropriate, an investigation will take place. • Head Teacher (or in their absence a member of the Senior Leadership Team) to call parent/carer on the day of the incident to talk through the situation and the consequences • If a child reaches Stage 4 three times in one short (half) term, a meeting will be arranged with the Head Teacher and parent/carer. Where appropriate the Class Teacher or Inclusion Lead may also attend the meeting. The Head Teacher/ a member of the Senior Leadership Team may contact parents before this point to discuss emerging behaviours or patterns. The consequences received will be assessed on a case-by-case basis depending on the severity of the incident, the behaviours shown by the individual, and the needs involved. The Head Teacher / a member of the Senior Leadership Team will decide on the appropriate sanction - this may take the form of additional lunch time reflection time, internal exclusions from the classroom, internal exclusions from playtime or lunch time sessions. Following on from a behaviour incident at Stage 4 possible next steps may be: a meeting with parents, a behaviour plan, an individual behaviour chart, an internal exclusion, a suspension (formally known as a fixed term exclusion) or a permanent exclusion.

Appendix E - Reflection Time Letter

Dear parent/carer,

I am writing to inform you that [insert child's name] has attended a lunchtime reflection time session today [insert date]/ will be attending a lunchtime reflection session on [insert date].

The reason(s) for this reflection time are set out below.

(Insert a brief description of the behaviour incident that led to the reflection time here.)

Following the conversation with the Senior Leadership Team, we are confident that no further action will need to be taken but would be grateful if you could discuss [insert child's name]'s behaviour with them to ensure a consistent message between school and home.

If you would like to discuss this incident, please call the academy to make an appointment.

Yours sincerely,