# Behaviour Policy – October 2025

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## 1. Introduction and aims

Behaviour management at Kitts Green Academy is the responsibility of all in the school community. Every member of staff is responsible for every child and young person and is responsible for our delivery of **Safe Happy Learning.**

We adopt a positive, caring, holistic approach, which emphasises positive relationships. Staff are trained to recognise that any behaviour is a communication.

Staff are trained in an awareness of how experiences affect feelings, which affect behaviour and in the importance of using de-escalation techniques and how working in supportive teams is effective in managing challenging behaviour.

At Kitts Green Academy we encourage and expect self-discipline, self-respect and respect for other people and property. Good and responsible behaviour, which reflects the aims and ethos of school, are encouraged and expected from all in the school community. This allows teaching and learning to take place in a safe and happy environment, where provision meets individual needs, and proactive strategies teach pupils a better way for behaviour choices.

All pupils who attend Kitts Green Academy have Social, Emotional and Mental Health needs and an Education Health Care Plan. This means that there is a significant likelihood that some pupils will display some form of concerning behaviours during a typical school day. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines for Positive Behaviour Support. A consistent behaviour approach amongst all staff is essential, and this begins with a shared understanding of behaviour principles.

## 2. Our shared behaviour principles

We believe that:

- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable
- All behaviour serves a function for the individual
- Behaviour is a form of communication Pupils do not just 'behave randomly'
- Staff must use fair and consistent vocabulary when describing a pupils' behaviour
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviour
- Restrictive Physical Intervention should only be used to maintain safety and to support good order and running of the school.

- All behaviour management strategies should be in the best interests of the pupil
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of challenging behaviour and the effectiveness of how it is managed.

## 3. Legislation

The policy should be read in conjunction with other school policies relating to interaction between adult and students. It aims to ensure that the students at our school feel safe and secure, so are better able to learn in an accepting environment that fosters support and understanding.

This policy takes account of the following legal frameworks and Government documents:

- Special educational needs and disability (SEND) code of practice, 01.09.2014.
- Behaviour and discipline in school Jan 2016.
- Use of reasonable force in schools.17.07.2013.
- Reducing the Need for Restraint and Restrictive Intervention (DfE) 27.6.2019
- Mental Health and behaviour in schools 12.11.2018
- Equality Act 2010
- Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Safeguarding and Child Protection Policy / Keeping Pupils Safe in Education.
- Positive Environments where Children Can Flourish (Ofsted) 06.10.2021

## 4. The School Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graded responses to dysregulation and to prevent, as far as possible, the escalation of dangerous behaviours and the use of physical interventions.

All adults in our school are encouraged to create an ethos and environment that is both physically and psychologically safe. We fully understand the impact of connection with a trusted, emotionally available adult for those who have

experienced trauma and support the development of key relationships. Through the school environment and our conscious use of these relationships we aim to maximise protective factors for our young people.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a 'dynamic risk assessments' and act with the student's best interests at the centre of their decision making process. All pupils have a Risk Reduction Plan which makes use of Zones of Regulation at it's core. Class staff are expected to know, understand and respond in line with the strategies outlined in this plan. The plan should be under constant review and should be updated in response to changes in behaviour or effective support strategies.

Although management of pupil is the responsibility of all members of staff, we have a team of Learning and Behaviour Mentors, who have a specific focus on behaviour within their overall responsibilities and have linked classes to whom they offer guidance and support. They will particularly support their linked classes to maintain and reflect on the Risk Reduction Plans following an incident.

## 5. Responding to positive behaviour

When a pupil's behaviour consistently meets or goes above and beyond the expected behaviour standard, staff will recognise the pupil/s for this achievement. This provides an opportunity for all staff to reinforce the school's culture, ethos and expectations.

These positive reinforcements will be recognised by all staff and include:

- Verbal and non-verbal praise specific to the achievement or event.
- Communicating praise to parents via direct phone call, face to face or written correspondence.
- Whole school, phase and class celebrations.
- Visits to positions of responsibility (Headteacher or member of staff chosen by pupil).
- Creation of opportunities for special events to recognise, individual, whole class or whole school achievements.

## 6. Go For Gold System

Using the 'Go for Gold' system, linked to the Behaviour Watch programme, pupils will be awarded a Red, Amber, Green or Gold for each of their lessons, based on their behaviour for learning and engagement in the lesson. Each lesson is looked at individually so that pupils have regular opportunities for a "fresh start" throughout the day. Pupils who achieve Green or Gold will receive 'points' based on their learning behaviours within in each session.

Gold = 10 points

Green = 5 points

These points will be accumulated through the Behaviour watch system and using a digital 'shop', pupils will be able to exchange these points for rewards. These rewards will include but are not limited to –

- Art Equipment
- Sporting Equipment
- Gift Cards
- Toys
- In school activities (VIP room etc)
- Out of school reward trips

## 7. Expectations of staff

- Creating an emotionally and physically safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching and through every interaction with pupils.
- Modelling expected behaviour.
- Taking steps to build positive relationships with students.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording significant behaviour incidents promptly (on Behaviour watch) and notifying relevant senior staff.
- Monitoring non-problem-solving behaviours over time and providing data to inform supportive practise.
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Permanent staff have been trained in the typical stages of an escalating crisis and de-escalation skills and strategies and have been trained to respond proactively and appropriately, using differentiated communication strategies and approaches including active listening. Following any serious incident measures must be taken by all involved to reduce risk.

Agency staff will be paired up with experienced, permanent staff who will support and where necessary, lead in resolving behavioural incidents. Agency staff should

be prepared to follow guidance from staff members when assisting in behavioural incidents.

Staff are expected to adopt a questioning approach to managing behaviour:

- Am I CALM?
- Am I the right person to be managing this?
- Who and where are my TEAM members?
- How can I get HELP?
- What does this behaviour mean?
- Why is this pupil behaving in this way?
- Is this environment suitable for the management of this situation?
- What triggered this behaviour?
- What works best for this individual?
- How quickly can we de-escalate this?
- What de-escalation technique will reduce and not provoke?
- What has been written down and agreed about our management of this pupil?
- What can we do to prevent a similar situation recurring?
- What are the procedures for reporting, recording, monitoring and evaluating?

In addition, we expect staff to:

- Be non-judgemental
- Be fair and consistent in their approach to managing pupil behaviour, understanding that all students are individuals and may have specific circumstances or needs that must be addressed
- Be emotionally resilient
- Be proactive
- Be mindful of the impact of their actions on others.
- Be empathetic
- Ensure that all actions are in the best interest of those involved
- Positively respond to the advice and guidance of colleagues
- Greet students positively at the start of each day, upon re-entry to the learning environment following an episode of dysregulation, and support smooth transitions throughout the day
- Highlight and promote good behaviour, celebrating positive student choices, and celebrating the small steps in the journey of self-regulation.
- Follow up rewards and sanctions effectively. Staff should always challenge poor behaviour (unless it is part of a planned, agreed strategy authorised by SLT) as failure to do so undermines other pupils, colleagues and the school ethos.

## 8. The use of behaviour recovery rooms

It is notable that some pupils will refer themselves to purposely delegated rooms to 'sit quietly', complete work and self-manage their behaviour.

On occasions, staff will refer a pupil to use a 'Behaviour Recovery Room' to reduce presented and potential risks, or to facilitate 'timeout' or 'withdrawal'. Most of the time this can be done with pupil compliance.

Pupils will be always supervised. If a child asks to be left alone to recover, then staff may step out of the room, but the child must be clearly visible to staff outside the room and ideally the door should be propped or held slightly open.

Staff will, always, follow the Trust policy on Positive Handling and the use of Reasonable Force.

## 9. Physical Intervention

It might be necessary to physically support a student (using Team Teach approved techniques (as far as possible)) in order to keep everyone safe. This must be considered to be in 'the best interest of the child', involve the minimum amount of force necessary for the minimum amount of time. (refer to Physical intervention policy)

## 10. Consequences

Sometimes, despite best efforts the focus on positive rewards may prove ineffective. As a result, sanctions may need to be put into place to support pupils to understand the impact and/or consequence of their choices and scaffold pupils to make better choices in the future. It is our intention that sanctions are reasonable, proportionate and consider each individual pupils needs along with any relevant Health and Safety considerations.

Sanctions may take the form of:

- Low points scores on 'Going for gold'
- Loss of personal time such as break or free time
- Loss of privileges or loss of certain areas or equipment during breaktimes
- Telephone call with parent/carer
- Withdrawal from the larger group and/or community
- Being spoken to by a member of the senior team
- Report/Monitoring card or equivalent

- School based community service or imposition of a task such as litter picking, tidying a classroom or restoring and repairing damage
- Detention- with the permission of parents/carers the pupil remains in school at the end of the school day to complete work or carry out school-based community service as appropriate
- In some circumstances, following a Health and Safety assessment/dynamic risk assessment, certain activities may be untenable, e.g. swimming or off-site events
- If behaviours or actions are so extreme that the above sanctions are not deemed appropriate or proportionate, it may be necessary to issue a pupil with a suspension for a set number of days or a permanent exclusion.
- In the case of sustained or unmanageable extreme behaviours, the school reserves the right to call for police assistance if appropriate.

Some examples of behaviours that may result in suspension include:

- Continued high levels of aggressive, threatening, and disruptive behaviour
- Serious and targeted assault on a member of staff or peer
- Serious and purposeful damage to the school and/or/equipment/property
- Bringing weapons into school or using items with the intention of using them to commit violence
- Repeated incidents or racism, sexism, homophobia or other discrimination.
- Bringing illegal/inappropriate items/substances into school with the intention to use or supply them to others.
- Unfounded, malicious allegations about staff or pupil
- Bullying
- Refusal to address/remove gang related adornments or hairstyles.

## 11. Monitoring and evaluation

- All behavioural incidents should be recorded on Behaviourwatch within a 24-hour period by the person who was primarily involved or led the intervention. In the case of serious incidents, the primary staff member should record the incident, alerting SLT as soon as possible.
- Reports on Behaviourwatch should be 'concluded' (i.e., all staff members involved should have made their contributions to the primary staff member's report) within two days of the incident, unless asked by SLT to complete their reports sooner than this.

- All incidents involving the carrying out of an RPI (restrictive, physical interventions) will be rigorously monitored by SLT throughout the year and the number of RPIs are reported by the Headteacher to the Education Advisory Board, via 'The Headteacher's report' at least once each term.
- Any incident which is considered 'significant' because of the levels of violence used, amount of damage caused or police involvement, will be reviewed more promptly.

## 12. Parental involvement and expectations

Kitts Green Academy expects parents to ensure:

- Pupils attend each day where possible and have the highest attendance possible.
- Pupils are wearing school uniform and where school uniform items are not available, may have been lost or damaged, seek a replacement as soon as possible. Where uniform items are missing, the school will lend the child the missing uniform until the parent/carer is able to replace the item.
- Ensure that children come to school well rested, having an appropriate amount of sleep for their age and have a clear home routine around bedtimes.
- Take all prescribed medications following GP instructions, ensuring an adequate supply is kept at home and where necessary at school. All paperwork permitting school to dispense prescribed medication on site should be completed fully and returned to school in a timely manner when necessary.
- Where issues have arisen where pupils have not followed the GP's instructions regarding medication, the parent/carer must inform school at the earliest opportunity, so the school has enough time to plan appropriate support for the child. Parents/carers should inform school when the child will recommence their medication and ensure that they are available to collect their child within the school day should the need arise, due to the child being unmedicated and, therefore, being deemed unsafe to remain in school.
- Support the school's use of sanctions by re-enforcing appropriate sanctions at home where appropriate, following discussion with a member of SLT or the Pastoral team.
- Inform school of incidents that may affect the behaviour and safety of the child in school so that appropriate support can be put in place by the school to support the child's needs.
- Attend all formal meetings regarding the child called for by the school, which may include meetings involving external agencies, either on the school site, other place or meeting online on Microsoft Teams.