



Kenningtons Primary Academy

Behaviour & Discipline Policy

This Policy was reviewed by the Pastoral Manager, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 1-year cycle.

It must be displayed on the Schools Website.

Date of Approval	30 th April 2026
Review Duration	1 Year
Date of Review	May 2027

1. Aims

The Governing Body believes that high standards of behaviour are essential to effective teaching, learning, and safeguarding. This policy aims to:

- Promote positive behaviour, self-discipline, and respect for others
- Create a safe, inclusive, and calm environment free from disruption, violence, bullying, child-on-child abuse, and harassment
- Support pupils to regulate emotions and behaviour
- Ensure fairness, consistency, and early intervention
- Protect the welfare, dignity, and rights of all pupils and staff
- Ensure pupils can learn and complete assigned work
- Build strong partnerships with parents and carers

2. Legislative and Statutory Context

This policy is written in line with:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Restrictive Interventions, Including Use of Reasonable Force, in Schools (DfE, April 2026)
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004

This policy should be read alongside the Child Protection Policy, SEND Policy, Anti-Bullying Policy, Equality Plan, and Health & Safety Policy.

3. Ethos and Approach

Kenningtons Primary Academy adopts a relational, preventative approach to behaviour, underpinned by:

- Trauma-informed practice
- Early identification and intervention
- The My Hidden Chimp model (Professor Steve Peters)
- Teaching emotional regulation and positive behaviour for learning

Restrictive interventions are always a last resort, used only to keep people safe

4. Roles and Responsibilities

Governing Body

- Approves and reviews this policy annually
- Ensures compliance with statutory guidance
- Monitors behaviour data, suspensions, exclusions, and significant incidents

Headteacher

- Has overall responsibility for behaviour, discipline, and use of reasonable force
- Ensures staff are trained, supported, and policies implemented consistently
- Authorises suspensions and permanent exclusions

Senior Leaders and Staff

- Implement the policy consistently and fairly
- Use de-escalation strategies before restrictive interventions
- Record and report significant incidents (see Appendix A)

Parents and Carers

- Support the school's behaviour expectations
- Engage with interventions and sanctions

Pupils

- Follow school rules
- Show respect to others
- Take responsibility for behaviour and report concerns

5. Rewards and Sanctions

Rewards

- Praise and recognition (verbal and written)
- Merits and bronze/silver/gold awards
- Celebration assemblies
- End-of-year rewards

Sanctions are proportionate, explained clearly, and aim to support behaviour change:

- Loss of playtime (time owed)
- Community Respect discussions and restorative actions
- Loss of privileges
- Parent communication
- Planned interventions
- Removal from class (isolation)
- Suspension
- Permanent exclusion

Only the Headteacher may suspend or permanently exclude a pupil.

6. Special Educational Needs and Disability (SEND)

The school recognises its duty to make reasonable adjustments for pupils with SEND or disabilities.

- Behaviour may be a manifestation of unmet need
- Behaviour Support Plans and risk assessments will be used where appropriate
- Plans may outline circumstances where closer physical support may be required

7. Restrictive Interventions and Reasonable Force

Key Principles

Restrictive interventions, including reasonable force:

- Are used only to prevent harm
- Are not a punishment
- Use the minimum force necessary
- Are applied for the shortest time possible
- Are proportionate to the risk
- Take account of age, SEND, disability, trauma, and vulnerability

All staff have a legal power to use reasonable force where necessary.

Definitions (DfE, 2026)

- Restrictive Intervention: Any action that prevents, restricts, or subdues movement
- Reasonable Force: Force that is necessary and proportionate in the circumstances
- Significant Incident: Use of force beyond normal physical contact
- Seclusion: Non-disciplinary confinement to a supervised safe space to prevent harm
- Restraint: Non-disciplinary intervention that immobilises or limits movement

When Reasonable Force May Be Used

Staff may use reasonable force to:

- Prevent a pupil committing an offence
- Prevent injury to the pupil or others
- Prevent damage to property
- Prevent serious disruption

Examples include:

- Separating pupils fighting
- Blocking access to danger
- Removing a pupil who refuses to leave and poses a risk

De-escalation

Before using force, staff will use de-escalation strategies such as:

- Calm verbal instructions
- Giving space and time
- Distraction or redirection
- Use of trusted adults

If these strategies fail and risk remains, reasonable force may be used.

8. Seclusion

- Used only as a safety measure, not a sanction
- Supervised at all times
- Used when a pupil is highly dysregulated and poses risk
- Recorded and reported as a significant incident (see Appendix A)

9. Recording and Reporting

All significant incidents involving restrictive interventions must be:

- Recorded on the same day
- Logged using the Significant Incident Form (see Appendix A)
- Shared with senior leaders
- Used to inform behaviour plans and risk assessments

Parents will be informed as soon as practicable.

Where patterns, frequency or proportionality of restrictive intervention give rise to concern, this will be escalated as a safeguarding matter and managed in line with the Child Protection Policy

10. Training and Support

- Staff likely to use restrictive interventions receive accredited training (e.g. Positive Handling)
- Training includes prevention, de-escalation, lawful use of force, and post-incident reflection
- Staff wellbeing and debrief are prioritised

11. Searching Pupils Without Consent

The Headteacher and authorised staff may use reasonable force to search for prohibited items, including weapons, drugs, stolen items, fireworks, and items likely to cause harm.

12. Monitoring and Review

This policy is reviewed annually by the Governing Body and updated in line with DfE guidance.

Appendix A: Significant Incident Form

Use of Restrictive Intervention / Reasonable Force

This form must be completed on the same day as the incident and submitted to DSL or DDSL. This record is required where the use of force goes beyond normal, everyday physical contact.

Significant Incident Form	
Pupil Details	
name	
class / year group	
date of birth	
Staff Involved	
Staff member(s) directly involved	
Other adults / witnesses present	
Pupil Needs and Context	
Does the pupil have identified SEND or a disability	YES / NO
SEND category / diagnosis (if applicable)	
Behaviour Support Plan (BSP) in place?	YES / NO
Risk assessment in place	YES / NO
Incident Details	
Date of incident	
Time of incident	
Location	
Approximate duration of intervention	
Description of the Incident	
What was the specific and imminent risk?(e.g. risk of injury to self or others, damage to property, serious disruption)	
What behaviour was observed immediately prior to the intervention? (describe observable behaviour only)	
De-escalation Strategies Used First	
What strategies were attempted before physical intervention? (e.g. calm verbal instructions,	

reduced demands, giving space, trusted adult)	
How did the pupil respond to these strategies?	
Restrictive Intervention / Reasonable Force Used	
Type of physical contact used:	
Passive physical contact (e.g. blocking, standing between pupils)	YES / NO
Active physical contact (e.g. guiding by the arm, separating pupils)	YES / NO
Restrictive intervention / restraint (immobilising or limiting movement)	YES / NO
Describe the degree of force used and why it was reasonable and proportionate:	
Explain why this was the minimum force necessary and how it was reduced/stopped once the risk passed)	
Seclusion (if applicable)	
Was seclusion used as a safety measure?	YES / NO
Location of seclusion space	
Duration	
Was the pupil supervised at all times?	YES / NO
Injuries and Medical Attention	
Were there any injuries to the pupil or staff?	YES / NO
Details of injuries	
Medical treatment given	
Accident book / medical tracker completed?	YES / NO
Outcome and Follow-Up	
How was the incident resolved?	
How was the intervention ended once the risk reduced?	
Any further impact on the pupil (emotional, behavioural, physical)?	

Pupil / Witness Views			
(Where appropriate and proportionate)			
Parents / carers informed?	YES / NO		
Date informed			
Method	phone / Parentmail / email		
Reflection and Review			
Staff reflection / learning			
Does this incident require updates to a Behaviour Support Plan or risk assessment	YES / NO		
Signatures			
Staff completing form		date	
SLT review completed by		date	

Appendix B: Behaviour Support Plan (BSP)

This plan is designed to support positive behaviour, emotional regulation, and safety. It should be written collaboratively and reviewed regularly.

Behaviour Support Plan (BSP)	
Pupil Details	
pupil name	
date of birth	
class / year group	
UPN	
date BSO started	
review date	
Key Staff Involved	
class teacher	
pastoral / SEN	
DSL / SLT link	
parents / carers involved	YES / NO
Pupil Strengths and Interests	
What the pupil does well, interests, motivators, protective factors.	
Identified Needs and Triggers	
Identified SEND / diagnosis (if applicable)	
Known triggers (e.g. change, sensory overload, peer conflict)	
Early warning signs of dysregulation	
Behaviour of Concern	
Describe observable behaviours – what it looks like, not interpretations	
Desired Outcomes	
What success looks like for the pupil	

Preventative and Universal Strategies					
Strategies used consistently to reduce likelihood of dysregulation – to be considered					
Visual supports / now-next boards					YES / NO
Clear routines and expectations					YES / NO
Movement or sensory breaks					YES / NO
Check-ins with trusted adult					YES / NO
Seating or environmental adjustments					YES / NO
Adjustments to tasks or transitions					YES / NO
De-escalation Strategies					
Strategies to use when early signs appear					
Calm, clear language	Time and space	Use of emotion coaching	Reduced demands	Distraction or redirection	Offer of safe space
Crisis Management and Safety					
This section should only be completed where there is a foreseeable risk of harm					
Specific risks identified					
Agreed staff responses					
Is closer physical support sometimes required to keep the pupil or others safe?			YES / NO		
IF YES					
What form of reasonable force may be required (if any)					
Strategies to avoid use of force wherever possible					
PLEASE NOTE A risk assessment must be attached and reviewed regularly.					
Seclusion (if applicable)					
Is supervised seclusion part of this plan?			YES / NO		
Purpose (safety only)					
Location:					
Supervision arrangements					
Post-Incident Support					
Support for pupil after an incident					
Restorative work / repair					

Support for staff		
Communication with Parents / Carers		
How and when parents will be informed		
Monitoring and Review		
How progress will be monitored		
Review frequency		
Next review date		
Agreement and Signatures		
Parent / Carer	date	
School	date	