



**KIDGATE
ACADEMY**

Behaviour Policy

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Approved by:	LGB	TBC
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For Office Use Only:

Policy Version: 2.0

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

1. Purpose and principles

Excellent behaviour is central to excellent education. At Kidgate Academy, behaviour is taught, modelled, practised and reinforced so that every child can learn in a calm, safe and supportive environment. Our approach combines high expectations with strong relationships, predictable routines, reasonable adjustments and proportionate consequences.

- Behaviour is everyone's responsibility.
- Adults use calm certainty rather than confrontation.
- Children should experience the same core expectations from every adult.
- Expected behaviour is explicitly taught; it is not assumed.
- Positive behaviour is noticed and recognised.
- Behaviour that falls below expectations is addressed promptly, fairly and proportionately.
- Consequences are followed by repair, reteaching and a fresh start.
- Support and consequences can happen at the same time.
- Reasonable adjustments make expectations accessible; they do not remove boundaries.

2. Our vision, values and behaviour culture

Our vision is 'Growing kind hearts and curious minds'. Our values are Respect, Resilience and Kindness. These values underpin how pupils and adults speak, learn, move around school, respond to challenge and repair relationships.

Three school rules – one shared language

The whole-school behaviour language is:

Rule	What this looks like
Be Ready	Listening, focused, prepared to learn, following routines and transitions, asking for help when needed.
Be Respectful	Kind language, following reasonable instructions, good manners, caring for people, property and difference.
Be Safe	Hands, feet and objects safe; calm movement; using spaces and equipment appropriately; seeking adult help when needed.

These rules sit alongside our values. Staff should not create competing classroom rule systems that dilute the shared whole-school language.

3. The behaviour curriculum

Positive behaviour is part of the curriculum. Routines and expectations are explicitly taught, modelled, rehearsed and revisited, particularly at the start of terms, after holidays and whenever a class or pupil needs further practice.

Positive behaviour	Explicit teaching points
Excellent attitude	Believe you can improve; be positive about yourself and others; try new activities; treat mistakes as opportunities to learn.
Fantastic lining up	Join promptly; stand calmly; face forwards; arms settled; voices in pockets; wait for the adult signal.
Superb effort	Try hard; use resources that support learning; practise; persevere when learning is difficult.

Brilliant tidying	Tuck chairs in; return resources correctly; replace lids; put rubbish in the bin; leave the room ready for learning.
Wonderful kindness	Look after others; share fairly; help someone who is stuck; be a good friend; use kind words.
Good listening	Show interest; face the speaker where appropriate; keep voices off; attend to important information.
Ready sitting	Sit in a way that helps you and others concentrate, adapted where necessary for individual need.
Beautiful manners	Say please and thank you; wait your turn; hold doors; show consideration for others.

4. Visible adult consistencies – ‘The Kidgate Way’

- Meet, greet and smile.
- Notice and praise expected behaviour first.
- Teach and practise routines rather than assuming pupils know them.
- Use calm, respectful language and agreed microscripts.
- Correct behaviour calmly and, where possible, privately.
- Address behaviour rather than walking past it, including when the child is not in your class.
- Use the lowest appropriate stage of the behaviour pathway unless the seriousness of an incident requires immediate escalation.
- Allow take-up time and deal with matters as discreetly as possible.
- After a consequence and repair, reset the relationship and give a genuine fresh start.

Whole-school routines

- Children line up calmly and quietly, using ‘voices in pockets’ when directed.
- Children move around corridors calmly and quietly so learning is not disturbed.
- Adults use agreed attention signals and transition routines consistently.
- Classes enter and leave assemblies calmly and punctually.
- Staff actively supervise break and lunchtime areas, intervene early and hand over relevant information.

5. Roles and responsibilities

Leaders

- Set and model the behaviour culture.
- Ensure induction and ongoing training for staff.
- Be visible and support staff with challenging behaviour.
- Monitor patterns through CPOMS and other school systems.
- Ensure reasonable adjustments and individual plans are understood and reviewed.
- Ensure serious incidents are responded to in line with statutory guidance and school policy.

All staff

- Create a calm, safe environment.
- Teach, model and reinforce routines and expectations.
- Apply this policy consistently while considering context and individual need.
- Record significant incidents accurately and promptly.
- Seek support early when behaviour is escalating.

- Maintain professional, respectful communication with pupils and families.

Pupils

- Follow the three school rules and taught routines.
- Allow others to learn and feel safe.
- Take responsibility, where developmentally appropriate, for repairing harm.
- Ask for help when learning, emotions or situations feel difficult.

Parents and carers

- Work in partnership with school and support the policy.
- Share relevant information that may affect behaviour or wellbeing.
- Celebrate success and reinforce school expectations at home where appropriate.
- Raise concerns directly with school in a respectful and constructive way.

6. Recognition and rewards

Recognition should be specific: adults name the behaviour they want repeated. Rewards support, rather than replace, the development of intrinsic motivation.

- Specific verbal praise.
- Positive messages, emails or telephone calls home.
- Apple Points and Expectation Charts.
- Terrific Tickets.
- Star of the Week recognition.
- Celebration assemblies.
- Class achievement jar and agreed class reward.
- Positions of responsibility and opportunities to contribute to school life.

Apple Points and Expectation Charts

Each pupil has an Expectations Chart with 25 spaces. An Apple Point is recorded by a member of staff when a pupil demonstrates the school's expectations or values. Completed charts are recognised in celebration assemblies and may be taken home. Pupils may spend or bank their Apple Points.

Terrific Tickets

Terrific Tickets recognise pupils who consistently meet expectations or achieve an expectation that is personally difficult for them. Staff should ensure recognition is inclusive and attainable for all pupils.

Examples of behaviours that may be recognized

- Helping another pupil or adult; welcoming others; noticing when someone needs support.
- Trying something new; persevering; challenging yourself; making a positive choice when others do not.
- Following instructions consistently; showing excellent listening; setting a positive example; using good manners.
- Showing respect for difference, tolerance and British Values.
- Demonstrating the taught positive classroom behaviours and routines.

Apple reward menu

Reward	Apple Points
Afternoon tea with the Headteacher	200
Telephone call from the Headteacher	175
TA for the day	175
Prize from Headteacher's lucky dip	150
King/Queen chair for the day	125
Hot chocolate and cookie with a staff member	125
15 minutes' choice time with a peer	100
Email home from teacher	75
Jump the lunch queue	75
Sticker from the Headteacher	75
Motivational wristband	75
Colour-changing pencil	50
Keyring	25

The reward menu may be refreshed by school while retaining the principle that rewards are transparent, achievable and linked to positive behaviour.

7. Responding to behaviour that falls below expectations

Staff respond predictably, promptly and proportionately. Safety comes first. The behaviour pathway is a guide to consistent practice; staff may move directly to a higher stage for serious or unsafe incidents. Context, age, SEND and / or disability, safeguarding information and individual plans must be considered.

The Kidgate behaviour pathway – shared with staff during INSET 2026–27.



Visible consistencies

What pupils should experience from every adult

- Meet, greet and smile.
- Notice and praise expected behaviour first.
- Teach and practise routines — do not assume them.
- Use calm, respectful language and agreed microscripts.
- Address behaviour rather than walking past it.
- Give a fresh start once an incident has been addressed.

Stage	Response	Purpose / examples
1	Rule reminder	Brief, calm reminder linked to Be Ready, Be Respectful or Be Safe.
2	Warning	Clear warning, expected behaviour stated, take-up time given; avoid debate.
3	Calming time / time out	Short reset in class or agreed safe space; change of seat/adult/class where helpful.
4	Consequence + follow-up	Proportionate and logical consequence, missed learning completed where appropriate, reflection/repair and reteaching.
5	Parent / SLT	For repeated, significant or unsafe behaviour; CPOMS where required; parental contact.
6	Individual plan	Targeted plan, reasonable adjustments, pastoral/SEND involvement, report or structured monitoring where appropriate.
7	Suspension / exclusion	For serious incidents or persistent behaviour where appropriate, determined by the Headteacher in line with statutory requirements.

Possible proportionate consequences

- Verbal reminder/reprimand and reteaching of the expectation.
- Private conversation with an adult.
- Move within the classroom or short calming/reset time.
- Completion of missed learning at an appropriate supervised time.
- Reflective task, restorative conversation or apology where appropriate and meaningful.
- Removal to another classroom or supervised pupil-support space.
- Loss of a directly related privilege or responsibility.
- Internal inclusion for a defined period.
- Teacher or Headteacher report/monitoring.
- Suspension or, in the most serious circumstances, permanent exclusion.

Consequences must never be humiliating. They should be reasonable, proportionate, related to the behaviour where possible and followed by support to help the pupil succeed next time.

Practical guide: proportionate and logical consequences

The examples below support staff judgement; they are not automatic sanctions or a fixed tariff. A proportionate consequence is no more than is needed to address the behaviour and help the pupil succeed next time. A logical consequence is linked to the behaviour and its impact. Consider what happened, its seriousness and impact, the pupil's age, understanding, SEND, communication and regulation needs, relevant safeguarding information and agreed individual plans. Accidents and difficulties arising from unmet needs require teaching and support, rather than an automatic sanction.

Use the least restrictive response that is appropriate. Explain the reason, duration and what successful return looks like in language the pupil understands. Prioritise safety and regulation; reflection and repair take place when the pupil is ready. A calm space, sensory support or agreed regulation break must not be withheld as a consequence.

Behaviour / situation	Examples proportionate and logical response	Adaptation / escalation
Saying something unkind or name-calling	For an isolated unkind comment: privately remind the pupil of Be Respectful, help them rephrase their words and hold a brief reflective conversation when ready. Support meaningful repair, such as a kind action, spoken or written apology, where appropriate; do not force an immediate apology or require the other pupil to accept it.	Repeated targeting, threats, discriminatory language or suspected bullying require recording, parental contact and SLT involvement as appropriate; follow the relevant school procedures.
Physical altercation: pushing, hitting or kicking	Make pupils safe, separate and supervise them as needed, check for injuries and hear each account separately when they are ready. A pupil who pushes during a game may pause that game, have a short, supervised reflection and practice safe play before returning. Support repair without requiring the harmed pupil to meet them.	Consider the role of each pupil, including whether they were harmed or defending themselves; do not automatically give both the same consequences. Serious assault, injury or repeated unsafe behaviour requires immediate SLT involvement under Section 8.

Behaviour / situation	Examples proportionate and logical response	Adaptation / escalation
Mistreating equipment or resources	Stop unsafe use and remove the particular item briefly where needed. For example, a pupil throwing counters helps collect them when safe and practises using them correctly before resuming. A pupil misusing playground equipment may use it under closer supervision for an agreed period.	Provide an appropriate alternative if the resource is needed for learning or access. Deliberate or significant damage is recorded and referred to SLT; avoid automatic financial penalties.
Making a mess or damaging another pupil's work	Where safe and developmentally appropriate, help the pupil tidy the affected area, restore resources or support repair of the work with an adult. Reteach how to respect shared spaces and others' belongings.	Adults deal with broken glass, hazardous materials and unsafe repairs. Do not use unrelated cleaning duties or public humiliation.
Disrupting learning: calling out, distracting others or repeatedly interrupting	Use the pathway: reminder, take-up time and warning where appropriate. If disruption continues, change seat or provide a short supervised reset in another classroom. Reteach the routine and support re-entry. Complete a manageable amount of missed learning at an appropriate supervised time, with help where needed.	Check task accessibility, communication and regulation needs. Repeated disruption prompts review of support and parental/SLT involvement; do not impose excessive catch-up work.
Refusing a task or reasonable instruction	Check what is making the task difficult, give processing time, clarify the instruction and offer an accessible first step or limited choice. If the pupil can engage but continues to refuse, arrange supported completion of an appropriate amount of missed learning in another class and a brief reflection.	Do not treat inability, overwhelm or a communication difficulty as deliberate refusal. Review adjustments and individual plans if the pattern continues.
Unsafe movement or leaving an agreed area	Secure safety and follow the pupil's risk plan. Once regulated, practise the safe route, transition or help-seeking routine. A directly related response may be closer adult supervision during the next transition, reviewed as soon as safe independence is possible.	Absconding that creates a safety risk requires immediate SLT involvement. Access to outdoor learning and agreed regulation support should be planned safely.
Misusing a position of responsibility or a directly related privilege	For example, a pupil who repeatedly misuses a monitor role may pause that role for a defined period, practise the expectations with an adult and return when ready. Explain the link between the behaviour and the temporary restriction.	Keep restrictions brief, specific and reviewed. Do not remove unrelated rewards already earned or essential support.

Choosing and following through

Avoid adding several unrelated sanctions for the same incident. A safety measure, a proportionate consequence and support to repair harm may be used together where each has a clear purpose.

Record and communicate incidents in line with school procedures, seek SLT advice where the response is unclear, and review repeated incidents to identify additional teaching or support. Following on from the consequence and repair, welcome the pupil back and give a fresh start.

Where behaviour escalates towards crisis, staff should apply the behaviour-cycle approach described in Section 9a, prioritising de-escalation and safety.

Separation for Safeguarding and Investigation Purposes

There may be occasions where it is necessary to separate a pupil from some or all other pupils for safeguarding, welfare or investigatory purposes. Any use of separation will be lawful, reasonable, proportionate and in the best interests of all pupils and staff involved.

Separation is not a suspension and will not be used as a substitute for a suspension or permanent exclusion. The academy will not require a pupil to remain at home, or send a pupil home, without following the statutory suspension or permanent exclusion procedures unless there is another lawful basis for doing so.

Separation may be considered where:

- Allegations are being investigated and it is necessary to preserve the integrity of the investigation;
- There are concerns about the safety or welfare of the pupil or others;
- There is a significant risk of further incidents occurring;
- It is necessary to prevent intimidation, victimisation or interference with witnesses;
- There are safeguarding concerns that require immediate action.

The academy will ensure that:

- Separation is authorised by a member of the Senior Leadership Team;
- The reasons for the separation are clearly recorded;
- Parents/carers are informed as soon as reasonably practicable;
- The arrangement is reviewed regularly;
- The pupil continues to receive appropriate supervision, support and educational provision where practicable;
- The pupil's views are taken into account where appropriate, having regard to their age and understanding;
- Any special educational needs, disabilities, vulnerabilities or safeguarding concerns are considered throughout the period of separation.

Where a period of separation is required for more than a short period, the academy will keep the arrangement under regular review and consider whether alternative measures are more appropriate.

The academy recognises its duties under the Equality Act 2010 and will ensure that decisions regarding separation do not unlawfully discriminate against pupils with protected characteristics, including pupils with special educational needs and disabilities (SEND).

The use of separation will be monitored by senior leaders to ensure that it is used fairly, consistently and only where necessary.

8. Serious incidents and immediate escalation

Some behaviour requires immediate SLT involvement and may bypass earlier stages. Examples include physical assault, serious verbal aggression, threats of violence, serious or discriminatory abuse, significant damage, absconding that creates a safety risk, possession of a weapon or illegal substance, or repeated serious defiance/unsafe behaviour.

The nature, context and impact of the incident, the pupil's needs and previous support will be considered. Serious behaviour may lead to internal inclusion, suspension or permanent exclusion where the Headteacher determines this is appropriate.

9. Regulation, de-escalation and agreed scripts

Regulation is not a reward. When a pupil is dysregulated, an adult may use a calm space, sensory activity, movement, a change of face or another agreed strategy to help the pupil become safe and ready to think. The consequence and reflective conversation can follow once the pupil is regulated.

CALM approach

Step	Adult approach
C – Connect	Approach calmly; use the pupil's name; show that you are there to help.
A – Acknowledge	Name the emotion or difficulty without agreeing with unsafe behaviour.
L – Listen	Use few words, allow processing time and listen without arguing.
M – Move forward	Offer a safe next step, choice or support and return to expectations when the pupil is ready.

Kidgate microscripts

Low-level reminder
"This is a reminder: Be Ready. Thank you."
"At Kidgate we walk calmly in the corridor. Show me you can do that now."
"I need you to listen. I'll give you a moment to make the right choice."

Warning
"I've reminded you of the rule. This is your warning. I need you to ..."
"You can choose to follow the instruction now, or we will move to the next step. I'll give you some time."

When a pupil is beginning to become upset
"I can see this is getting difficult. What is making it hard right now?"
"I'm here to help. We can work this out."
"Would it help to have a short pause, some space, or help with the first step?"

When a pupil is highly dysregulated
"I am here to help you. I will help you stay safe."
"You do not need to talk right now. I'm going to give you some space."
"We can sort this out when your body is calmer."
Use fewer words, a quieter voice and longer pauses. Call for support promptly where safety is at risk.

When a pupil says ‘I can’t’ or ‘It’s too hard’
“It feels really hard at the moment. Which part is tricky?”
“Let’s break it into a smaller step.”
“I’ll help you get started; then we’ll see what you can do next.”

Repair and re-entry
“You are calm now. Let’s work out what happened and what will help next time.”
“Who was affected by what happened?”
“What needs to happen to put this right?”
“What is your next successful step?”
“The incident has been dealt with. This is a fresh start.”

Adult voice and body language

- Lower volume rather than matching the pupil’s volume.
- Slow speech and allow processing time.
- Keep facial expression and posture calm and non-threatening.
- Give appropriate personal space.
- Avoid crowding a pupil with multiple adults unless safety requires it.
- Avoid ‘Calm down’, sarcasm, public shaming, repeated demands in quick succession or arguing about who is right during escalation.

9a. Understanding the behaviour cycle

Staff use the behaviour cycle to recognise early signs of distress and adapt their response. The cycle is not a fixed sequence for every pupil; adults should respond to the individual pupil, their communication, risk assessment and agreed support plan.

1. Baseline / calm — Maintain predictable routines, relationships and clear expectations; notice changes from the pupil’s usual presentation.
2. Trigger / threat detection — An event or perceived threat may activate a stress response. Look for early indicators, reduce demands where appropriate, offer reassurance and check in with the pupil.
3. Escalation / survival mode — The pupil may become frustrated, overwhelmed or lose control. De-escalate: use fewer words, a calm tone, appropriate space, simple choices and an agreed change of adult. Avoid arguments.
4. Crisis / peak overwhelm — The pupil may be unable to process language or assess consequences. Prioritise safety, reduce the audience and stimulation, summon help and follow individual risk plans. Any physical intervention must meet the legal test and the separate Care, Control and Restraint Policy.
5. Recovery / stress decreases — Allow time and space for regulation. Continue supervision and support; do not insist on immediate explanation, apology or restorative discussion.
6. Post-crisis dip / recovery continues — The pupil may be tired, withdrawn or upset. Reconnect without judgement, allow recovery and hold a developmentally appropriate reflective conversation only when ready.

Repair and rebuild: Once regulated, staff and pupils reflect on what happened, identify triggers and effective support, repair harm, reteach expectations and plan a successful return to learning. This aligns with Sections 9 and 10 and the CALM approach. See Appendix D for the behaviour-cycle training diagram.

9b. Legal framework: reasonable force and physical intervention

Kidgate Academy promotes prevention and de-escalation. Physical intervention is not a routine behaviour-management strategy and must never be used as punishment. Staff must also follow the Academy’s separate Care, Control and Restraint Policy, individual risk assessments and relevant training.

Section 93 of the Education and Inspections Act 2006 permits authorised school staff to use such force as is reasonable in the circumstances to prevent a pupil from committing an offence, causing personal injury or damage to property, or prejudicing the maintenance of good order and discipline. Any use must be judged in its specific circumstances; this power does not justify force as punishment.

Section 3 of the Criminal Law Act 1967 and the common law may provide further legal bases for reasonable force, including prevention of crime and self-defence or defence of others. These do not remove the requirement that any force used must be necessary and proportionate.

Necessary: Staff must consider what they honestly and reasonably believed was about to happen, the immediate risk, and whether a safe, less restrictive alternative was practicable. **Proportionate:** Any intervention must use no more force than reasonably necessary, for no longer than necessary, and end as soon as the risk has passed.

Staff must take account of the pupil's age, SEND, communication needs, medical needs, trauma and relevant individual plans. The Equality Act 2010 requires consideration of reasonable adjustments and non-discrimination. The child's welfare and safeguarding duties remain paramount.

Following any significant physical intervention, staff must secure safety and wellbeing, obtain medical help where necessary, inform leaders and parents/carers in line with the Care, Control and Restraint Policy, and record the incident promptly and factually on CPOMS.

Records should explain: "Reasonable force was necessary because...", "It was proportionate because...", and "It was my honestly held belief that...", supported by observable facts, alternatives attempted, duration, the pupil's response and any injuries or follow-up.

Staff should refer to Appendix E for the legal-framework training handout. Where guidance and law are updated, current statutory requirements and the Academy's Care, Control and Restraint Policy take precedence over the training handout.

10. Reflect, repair, reteach and reset

Reflection is not used to excuse behaviour. Its purpose is to reduce recurrence, develop responsibility and rebuild relationships. Reflection should take place when the pupil is sufficiently regulated to think and communicate.

- What happened?
- What were you thinking or feeling at the time?
- Who was affected and how?
- What could you do differently next time?
- What needs to happen to make things right?
- What support might help you succeed next time?

Repair may include an apology, restoring property, completing missed learning, practising a routine again or another natural consequence. Once repair is complete, adults should reset the relationship.

11. SEND and reasonable adjustments

High expectations apply to all pupils, but the route to meeting them may differ. Staff must consider whether SEND, communication needs, trauma, sensory needs, mental health needs or other circumstances affect a pupil's ability to regulate or respond.

- Adjust language, processing time, task demand, environment, seating or transition support.
- Use visual prompts, now/next, movement or sensory breaks where identified.

- Use a trusted adult or 'change of face' when escalation is increasing.
- Follow individual pupil plans, risk assessments, EHCP provision and advice from SEND/pastoral staff.
- Do not assume that equal treatment means identical treatment.
- Reasonable adjustment does not mean unsafe behaviour is ignored; safety, repair and learning remain central.

Where patterns persist, staff should work with the SENDCo, pastoral team, SLT, parents/carers and external professionals as appropriate to identify unmet need and refine provision.

12. Removal from class and internal inclusion

Removal from class is a serious response and is used when necessary to restore safety or learning, provide a purposeful reset, or respond to significant/repeated behaviour. Pupils must remain supervised and continue to receive appropriate learning.

- The reason and duration should be clear.
- Parents/carers should be informed at the appropriate stage.
- Significant incidents and internal inclusion are recorded on CPOMS.
- Break/lunch arrangements may be adjusted with appropriate supervision.
- A reintegration/repair conversation should take place before or on return to normal provision.

13. Suspension and permanent exclusion

Only the Headteacher, or the acting Headteacher, can suspend or permanently exclude a pupil. Decisions will be made in line with current statutory guidance, considering the seriousness and context of the behaviour, the evidence available, the pupils' needs, reasonable adjustments and the support already in place. A serious one-off incident may justify suspension or permanent exclusion; persistent behaviour may also do so where appropriate.

Any use of reasonable force must comply with Section 9b and the separate Care, Control and Restraint Policy; a safeguarding concern must be reported independently of behaviour sanctions.

14. Safeguarding and behaviour

Behaviour can be a safeguarding communication. Where behaviour raises concern that a pupil may be suffering, or at risk of suffering, harm, staff must follow the Child Protection and Safeguarding Policy and report concerns to the DSL/deputy without delay. Behaviour management must never replace a safeguarding response.

Records of physical intervention must also include the necessity, proportionality and honestly held belief rationale set out in Section 9b and the Care, Control and Restraint Policy.

15. Recording, monitoring and communication

- Staff record significant incidents, internal inclusion, report arrangements and suspensions on CPOMS in a factual and timely way.
- Immediate safety or safeguarding concerns are verbally escalated first; recording follows.
- SLT monitors patterns, repeat incidents, vulnerable groups and the effectiveness of interventions.
- Parents/carers are involved early when patterns of behaviour emerge and promptly following serious incidents.

- Behaviour information is handed over appropriately between staff so agreed strategies remain consistent.

16. Bullying, discriminatory behaviour and harmful language

Bullying, discriminatory language and behaviour that targets protected characteristics are not tolerated. Incidents will be challenged, recorded, investigated and responded to proportionately. Pupils affected will be supported and pupils responsible will receive consequences alongside education, reflection and repair.

17. Staff support following incidents

Leaders will support staff following significant incidents. This may include immediate relief/change of face, first aid, debrief, recording support, review of risk assessments or pupil plans, communication with parents and consideration of further professional or wellbeing support.

Appendix A – Quick reference behaviour pathway

CALM • PREDICTABLE • CONSISTENT
1. Notice and praise the behaviour you want.
2. Rule reminder – Be Ready / Be Respectful / Be Safe.
3. Warning – state the expected behaviour and give take-up time.
4. Calming time / time out – regulate and reset.
5. Proportionate and logical consequence + follow-up – repair, reteach and complete missed learning where appropriate.
6. Parent / SLT – record and communicate when required.
7. Individual plan – targeted adjustments and support.
8. Serious incidents may move immediately to SLT and may result in internal inclusion, suspension or exclusion.
After the incident: repair the relationship and give a fresh start.

Appendix B – Staff script card

Situation	Suggested wording
Praise	“Thank you for being ready straight away.” / “That was respectful because...”
Reminder	“Remember our rule: Be Safe. I need you to...”
Warning	“This is your warning. I need you to... I’ll give you a moment.”
Early escalation	“I can see this is hard. What is making it difficult?”
High escalation	“I am here to help you. I’ll help you stay safe. You don’t need to talk yet. I’ll give you space.”
Repair	“Who was affected? What needs to happen to put this right?”
Re-entry	“What will help you be successful now?”
Reset	“It has been dealt with. This is a fresh start.”

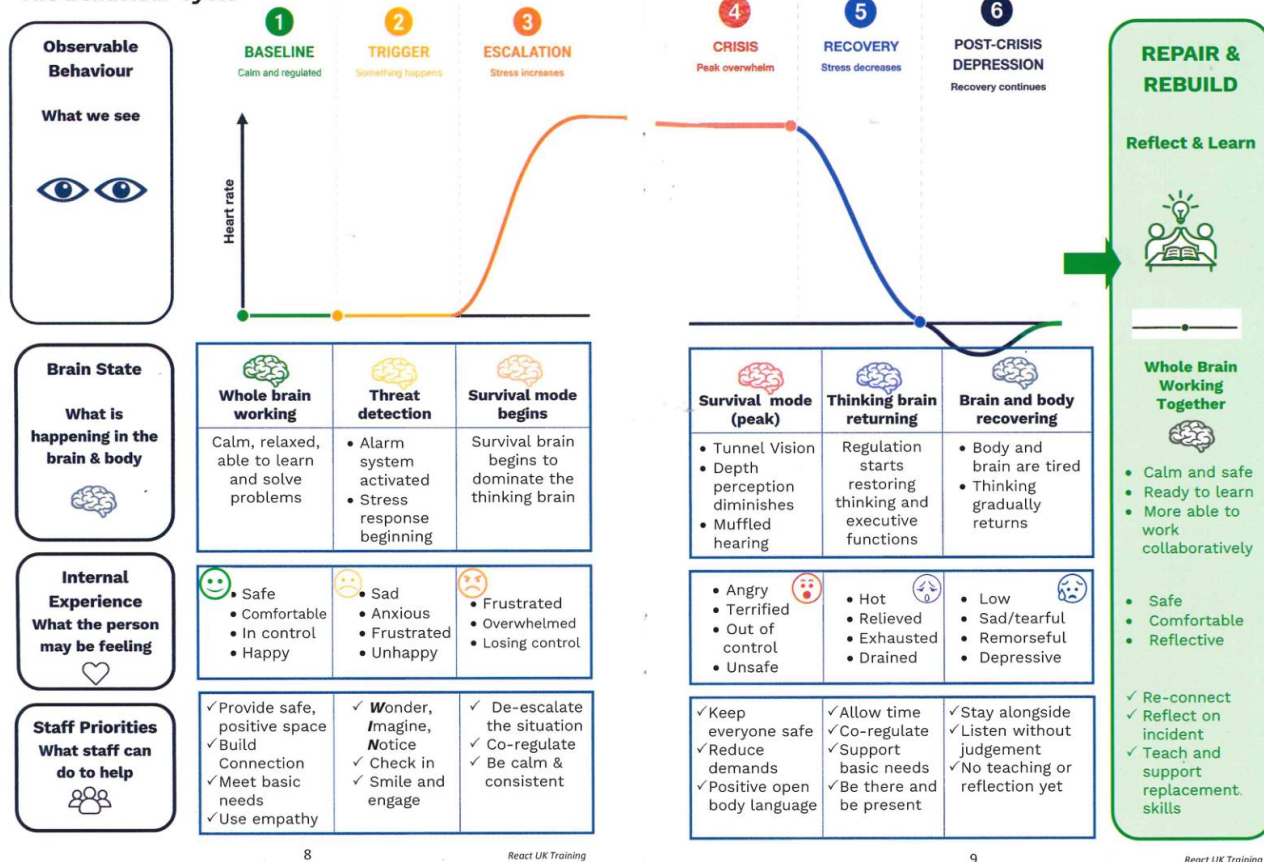
Appendix C – Reward summary

Apple Points and Terrific Tickets should recognise Respect, Resilience, Kindness, the three school rules and explicitly taught positive classroom behaviours. Praise should be specific and inclusive. Celebration should recognise both consistent excellence and meaningful individual progress.

Appendix D – Behaviour cycle (staff training reference)

Training reference image. Read alongside Sections 9a and 9b and the Academy's Care, Control and Restraint Policy.

The Behaviour Cycle



Appendix E – Legal framework (staff training reference)

Training reference image. Read alongside Sections 9a and 9b and the Academy's Care, Control and Restraint Policy.

The Legal Framework and Relevant Guidance

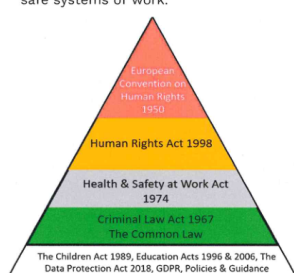
As a member of staff, you have a legal duty to protect children, colleagues and yourself from harm. In certain circumstances, the law allows you to use reasonable force to prevent injury, damage to property, criminal offences or serious disruption. Any use of force must always be lawful, necessary, proportionate and the least restrictive option available.

Positive Handling is a whole-school approach that places positive relationships, communication, de-escalation and prevention at the heart of practice. Restrictive Intervention should only be considered when there is an immediate risk of harm and less restrictive strategies have been unsuccessful or are not appropriate.

Making Safe and Lawful Decisions

The legal authority to use reasonable force comes from Common Law and various Acts of Parliament. Together these establish when force may be used and how the courts judge whether that force was reasonable.

- **Criminal Law Act 1967** – preventing crime.
- **Common Law** – protecting yourself or others and preventing a breach of the peace.
- **Criminal Justice and Immigration Act 2008** – explains how the courts judge whether force was reasonable.
- **Education and Inspections Act 2006** – gives school staff the power to use reasonable force in certain circumstances.
- **Children Act 1989** – places the child's welfare at the centre of decision making.
- **Health and Safety at Work Act 1974** – requires employers to provide safe systems of work.



These laws should also be read alongside the Human Rights Act 1998, Equality Act 2010, and the DfE guidance Restrictive Interventions, Including the Use of Reasonable Force in Schools (2026).

The Hierarchy of Law diagram shows how the different legal powers and duties relate to one another. The higher up the hierarchy, the greater the legal authority each source has when making lawful decisions.

Choosing the Correct Legal Basis

Criminal Law Act 1967

Section 3(1) states:

"A person may use such force as is reasonable in the circumstances in the prevention of crime..."

In some circumstances, **Common Law** may provide the primary legal basis for using reasonable force.

- Children under 10 – As they are below the age of criminal responsibility, staff may rely on Common Law to protect people from harm and prevent a breach of the peace.
- Individuals who lack the mental capacity to form criminal intent

How much force can be used?

The law permits only a reasonable amount of force in any given situation.

- ✓ Force should always be a last resort
- ✓ It must serve a lawful and justifiable purpose
- ✓ It must never be used for retaliation, punishment, or retribution

Using excessive or unjustified force may result in disciplinary action, civil liability, or criminal prosecution.

What is Reasonable Force?

Reasonable force is based on two primary issues; any force applied must be both **necessary** and **proportionate** in the circumstances.



Necessary: Generally speaking, the need or 'necessity' to use force is based on what a reasonable person would think is necessary to do when confronted with the situation. (*preventing a crime, preventing harm to self or others, preventing a breach of the peace*)

Proportionate: Any force used must be proportionate to what it is intended to prevent. *"The minimum amount of force needed to prevent what you honestly believe is going to happen, if you don't act."*

Honestly Held Belief

Under UK law, the use of reasonable force is judged based on the circumstances as the person believed them to be, not necessarily as they actually were. This is known as the principle of an honestly held belief. This means:

- The law recognises that staff may need to make split-second decisions under pressure.
- The reasonableness of the force used is judged on what the person genuinely believed at the time, not with the benefit of hindsight.