



KICKSTART ACADEMY

Behaviour, Relationships and Belonging Policy & Implementation Plan

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Policy

Purpose

This policy establishes a clear, consistent, and inclusive framework to promote positive behaviour, nurture strong relationships, and foster a deep sense of belonging across

Kickstart Academy. It ensures all young people, regardless of background, need, or circumstance, are supported to thrive socially, emotionally, and academically in a safe and respectful environment.

Our vision

Kickstart Academy is committed to creating an environment where exemplary attitudes, behaviour, and pastoral care underpin productive learning. We nurture positive relationships and responses, enabling young people to build on their strengths and participate positively in their lives. Positive behaviour development is supported collaboratively with families and professionals.

Our aims

We aim to:

- Promote a relational and restorative culture where behaviour is understood in context, and where repairing harm and rebuilding trust are central to conflict resolution.
- Embed trauma-informed and inclusive practices that recognise the impact of Adverse Childhood Experiences (ACEs), SEND, and other vulnerabilities on behaviour and emotional regulation.
- Ensure high expectations for conduct, learning, and mutual respect, while providing the support and structure necessary for students to meet those expectations.
- Empower staff with consistent strategies, scripts, and systems to respond to behaviour in a calm, proactive, and emotionally intelligent manner.
- Safeguard the wellbeing of all members of the school community, ensuring that behaviour management practices uphold dignity, equity, and the legal rights of students and staff.
- Strengthen partnerships with families and external professionals, recognising that behaviour support is most effective when it is collaborative and holistic.
- Comply with statutory guidance and legal duties*, including the SEND Code of Practice, Equality Act 2010, Keeping Children Safe in Education (KCSIE), and DfE guidance on behaviour, suspensions, and exclusions.
- Ensure high quality staff training is accessed by all staff regularly.

** DfE Education and Inspections Act 2006 (section 88-94), DfE Use of reasonable force in schools 2026, DfE Screening, Searching and Confiscation at School 2023, Equality Act 2010, DfE Behaviour and Discipline in Schools 2024, DfE guidance on mobile phones in schools 2024, DfE Suspension and Permanent Exclusion guidance 2024, SEND Code of Practice 2024, Education Act 2002 (Section 175), Keeping Children Safe in Education 2025.*

For all students, positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individuals.
- An exciting and engaging curriculum based on personalised learning.
- High quality staff role models with a consistent approach by all.

- An understanding of the impact of ACEs and special educational needs on students' learning underpinned by a comprehensive staff training programme.
- A recognition of the strengths of students which are rewarded following a whole staff approach.
- High staff: student ratios based on individual needs.
- Working in partnership with parents and other professionals.
- In-depth knowledge of every student's strengths, interests and areas of development.

Examples of positive strategies for supporting behaviour

- Rewarding appropriate behaviour following strategies such as praise, confirmation, behaviour points reward charts, trips.
- Following strategies in behaviour support plans (BSPs).
- Identifying and modelling appropriate behaviour.
- Personalising the timetable.
- Ensuring work is engaging and at the appropriate level for students.
- Divert, distract or change staff to diffuse.
- Acknowledging students' need for personal space.
- Clear, simple language used, allowing time to process and respond.
- One person clearly taking the lead in supporting a student to prevent overloading the student.
- Recognising that early intervention and co-regulation reduce the likelihood of escalation to situations requiring restrictive intervention.

Compliance

To ensure the safety, dignity and rights of all students, staff will:

- Use restrictive physical intervention (RPI) only where it is lawful, necessary and proportionate, and only as a last resort when there is an immediate risk of harm.
- Exhaust prevention and de-escalation strategies before considering any restrictive intervention, unless the risk escalates too rapidly to do so.
- Use only approved and trained techniques, specifically CPI Safety Intervention approaches.
- Ensure that any use of reasonable force, restraint or seclusion is recorded, reported and reviewed in line with the Use of Restrictive Interventions Policy (April 2026).
- Maintain the dignity, welfare and emotional needs of students at all times before, during and after an incident.
- Report incidents promptly to senior leaders and the Designated Safeguarding Lead (DSL).

Restrictive interventions are never used as a punishment, threat, deterrent or for staff convenience.

- Conduct wand scans on arrival.
- Support young people arriving under the influence of substances per arrival procedures.
- Collect student personal belongings on arrival.

We expect all staff to consistently:

- Greet and say goodbye to young people at classroom doors.
- Consistently reference “Ready, Respectful, Safe” throughout the day.
- Model positive behaviour aligned with school values.
- Apply reward systems and positive communication with families.
- Plan engaging, appropriately challenging lessons.
- Use visual prompts to support positive behaviour.
- Employ emotional coaching in all interactions.
- Use proactive strategies before sanctions.
- Employ restorative and trauma-informed practises to maintain relationships.
- Record behaviour incidents accurately and promptly.
- Address behaviour that falls short of expectations proactively.
- Be a visible positive presence throughout the school.

Expectations**Staff will support young people to be:**

- Ready to learn by supporting high expectations in learning and behaviour.
- Ready to learn by making activities accessible for success.
- Ready to learn by applying rewards and sanctions fairly and consistently.
- Respectful by recognising positive behaviour and treating young people considerately.
- Safe by maintaining consistent behaviour support and professional boundaries.

Young people will be:

- Ready to learn by wearing correct uniform and attending lessons punctually.
- Ready to learn by engaging fully with their learning.
- Respectful by using appropriate language and not disrupting others.
- Respectful and safe by following instructions and school guidelines.
- Safe by handing in personal items on arrival and avoiding harm to self, others, or property.

Parents/carers are requested to:

- Engage positively with school communication and support behaviour expectations.
- Inform the school of changes affecting their child’s behaviour or emotions.
- Ensure responsible and safe travel to and from school.
- Participate in school events and share preferred communication methods.

Young people and parents/carers sign a home-school agreement during induction.

Policy implementation plan

The following sections offer context to our approach to managing and encouraging positive behaviour, professional relationships, and belonging. There are guidelines and practical solutions for staff to promote consistent and best practice.

Trauma informed practice and ACES

Kickstart Academy creates safe, nurturing environments supporting young people’s mental health and wellbeing. Staff receive training on trauma, ACEs, and their impact on behaviour and emotional regulation. Understanding precipitating factors enables proactive behaviour support plans tailored to individual needs. Staff recognise behaviour as communication of need.

Trauma in children and young adults is often as a result of experience Adverse Childhood Experiences (ACEs).

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

Adverse Childhood Experiences

TYPES	IMPACT	RISKS
<p>ABUSE</p> <ul style="list-style-type: none"> Physical Emotional Sexual <p>NEGLECT</p> <ul style="list-style-type: none"> Physical Emotional <p>FAMILY DYSFUNCTION</p> <ul style="list-style-type: none"> Mental Illness Incarcerated Relative Domestic Abuse Substance Abuse Divorce 	<p>As the number of ACEs increases, so does the risk of negative behavioural and health/mental health outcomes.</p> <p>Children suffering from adverse experiences or traumatic stress have difficulty regulating behaviour and emotions. These experiences will impact on their mental health and well being. Being sensitive to a child’s background helps us in our consistent, calm approaches.</p> <p><small>Adapted from: nejf.org</small></p>	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> Substance Abuse Aggression Bullying Self-Harm Anger Sexualised Behaviour Delinquency Run away <p>PHYSICAL & MENTAL HEALTH</p> <ul style="list-style-type: none"> Severe Obesity Depression Suicide Attempts Physical Illness Eating Disorders Injuries Anxiety Disorders Sleeping Disorders

Sometimes, we only know or understand some of these factors that influence the behaviour of our students. By understanding the range of precipitating factors and the impact these can have on behaviour, staff are empowered to alter our response to the behaviours that present challenge within school.

This approach enables us to plan positive and proactive behaviour support plans which informs staff on how best to support students.

Staff understand that behaviour is a communication of need.



Building and valuing positive relationships

We prioritise relationships as foundational to success, guided by restorative principles and relational culture. Staff reflect on key relational practises including empathy, consistency, high challenge with high support, and creating belonging. Positive social capital and connection underpin behaviour management.

"The first tool to rethinking success is to review the value of relationships." — Paolo Gallo.

Mark Finnis - Restorative Practice and L30 Relational Systems - outlined 33 things for staff to think about when working restoratively and building a relational culture. These are listed below as reflection points for staff to support staff to develop their relational practice.

1. Be who you needed when you were at school
2. Connect before content
3. Make regular deposits into the social capital bank
4. Small ripples create big waves – do the simple things well
5. Know your children well and allow them to know you well
6. Don't worry about doing things 100% better, rather a 100 things 1% better
7. Don't be afraid of the L word... Love. Spread it as thick as me mum spreads butter
8. Some children come to school to learn, others to be loved
9. Every child (and adult) needs a champion
10. Engagement has three forms – physical, emotional and mental
11. The language we use creates the reality we experience
12. The language we use to describe an experience often becomes the experience
13. Difficult child or child with difficulties? Troubled family or a family with troubles?
14. Get involved earlier in the life of the child, earlier in the life of the problem
15. Separate the deed from the doer
16. Healthy relationships are built on High Challenge and High Support
17. Punishment just creates resentment rather than reflection – separate the deed from the doer
18. There are always three truths: my truth, your truth, and the truth
19. The best apology is changed behaviour
20. The small stuff is the big stuff
21. Create a sense of belonging
22. Catch 'em getting it right more than you catch 'em getting it wrong
23. Magnify strengths rather than weaknesses and focus on gifts rather than deficits
24. Strike when the iron's cold
25. We learn to care by being cared for
26. If you're not modelling what you're teaching, you're teaching something different
27. Most people don't listen with the intent to understand, they listen with the intent to reply (Covey)
28. Speak only if it improves the silence (Gandhi)
29. Difficult conversations – do they have to be? Remember though, there is no easy way to poke people in the eye. However we do it, it's going to sting a little
30. Culture exists in every organisation, but is yours by design or by default?
31. Everything looks better when you put it in a circle
32. Smile at children – it's good for you both
33. There is always another way

Reward systems and procedures

To support and encourage positive behaviour, the school follows a reward point scheme. Staff complete an online record each lesson and this is shared with students during form time at the end of each day.

There are 5 points available for each session.

Students are set weekly targets for points based on their pathway. Students who meet the target get a monetary reward/access to a reward trip to promote and reward their positive behaviour.

Monetary rewards are provided to student in the form of e-vouchers which can be cash out weekly, monthly or termly depending on student preference.

Staff will:

- Positively remind student of the points available every lesson.
- Refer to expectations and rewards consistently throughout all interactions.
- Use rewards as part of the lesson plenary – complete the online system.
- Use this data for positive phone calls home.

Once points have been earned these cannot be taken off students, unless in exceptional circumstances and agreed with the Headteacher.

Students will:

- Be reminded of opportunities to collect rewards at the beginning of each day.
- Inform their form tutor by Wednesday if they want to cash out.
- Cash out on a Friday.

Behaviour analysis process and student behaviour support plan

During the transition into Kickstart academy, students take part in a robust transition process. Part of this process includes a personal development assessment which is a flagship model for Kickstart Academy to determine the triggers for behaviour, warning signs, specific behaviours shown, and personal development gaps that may be a precipitating factor for behaviour. This information is used to generate a bespoke behaviour support plan for each individual student. Behaviour support plans are shared with staff and are available on the SharePoint system.

Behaviour reporting procedures

Behaviour is categorised as low-level, escalated, or significant risk. Reporting follows clear protocols with timely logging and communication with families. SLT and Behaviour Lead oversee serious incidents and decide appropriate actions.

	Behaviour	Description	Who do you report to and when	Action to be taken
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	Low level behaviour.	Persistent disruption/ defiance/ refusal to follow expectations.	Inform Form Tutor and Behaviour Lead. Log behaviour on the incident form. Log behaviour reward points.	Form Tutor/ Behaviour Lead will communicate with parents/carers as deemed appropriate (in weekly report or through additional contact through the week).
	Escalated/ unacceptable behaviour. The student responds successfully to supportive intervention from staff / students are safe to remain.	Threatening behaviour, bringing in prohibited items, significant damage to property, physical aggressive, anything that is racist, homophobic, sexualised, absconded off school site	Report immediately to - SLT/Behaviour Lead as soon as possible. Log behaviour on CPOMs before the end of the day. Log behaviour on the incident form.	Behaviour Lead will either call parents themselves or delegate form tutor to make a phone call home. Phone call must be made the same day.
	Significant behaviour that presents a risk and cannot be de-escalated by staff.	Unsafe behaviour that leads to an inability to be kept safe on site or credible threat of continuing to escalate behaviour to an unsafe point / student respond unsuccessfully to supportive intervention from staff.	Contact SLT immediately for support and advice on how to proceed. Log behaviour on CPOMs before the end of the day. Log behaviour on the incident form.	SLT to decide appropriate course of action.

Recording behaviour incidents

All behaviour incidents must be recorded accurately, objectively and promptly (see appendix 1).

The academy has a **legal duty** to record:

- Any **significant incident involving force**
- Any **restraint**
- Any **seclusion**

Records must:

- Be completed **on the same day**
- Clearly describe **what happened, why, and what strategies were used**
- Include **de-escalation strategies attempted prior to any restrictive intervention**
- Be submitted to SLT and the DSL

Recording is **not about blame**. It safeguards pupils and staff, ensures transparency, and supports reflective practice and continuous improvement.

Please see updated RPI policy.

Arrival procedures (including student search procedures)

Students arrive at designated entrances, greeted warmly and assessed for wellbeing. Personal belongings are handed in and wand-scanned by same-sex staff to ensure comfort and safety. Procedures for handling prohibited items are clear, with involvement of SLT, DSL, and parents as needed.

1. Students arrive at their allocated entrance.
2. At least two staff members of the opposite sex will be present at the entrance to conduct the student welcome.
3. Student demeanour is assessed by staff for the following- being under the influence of a substance, dysregulated emotions or demonstrating mental health concerns. If staff have any concerns SLT to be consulted for further action.
4. Students to enter 1 by 1.
5. A warm and personalised welcome to each student to ensure a settled entry to the school. Example, "Good morning (name), nice to see you. How are you?".
6. Students to wear their school uniform as appropriate. Help to source school uniform can be undertaken at this point.
7. Coat and bag to be handed in at Reception before a search using the wand. Student belongings will be stored securely at the front of school. Gentle reminder from staff for students to do this "please ensure all items, including your mobile phone or vape if you have one, are securely kept in your bag. If you would like some privacy to ensure all your belongings are no longer on your person and are placed in your bag, you can do this by stepping to the side".
8. Multiple layers of clothing to be removed before scanning, leaving one layer of clothing. Each layer that is removed to be checked for prohibited items before being put back on. Students to turn out pockets of additional layers.
9. Staff to use wand to screen the student. Staff member to be of same sex as student to ensure the student is as comfortable as possible. Staff will not use hands to "pat" the young person.

10. If the wand alerts staff to a potential prohibited item, staff member to inform the student "there may be something on you that shouldn't be, do you need a moment to remove anything before we continue?"
11. If the screening process does not cause concern, students are deemed to be 'ready, respectful and safe' and they will enter the main body of the school immediately.
12. If the staff member has followed this process but suspects a prohibited item is still concealed on the student, inform the student "I've noticed something that gives me reason to believe you may have an item on your person that isn't allowed in school. I'm going to inform a senior member of staff, please wait here, thank you".
13. Staff member to alert DSL, DDSL or SLT.
14. DSL, DDSL or SLT to attend and inform the student "we've had a report that you may have something you shouldn't be carrying in school. I want to give you the opportunity to hand anything over voluntarily. If there's anything on you or in your possession that shouldn't be, you can go to a safe space to remove it."
15. Student to remove prohibited items and place in their bag to kept securely at the front of school.
16. If a student refuses to hand over an item that is known to be on their person, DSL, DDSL or SLT to call parents to inform them that entry to school will not be permitted until the item is handed over.
17. If the student has concealed an item successfully and reports occur during the school day, DSL, DDSL or SLT to be informed.
18. DSL, DSL or SLT to ask student to accompany them to the front entrance lobby within school with the reporting staff member and follow steps outlined above.
19. If the search is not successful in finding the item, parent to be called as outlined above. Decision to be made by SLT regarding suspension as appropriate, dependent on circumstances and possible disruption caused within school as a result of the prohibited item.
20. Once all the steps have been completed and students are deemed to be 'ready, respectful and safe' and students enter the main body of the school immediately.
21. If steps 12 onwards are taken during the school day, DSL, DDSL and SLT member to record the searching, screening and confiscation details on CPOMS.

Point 3 additional details

SLT (Headteacher, Deputy Head or SENDco) or behaviour lead will gain insight into individual circumstances to obtain if it is safe for the student to make their own way home, be driven home by a member of staff, or if parents need to be called to collect.

If student is unable to leave site and staff member will continue to provide support and supervision in a breakout room on the 1st floor of the building. Students who are under the influence of substances must not enter the main body of the building.

Point 7 and 10 additional details

Contrabanded items included but not limited to;

Vapes, knives, paraphernalia linked to smoking or illegal activity or any item that could be deemed as an inappropriate or dangerous item.

Point 19 additional details

SLT will make a decision for suspension. Please see page 22 for reintegration meeting following suspension.

Procedure for when school is notified that a prohibited item has been used in school, but the student is not currently in school

1. Investigation:
 - Review CCTV footage to determine when and by whom. Ensure CCTV viewing book is completed appropriately.
 - Speak with any witnesses (staff or students) who may have seen the item being used or left behind.
2. Contacting parents:
 - Contact the student's parent/carer to inform them of the incident.
 - Request the student and parent/carer attend a follow-up meeting the following day (AM suspension to be issued until meeting takes place as a retrospective sanction).
 - If the item is illegal or dangerous, consider involving the police.
3. Safeguarding review:
 - Assess whether the incident raises any safeguarding concerns.
 - If so, complete a safeguarding referral and inform relevant external agencies if needed.
4. Communication and documentation:
 - Document incident and actions taken on CPOMs.
 - Ensure the following category is selected on CPOMs: Carrying a prohibited item.
 - Include brief notes about what was discussed in the parent meeting.
 - Update student behaviour support plan as appropriate.

Supportive scripts to deescalate behaviour

Staff use emotional coaching steps: recognising emotion, validating, setting limits, and problem-solving. Verbal interventions follow scripted stages from calm instructions to limit setting, avoiding power struggles and using empathy. Scenario-based scripts support common challenges.

These de-escalation strategies form the primary and expected response to behaviours that challenge. In line with the Use of Restrictive Interventions Policy (April 2026), restrictive interventions must not be used unless these approaches have been attempted and recorded, except where there is an immediate and serious risk to safety.

As a reminder, the following steps should be taken:

1. Recognise the Emotion

- **Tune in** to the young person's emotional state through their behaviour, body language, or tone.
- See emotional moments as opportunities for connection and teaching.

Example: "I can see you're upset right now."

2. Connect and Validate

- **Name the emotion** and show empathy.
- Let the young person know it's okay to feel what they're feeling.

Example: "It's okay to feel angry when things don't go your way."

3. Set Limits (if needed)

- Acknowledge the emotion, but **set clear boundaries** around behaviour.

Example: "It's okay to feel angry, but it's not okay to throw things."

4. Problem-Solve Together

- Help the child **understand the cause** of their feelings and **explore solutions** or coping strategies.

Example: "What could we do next time you feel this way? What might help you calm down?"

Key reminders and verbal intervention tips

- Adverse Childhood Experiences (ACEs) impact the ability to regulate behaviour (it's important not to take challenging behaviour personally). See end of document for further information.
- When addressing behaviour that challenges, remember that being "fair" is not about everyone getting the same (equality) but rather everyone getting what they need (equity). We achieve equity by tailoring our approaches for individuals.
- Stay consistent, calm and non-confrontational (students to be approached from the side rather than face to face).
- Speak slowly, use a low tone.
- Validate feelings without endorsing behaviour e.g. "I can see you are upset", "I can see you don't feel 100% today".
- Offer choices whenever possible.
- Allow time and space for student to make good choices.
- Listen with empathy.
- Avoid power struggles.
- Practice scripted responses (see below).

Below are suggested scripts wording can be personalised but keep to the stages.

Stage 1 - Give clear and calm instructions.

"[Name], pick up the book you threw please and sit in the chair"

"[Name], it is time to start our lesson and for everyone to be quiet"

This approach manages potential escalation but there are times where you will need to move beyond clear instructions if they continue to be ignored. See stage 2.

Stage 2- fogging

“Fogging” avoids getting dragged into a power struggle when the young person tries to draw you into a debate to avoid cooperating. Students may ask challenging questions such as “what’s the point in moving me?”, “what’s the point in this?”. Fogging statements can help you to stay on script and continue a calm response without being defensive yourself.

Fogging statements:

“I hear what you are saying”, “I can see you are upset”, “I understand that’s how you feel”, “be that as it may”.

Stage 3 – scripted intervention

Interrupt- “[Name], I’ve noticed you haven’t started your work yet”. This eliminates a judgement statement such as “[Name] you are not ready for class again”.

Redirect- “[Name], this is the second time I’ve asked you to start your work”. This gives a reminder of the request along with the frequency. Follow this statement with “[Name], remember last week you were the star in my class, let’s get back to that”. This gives a reminder a previous good behaviour that we want to encourage.

Reinforce- “[Name], let’s have a good session. Thank you for listening”. This gives a brief reminder of desired behaviour and thanks them for listening.

Walk away to give the student time to make a decision.

This can be followed with fogging if necessary.

Stage 4 – setting limits

[Name]

Expectations and consequences can’t be introduced at the point of escalation. They should be clear and known to the young people. Therefore, when a student reaches this level of defiance, a reminder of these know expectations and potential outcomes can motivate them to cooperate.

Limit setting is not about forcing a young person to comply but reminding them of expectations and consequences for their choices. It is about helping them to understand their choices in the context of the rules they already know and not just something you are deciding for them as an individual.

Principles for setting limits:

Be clear and concise in stating limits.

The potential outcome needs to be reasonable.

Phrase limit setting in a positive way.

Examples:

1. “[Name], **if** you pick up the litter, **then** you can avoid a meeting after school”.
2. “[Name], **first** focus on question 1, **then** I will help with question 2”
3. “[Name], **if** you work with others cooperatively, **then** everyone can give their views”
4. “[Name], **if** you finish your work, **then** you can go to break early”.

Scenario based verbal intervention scripts

Refusing to Go to Class

“Hey [Name], I can see you don’t want to go in right now. That’s okay—we all have off days. Can you help me understand what’s making class feel hard today?”

“Would it help to walk in together and just sit at the back for now? No pressure to dive in.”

Swearing

“I can hear you’re angry, and that’s okay. But swearing at people isn’t how we solve this. What’s really going on?”

“I want to help—but I need us to talk in a way we can both actually hear each other.”

Swearing at Another Pupil

“Okay, I’m stepping in because this is getting heated. [Name], I get something’s upset you, but swearing at each other is just making it worse.”

“Let’s take 60 seconds. Breathe. I’ll listen to both of you, one at a time.”

Refusing to Complete Work

“Looks like you’re not feeling this work today. Can you tell me what’s putting you off—too hard, boring, or something else?”

“What’s one small part we **can** get done right now? We can build from there.”

Kicking the Door

“I can see you’re really upset. That’s okay. But this isn’t safe—for you or anyone else.”

“I’m not here to punish you. I just want to understand what’s going on. Let’s move away from the door and talk.”

Additional scripts to suit individual staff style

- **Calm & Empathetic (for anger or frustration)**

“I can see you’re really upset right now, and that’s completely valid. I want to help you, but I need us to talk in a way where we can hear each other. Can we take a breath together and figure this out?”

- **Direct & Grounding (for heated arguments)**

“Let’s slow this down. I’m not here to fight you. I want to understand what’s going on so we can find a way forward. Help me understand—what’s the biggest issue for you right now?”

- **Soothing & Supportive (for anxiety or emotional overwhelm)**

“It’s okay to feel this way. You’re not alone. Let’s take this one step at a time. Can you tell me what’s feeling the most intense right now?”

- **Relational & Personal (if you know the person well)**

“Hey, I know this isn’t like you. You’re under a lot of pressure right now, and I get it. I’m here for you. Let’s figure out a way to get through this together.”

- **Neutral & Safe (for public situations or unknown people)**

“I’m not here to make this worse. I want to make sure everyone’s okay, including you. Can we take a moment to talk this through?”

- **Reflective Listening (for diffusing defensiveness)**

“It sounds like you’re feeling [angry/hurt/disrespected] because of [situation]. Is that right? I just want to make sure I’m hearing you correctly.”

- **Curious & Open-Ended (to redirect energy)**

“Can you help me understand what’s really bothering you? I want to get this right, and I think your side of things matters.”

- **Boundaries with Compassion (if you’re being verbally attacked)**

"I want to help, but I can't do that if I'm being yelled at. If we can talk with respect, I'm here to listen."

- **Light Humour (for low-stakes tension between familiar people)**

"Okay, before we both turn into dragons, how about we hit pause and pretend we're on a cooking show instead of an argument?"

Reasonable force and restrictive physical intervention

Kickstart Academy recognises its duty of care to safeguard pupils, staff and visitors. All staff have a **legal power to use reasonable force** to prevent injury, serious damage to property, or significant disorder. However, **restrictive physical intervention (RPI)** is a **rare and last-resort measure**.

Restrictive interventions will only be used when:

- There is an **immediate risk of harm** to the pupil or others.
- **All reasonably practicable prevention and de-escalation strategies** have been attempted and have not succeeded, **unless the situation escalates too rapidly**.
- The intervention used is **necessary, proportionate and the least restrictive option** for the shortest possible duration.

Approved restrictive physical interventions at Kickstart Academy are **CPI Safety Intervention techniques only**. Where trained staff are available, they will take the lead. Untrained staff may act **only in emergencies** to prevent immediate harm.

Restrictive physical intervention will **never**:

- Be used as a punishment, sanction or for compliance
- Be used to inflict pain
- Restrict a student's airway, breathing or circulation
- Involve ground restraint

All incidents involving reasonable force, restraint or seclusion:

- Must be **recorded in full on CPOMs and the Behaviour Incident Record**
- Must include **explicit reference to de-escalation strategies attempted**
- Must be **reported to parents/carers on the same day**, unless this would place the pupil at risk of significant harm
- Will be **reviewed by senior leaders** to support learning, accountability and reduction of future risk

Following any restrictive intervention, **both pupils and staff will be supported**, including debriefing, emotional support and review of behaviour support plans.

Restorative practice

Restorative practice is an approach to conflict resolution and building positive relationships that focuses on repairing harm, restoring relationships and identifying strategies to prevent the conflict / behaviour reoccurring, rather than simply punishing individuals for their actions. Subsequently, any 'consequences' to address unsafe behaviours are designed as restorative learning opportunities, in which the impact of behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Agreed 'consequences' include: natural consequences (e.g. if an item is damaged, we can no longer use it), maximum rewards points not being awarded, use of planned ignore, verbal de-escalation scripts, loss of privileges, restorative conversations. Formal consequences, such as suspension, are implemented following due consideration of any incident and the pupil's needs, and are approved by the Headteacher.

Restorative practice is an integral and embedded part of the school day. Where necessary, reflection time will enable a restorative meeting to take place at an appropriate time when all parties are regulated and in the mindset to engage in a restorative conversation. This will help develop strategies for support moving forward and continue to improve student and staff relationships. Staff will use the script in the next section to structure the conversations



What happened?

- How does what happened fit with how we do things at our school?
- What was I thinking about at the time?
- What I am thinking now about what happened?



Affect

- Who was affected by what happened?
- Was what happened fair to them?
- Was what happened the right thing?



Repair

- What do I need to do to repair things?
- How will this help put things right?
- When can this happen?



Move Forward

- How can we make sure this doesn't happen again?
- What do you need to start/stop/stay doing?
- If this happens again, what do you think should happen next?

Suspension reintegration meeting

Copy and paste the format below to record on CPOMs.

1. Returning to School

- How are you feeling about being back at school?
- Is there anything you're nervous or unsure about?
- What are you looking forward to now that you're back?

2. Understanding the Incident

- Can you tell me, in your own words, what happened?
- What do you think led up to the situation?
- How did you feel at the time?
- Looking back, is there anything you would have done differently?

3. Reflection and Impact

- How do you think your actions affected others (students, staff, yourself)?
- What have you thought about during your time away?
- What do you think is the most important thing to learn from this?

4. Support and Moving Forward

- What do you need from us to help you succeed now that you're back?
- Are there any situations or triggers you think we should be aware of?
- Would you find it helpful to have a mentor, check-ins, or someone to talk to regularly?

5. Relationships and Rebuilding Trust

- Are you worried about how your classmates or teachers might treat you?
- Is there anyone you'd like help reconnecting with?
- Would you like us to speak to anyone on your behalf?

6. Next Steps and Accountability

- What are your goals for the next few weeks?
- What will you do if you find yourself in a similar situation again?
- How can we work together to make sure things go well from here?

7. Final Thoughts

- Is there anything else you want to talk about today?
- Do you feel ready to return to lessons?
- What would help make your return feel more positive?

Monitoring and review

Senior leaders and governors will regularly review behaviour and restrictive intervention data to ensure:

- Restrictive interventions remain **rare**

- There is no **disproportionate impact** on students with SEND or protected characteristics
- Staff are supported with training and supervision
- Practice reflects statutory guidance and trauma-informed principles

Findings will inform staff training, behaviour support planning and policy review.

Appendix 1

Behaviour incident record

Section 1: Incident Details

Date	
Time	
Location	
Staff involved	
Students involved	
Witnesses (if any)	

Section 2: Objective description of incident

What happened? (factual, chronological, without judgement)

Section 3: Student Behaviour (please tick)

- Anxiety- persistent swearing
- Anxiety- overreacting to changes
- Anxiety- expressing self-hate
- Anxiety- sabotaging own success
- Anxiety- refusing to begin work
- Anxiety- emotional dysregulation
- Defensive- refusal to follow instructions
- Defensive- defiance/rudeness to staff
- Defensive- disrupting learning
- Defensive- left class without permission
- Defensive- racial language- not targeted at an individual (if aimed at staff or students this should be recorded on CPOMs as child on child abuse or racial harassment)
- Defensive- homophobic language - not targeted at an individual (if aimed at staff or students this should be recorded on CPOMs as child on child abuse or racial harassment)
- Defensive- verbal threatening behaviour (towards staff/child on child- please circle)
- Defensive- physical threatening behaviour (towards staff/child on child- please circle)
- Risk behaviour- left school grounds
- Risk behaviour- damage to property
- Risk behaviour- spitting at staff
- Risk behaviour- physical abuse/assault (towards staff/child on child- please circle)
- Risk behaviour- carrying a weapon
- Risk behaviour- carrying a prohibited item

Section 4: Precipitating factors (please tick)

- Something unavailable
- Dysregulation linked to identified SEND
- Staff interaction
- Student interaction
- Class dynamics
- Change to routine
- Not feeling challenged academically
- Arrival to school
- Family circumstances
- Not engaged
- Hunger
- Illness
- Social media influence
- Not known
- Out of school incident
- ACEs or other precipitating factors impacting SEMH

Section 5: Staff response (please tick)

- Supportive- Distraction
- Supportive- Humour
- Supportive- Planned ignore
- Supportive- Reassurance
- Supportive- One to one support
- Supportive- Calm verbal interventions
- Supportive- Change of staff
- Directive- Firm and clear instructions
- Directive- Limited choices
- Directive- Negotiation
- Directive- Reminder about rewards
- Directive- Reminder about consequences
- Directive- Remove the audience
- Directive- Student removed from situation
- Therapeutic rapport: what happened? Who was affected? What needs to happen now?
- Response successful
- Response unsuccessful

Section 6: Recording searching, screening and confiscation- complete this section with DSL and member of SLT

Only complete if a search has been carried out

Date of Search:
 Time of Search:
 Name of Staff Conducting Search:
 Position/Role:
 Name of Witness:
 Name of Pupil Searched:
 Year Group:
 Reason for Search (include specific concern or incident):

Items Searched For:
 Location of Search:
 Was the search with consent? (Yes/No):
 Was the pupil informed of the reason? (Yes/No):
 Outcome of Search (items found, action taken):
 Were any prohibited items found? (Yes/No, specify):

Were any electronic devices searched? (Yes/No, specify):
 Safeguarding Concerns Raised (if any):
 Was the Designated Safeguarding Lead (DSL) informed? (Yes/No):
 Parent/Carer Informed? (Yes/No, method of contact):
 Additional Notes or Follow-up Actions:

Signature of Staff:
 Date:

Signature of Witness:
 Date:

Section 7: Reasonable force and restrictive physical intervention- complete this section with Headteacher and SENCO (CPI trainer)

Only complete if a restrictive physical intervention was used

Important: Recording is not about blame. It protects pupils and staff and supports safeguarding, transparency, and learning.

Date of Incident:
 Time of Incident:
 Location of Incident:

Pupil Name:
 Year Group/Class:

Name(s) of Staff Involved:
 Role(s):

Describe the behaviour that led to the intervention:

Ensure de-escalation strategies attempted are clearly ticked and reflected in the narrative

Was there an immediate risk to the pupil or others? (Yes/No):

- Risk of injury to pupil
- Risk of injury to others
- Serious damage to property
- Escalating serious disorder

Describe the risk in specific, factual terms:

Key requirement (April 2026)

- De-escalation strategies attempted prior to intervention (if any):
 (e.g. calm verbal direction, space, change of staff, removal of audience)

- If no de-escalation was possible, explain why:
 (e.g. immediate danger, event escalated too rapidly)

Type of Restrictive Physical Intervention Used:

Level of force used:

- Low
- Moderate
- High

Duration of Intervention:
Was the intervention planned or emergency?:

Outcome of the Intervention:
Was the pupil injured? (Yes/No):
Was anyone else injured? (Yes/No):
Details of any injuries:
First aid applied and to whom?

Names of Witnesses (Staff/Pupils):

Was the parent/carer informed? (Yes/No):
Date and time of notification:
Method of communication:
 Phone In person Email Other

If contact was delayed or not made, explain clearly why:

Support provided to pupil:

Support provided to staff:

Further actions required:

Name of person completing the form:
Role:
Date:
Signature:

Section 8: Follow up actions

To be completed by Headteacher or Deputy Headteacher

Date and time received:

Name of leader receiving report:

- Has section 1 been completed fully
- Has section 2 been completed fully
- Has section 3 been completed fully
- Has section 4 been completed fully
- Has section 5 been completed fully
- Has section 6 been completed if applicable
- Has section 7 been completed if applicable

Staff reflection with senior leader (post incident learning):

What worked well?

What could be done differently next time?

Were training guidelines followed?

Do staff require further support or supervision?

Actions to take:

Support plans to be updated? Yes/No

Parent/carer meeting to be arranged? Yes/No

Recommendations for restorative actions:

- Staff member to complete section 9
- Leader to complete section 9

Section 9: Record of restorative conversation with student

Only complete if the restorative conversation has already taken place

Date of restorative practice:

Time of restorative practice:

Location of restorative practice:

Name of staff involved:

Can you walk me through what happened?

Who has been affected by what happened?

How might they have been affected?

What needs to happen now to make things right?

What support does the student need to avoid this in future?

Section 10: Sign off

- Added to student file
- Added to SLT behaviour incident monitoring
- Added to CPOMS, if appropriate