

The Darent Federation of Schools

Behaviour Policy



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Behaviour Policy

Contents

1. Purpose and scope	3
2. Federation principles and school identity	3
3. Roles and responsibilities	4
4. The behaviour curriculum	5
5. Recognition and rewards	6
6. Responding to behaviour	7
7. Inclusion, SEND, disability and vulnerability	8
8. Bullying, discrimination and child-on-child abuse	9
9. Online behaviour and mobile phones.....	10
10. Behaviour beyond the school gate	10
11. Removal from classrooms.....	11
12. Searching, confiscation and prohibited items	11
13. Restrictive interventions and reasonable force.....	12
14. Suspension, permanent exclusion and pupil movement	13
15. Recording, communication and monitoring.....	14
Appendix A: Kemsing Primary School	15
Appendix B: Sundridge & Brasted CE Primary School	16
Appendix C: Key definitions	17
Appendix D: Legislative and guidance framework	18

Behaviour Policy

1. Purpose and scope

The Darent Federation is committed to calm, safe, supportive and inclusive schools in which pupils can learn, flourish and develop self-discipline. This policy sets out the measures used by both schools to encourage good behaviour and respect, prevent bullying, secure acceptable standards of conduct and respond fairly when expectations are not met.

It applies to all pupils while on school premises, taking part in school-organised or school-related activities, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil, and in other circumstances where behaviour could have repercussions for the orderly running of the school, pose a threat to another person or adversely affect the school's reputation. It also covers relevant online behaviour.

The policy should be read with the Child Protection Policy, SEND Policy, Equality Information and Objectives, PSHE/RSE Policy, Online Safety arrangements, Mobile Phones, Smart Devices and Acceptable Use Policy, Staff Code of Conduct, Attendance Policy and Suspension and Permanent Exclusion procedures.

2. Federation principles and school identity

Across the Federation, adults explicitly teach, model and reinforce expected behaviour. We combine high expectations and predictable boundaries with nurture, curiosity about need and restorative work.

"All behaviour is communication" guides adults to understand what lies behind behaviour; it does not remove accountability or the right of others to be safe and to learn.

- Every pupil and adult is treated with dignity, kindness and respect.
- Expected behaviour is taught, practised and revisited, including after transitions or absence.
- Positive behaviour is noticed and reinforced; misbehavior is addressed promptly, calmly, fairly and proportionately.
- Consequences are never degrading, humiliating or discriminatory.
- Safeguarding always takes priority over a purely disciplinary response.
- Reasonable adjustments and targeted support enable pupils with additional needs to meet high expectations.
- Restorative work follows incidents when it is safe, appropriate and not imposed on a harmed pupil.

Behaviour Policy

Kemsing Primary School	Sundridge & Brasted CE Primary School
A nurturing, inspirational and vibrant learning environment at the heart of the village community, where relationships are based on honesty, trust and respect.	A welcoming Christian community in which every person is valued as made in the image of God and supported to shine: "You are the light of the world." Matthew 5:14.
Values: kindness, trust, determination, positivity, creativity and teamwork.	Distinctive Christian values: honesty, kindness, respect, responsibility, forgiveness and love.
Values shape rules, recognition, reflection and restoration.	Vision and Christian values shape rules, recognition, forgiveness, reconciliation and restoration.

3. Roles and responsibilities

The Governing Body

The governing body provides a written statement of behaviour principles, holds leaders to account for implementation and impact, and reviews relevant data, including patterns affecting pupils with protected characteristics, SEND or other vulnerabilities.

The Executive Headteacher and Head of School/Assistant Headteacher

The Executive Headteacher determines and publicises the behaviour measures, having regard to the governing body's statement. The Executive Headteacher and Heads of School ensure consistent implementation, visible leadership, suitable staff induction and training, adequate support and lawful decision-making.

Only the Executive Headteacher, or the Head of School acting as Headteacher where formally authorised, may suspend or permanently exclude.

Behaviour Policy

All staff

- teach and model rules, routines and positive relationships;
- apply the policy consistently while using professional judgement and agreed adjustments;
- use calm, clear and respectful language and avoid public humiliation;
- record and report incidents at the required level;
- consider whether behaviour indicates unmet need, harm or a safeguarding concern and consult the DSL/SENCO promptly;
- support repair, reintegration and a return to learning.

Pupils and parents/carers

Pupils are taught the standards, support and consequences that apply and are invited to contribute to evaluation of the school's behaviour culture. Parents and carers are expected to know and reinforce the policy, share relevant information and work constructively with the school.

Concerns should be raised directly through the school's usual channels while partnership continues.

4. The Behaviour Curriculum

Behaviour is part of the taught curriculum. At the start of each year, after significant breaks and whenever needed, staff teach and practise what successful behaviour looks and sounds like. New and mid-year pupils receive an appropriate induction.

Teaching is adapted so that all pupils can understand and participate.

Behaviour Policy

Area	Common Federation expectation
Learning	Ready to learn; attentive; follows reasonable instructions; completes tasks to the best of their ability; seeks help appropriately.
Relationships	Kind and respectful language; safe hands, feet and objects; listens to others; respects consent and personal space.
Movement	Walks safely and calmly; follows adult direction; protects learning taking place nearby.
Play and lunch	Includes others; uses equipment safely; seeks adult help; resolves disagreement without aggression.
Property and environment	Looks after belongings, resources and the school environment; returns items and reports damage.
Online	Uses technology safely, kindly and lawfully; does not create, request or share harmful or inappropriate content.
Community	Represents the school positively on visits, journeys and in the local and online community.

Class charters and local routines may express these expectations in age-appropriate language, but may not contradict the policy. School-specific rules and emotional-regulation approaches are in Appendices A and B.

5. Recognition and rewards

Staff use specific praise to identify the behaviour or value demonstrated. Recognition should be sincere, inclusive and not dependent solely on academic attainment. It may include verbal or written praise, responsibility, sharing work, points or certificates, celebration assemblies/worship and school-specific awards.

Details are in the appendices.

Behaviour Policy

6. Responding to behaviour

Staff respond in a way that is prompt, predictable, proportionate and appropriate to the pupil's age and circumstances. They establish the facts, listen to those involved and distinguish between an explanation and an excuse. The safety and support of any harmed pupil come first.

Stage	Typical Response
Teach or prompt	Non-verbal cue, proximity, praise of expected behaviour, reminder or re-teaching of the rule/routine.
Warning and support	Clear warning; private check-in; regulation strategy; adjustment to task, seating or environment where appropriate.
Consequence	A proportionate consequence linked to the behaviour: completion of work, loss of a relevant privilege, short supervised time away, break-time detention, repair of damage or an appropriate community task.
Escalation	Class teacher and/or senior leader involvement; parent contact; CPOMS record; individual plan or multi-agency support where patterns persist.
Serious incident	Immediate action to secure safety; senior leader and DSL involvement as appropriate; investigation, parent contact, recording and consideration of suspension or permanent exclusion.

Consequences may be stepped up, stepped down or bypass stages depending on seriousness, frequency, context and need. A pupil will not be deprived of food, drink, toilet access or a necessary sensory/regulation aid as a sanction. Whole-class sanctions are avoided where individual responsibility can be identified. Missing break may be used for a reasonable, supervised period while preserving access to food, drink and the toilet.

Restoration and reintegration

After a consequence, an adult helps the pupil understand impact, repair harm and identify a better choice. An apology is encouraged when meaningful but is not forced. The pupil is welcomed back without stigma. Following removal, suspension or a significant incident, a planned reintegration conversation considers relationships, learning, support and any reasonable adjustments.

Behaviour Policy

7. Inclusion, SEND, disability and vulnerability

High expectations apply to all pupils, but equal treatment does not always mean identical treatment. The Federation complies with the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils, and uses its best endeavours to meet SEND needs.

Staff consider whether SEND, communication needs, mental health, trauma, bereavement, care experience or other vulnerability may contribute to behaviour.

Staff:

- use the assess-plan-do-review graduated approach where SEND may be relevant
- seek advice from the SENCO and, where appropriate, external professionals
- anticipate triggers and put proactive adjustments in place
- review whether provision is suitable when behaviour is persistent or changes suddenly
- ensure a sanction is lawful, reasonable and proportionate in light of known needs
- do not assume every incident involving a pupil with SEND is caused by SEND, nor lower expectations without careful reason.

Individual plans: A regulation, risk reduction, pastoral support or behaviour plan may adapt routines and responses for an individual pupil. It should identify triggers, preventative support, successful de-escalation, communication with home, review dates and staff responsibilities. It does not permit unsafe behaviour; it makes the route to safe behaviour clearer and more achievable.

Behaviour Policy

8. Bullying, discrimination and child-on-child abuse

Bullying, prejudice-based or discriminatory behaviour, sexual harassment, sexual violence, physical threats, abuse, intimidation and derogatory language are not tolerated. Reports are taken seriously and acted on quickly. Bullying is usually repeated, intentional harm involving an imbalance of power; a serious one-off incident may still constitute abuse and will be addressed.

Sexualised behaviour is never dismissed as “banter”, “part of growing up” or “just having a laugh”. Staff act in accordance with Keeping Children Safe in Education 2026 and the Child Protection Policy. The DSL or deputy is informed where there is a safeguarding concern.

The Federation adopts a zero-tolerance approach to child-on-child abuse. Staff recognise that it may be taking place even when no incidents have been reported. Pupils are taught how and to whom they can report concerns and are reassured that they will be listened to, taken seriously, supported and kept safe. All concerns and reports are recorded and passed to the DSL or a deputy in accordance with the Child Protection Policy.

Following a report of sexual violence, the DSL or a deputy will undertake and record an immediate risk and needs assessment. Where sexual harassment is reported, the need for such an assessment will be considered on a case-by-case basis. The assessment will consider the safety and support needs of the victim, any potential additional victims, the alleged perpetrator and any other pupils who may be affected. It will inform proportionate protective arrangements, referrals and ongoing support and will be reviewed regularly. The school will provide appropriate support to all pupils involved while ensuring that the victim’s safety and wishes remain central to decision-making.

Victims are supported, confidentiality is not promised, and responses are case-specific, proportionate and protective. Restorative work is used only when safe and freely appropriate, and never as a substitute for safeguarding action.

Where criminal behaviour is suspected, the school first secures safety and follows safeguarding procedures. Leaders decide whether and when to contact the police, taking account of the need not to interfere with an investigation. Disciplinary action may continue where appropriate and safe to do so.

Behaviour Policy

9. Online behaviour and mobile phones

The school may respond to online behaviour when it threatens another pupil or member of staff, could adversely affect the orderly running of the school, or could harm the school's reputation. This includes cyberbullying, abusive or discriminatory messages, impersonation, non-consensual sharing, harmful sexual content and misuse of artificial intelligence or edited media.

Mobile phone use is prohibited throughout the school day. Where a pupil has permission to bring a phone or smart device for an agreed reason, it must be handed in or stored in accordance with the school's arrangements and must not be used during the day. Any exception, including for medical or SEND reasons, is agreed with a senior leader and recorded.

The separate Mobile Phones, Smart Devices and Acceptable Use Policy provides operational detail.

10. Behaviour beyond the school gate

A member of staff may discipline a pupil for misbehaviour when the pupil is taking part in a school activity, travelling to or from school, wearing uniform, or otherwise identifiable as a pupil. In other circumstances, the school may act where behaviour could have repercussions for orderly running, threatens another pupil, staff member or member of the public, or could adversely affect the school's reputation. Any response is lawful, reasonable and imposed on school premises or while the pupil is under staff charge.

Educational visits are planned to enable inclusion. Where behaviour creates a foreseeable safety risk, leaders assess reasonable adjustments and additional support. A pupil is not excluded from a visit as a punishment; any decision not to participate must be based on an individual, recorded risk assessment and consideration of reasonable adjustments, with an alternative educational offer.

Behaviour Policy

11. Removal from classrooms

Removal is a serious response and is not the same as a brief, supported regulation break. A pupil may be removed only when necessary to restore order after an unreasonably high level of disruption, maintain safety, enable disruptive behaviour to be addressed without interrupting learning, or provide a planned space for targeted support. The area must be suitable, supervised and allow meaningful education to continue.

Parents are informed on the same day when a pupil has been removed from class as a disciplinary response. Leaders monitor frequency, duration, protected characteristics, SEND and the educational impact. Reintegration and support are planned. Removal is not used as a substitute for appropriate SEND provision or as an informal exclusion.

12. Searching, confiscation and prohibited items

Searching, screening and confiscation are carried out in line with the current DfE guidance and with safeguarding, dignity and proportionality at the centre. The Executive Headteacher authorises appropriate staff to conduct searches. Before any search, staff consider the pupil's age, communication needs, SEND, previous experience and whether a safeguarding concern is present. The DSL is informed of any search for a prohibited item and of any search that reveals a safeguarding risk.

School-banned and statutory prohibited items

The following are banned: knives and weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, e-cigarettes and vaping products; fireworks; pornographic images; any article reasonably suspected to have been or be likely to be used to commit an offence or cause injury or property damage; and any other item identified in communicated school rules as unsafe or disruptive, including unauthorised mobile phones or smart devices.

An authorised member of staff may search a pupil or possessions with consent for any banned item. The headteacher and authorised staff also have statutory power to search without consent for specified prohibited items where there are reasonable grounds. Searches of possessions are conducted in the presence of the pupil and another member of staff, except where the limited urgency exception in the DfE guidance applies.

Searches of a pupil are normally by a staff member of the same sex and in the presence of another staff member, subject only to the narrow statutory exception where serious harm is at risk and delay would be dangerous. No member of school staff conducts an intimate or strip search; if police involvement is considered, the Child Protection Policy and DfE safeguards apply.

Behaviour Policy

Parents are informed of any search for a statutory prohibited item and of the outcome as soon as practicable. Confiscated items are retained, returned, disposed of or passed to the police as the law and DfE guidance require. Searches and outcomes are recorded, including reasons, people present, items found and follow-up action.

13. Restrictive interventions and reasonable force

The Federation follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. Restrictive intervention is never used as a punishment. Staff may use reasonable force where necessary and lawful, for example to prevent injury, serious damage, an offence or serious disorder. Any force must be the minimum necessary, proportionate to the circumstances and used for the shortest possible time.

Prevention, relational practice, environmental adaptation and de-escalation are prioritised.

Staff consider the additional vulnerability of pupils with SEND, trauma or medical needs and make reasonable adjustments.

Planned interventions are based on an individual assessment and recorded plan, developed with parents and the pupil where appropriate.

The pupil and staff are offered appropriate medical, emotional and reflective support after an incident.

Leaders review incidents for learning and patterns; staff receive training appropriate to foreseeable need.

Restrictive intervention is used only as a last resort, when it is necessary, proportionate and the least restrictive effective response available. Every incident of seclusion or restraint, including restraint without direct physical contact, and every significant incident in which force is used must be recorded in writing as soon as practicable. Staff should endeavour to complete the record on the same day. This requirement applies even where the possible use of an intervention has been agreed with parents and included within a pupil's behaviour support plan.

The record will include the pupils and staff involved; the date, time, location and approximate duration; the pupil's relevant needs and circumstances, including SEND status; what happened before the intervention; known or possible triggers; preventative and de-escalation strategies attempted; why the intervention was considered necessary; the type and degree of force or restriction used; any injuries or other adverse effects; and the post-incident support provided.

Behaviour Policy

Parents will be advised as soon as practicable and the Federation will endeavour to do so on the same day. Information will include when and where the intervention occurred, why it was necessary, the nature and degree of any force used, and any injuries sustained. Where informing a parent would be likely to result in serious harm to the pupil, the Federation will follow the alternative reporting arrangements set out in the statutory guidance.

Leaders will review each incident and provide appropriate medical, emotional and reflective support to the pupil, staff and any affected witnesses. The Governing Body will receive suitable anonymised information and will regularly review the use of restrictive interventions, including repeated use, known triggers, effectiveness of support and any disproportionality affecting pupils with SEND, protected characteristics or other vulnerabilities.

14. Suspension, permanent exclusion and pupil movement

Suspension and permanent exclusion are used only in accordance with the DfE statutory guidance effective from 26 July 2026. A suspension is for a fixed period and may be used where warranted. Permanent exclusion is a last resort and may be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. The decision is lawful, reasonable, fair and proportionate, taking account of SEND, disability, safeguarding and contributing factors.

The Executive Headteacher ensures required notifications, education arrangements, reintegration and governing body consideration. The school does not use informal or unofficial exclusions. A managed move is voluntary, agreed with all parties, used in the pupil's best interests and reviewed. Off-site direction is used only within the statutory framework, to improve behaviour and not as a sanction or to avoid exclusion procedures.

Behaviour Policy

15. Recording, communication and monitoring

Low-level patterns, serious incidents, bullying, discrimination, child-on-child abuse, searches, removals, restrictive interventions and suspension/exclusion decisions are recorded through the appropriate school system, normally CPOMS and any legally or locally required record. Records are factual, timely and distinguish observation from interpretation.

Parents are contacted when behaviour is serious, repeated, involves removal, causes or risks harm, or when partnership would help prevent recurrence. Immediate safeguarding or police action may affect when and how information is shared. Pupils and harmed parties are given appropriate feedback without disclosing confidential information about another child.

Leaders monitor behaviour data at least termly for frequency, location, time, type, response, recurrence and disproportionality, including by year group, sex, race, SEND, disability, disadvantage and other relevant vulnerabilities. Findings inform staff training, curriculum changes, environmental adjustments and targeted support. The governing body receives suitable anonymised assurance.

The policy is publicised in writing at least annually and published on both school websites.

Behaviour Policy

Appendix A: Kemsing Primary School

Vision, values and approach

Kemsing Primary School is committed to a nurturing, inspirational and vibrant learning environment where everyone feels safe and valued and grows to become a successful citizen and lifelong learner. The school is at the heart of its village community, with relationships grounded in honesty, trust and respect.

The school values are kindness, trust, determination, positivity, creativity and teamwork. They are explicitly taught, modelled and used in conversations about conduct, recognition, reflection and repair.

Kemsing rules

- Be kind with words, hands, feet and objects.
- Be determined to always do your best.
- Be a team member by working together.
- Be positive as a friend and a learner.
- Be trustworthy in following school rules.

Regulation and nurture

The Six Principles of Nurture inform practice. Classroom Emotion Check-In stations and Nurture Nooks help pupils recognise emotions, select strategies and return to learning. These are taught supports, not sanctions. Staff may use the school's agreed emotion characters and Zones-informed language without requiring pupils to label or disclose feelings publicly.

Recognition

Recognition may include verbal praise; responsibility; comments, stickers or stamps; work shared or displayed; house points and certificates; weekly achievement assembly; class awards; the Values Cup; and Headteacher's afternoon tea. Staff ensure access is inclusive and celebrate effort, conduct, contribution and growth.

Local pupil leadership

The School Council, Year 5/Reception and Year 6/Year 1 buddy arrangements, Nurture Ninjas and suitable lunchtime responsibilities provide opportunities for pupil voice and positive leadership. Pupils supporting peers remain under adult oversight and are not expected to manage incidents beyond their role.

Behaviour Policy

Appendix B: Sundridge & Brasted CE Primary School

Christian vision and values

At Sundridge & Brasted CE Primary School, each person is valued as made in the image of God and supported to shine: “You are the light of the world. A town built on a hill cannot be hidden.” (Matthew 5:14, NIV). The school welcomes those of Christian faith, other faiths and no faith and seeks to enable everyone to fulfil their potential.

The distinctive Christian values are honesty, kindness, respect, responsibility, forgiveness and love. They shape expectations and recognition. Forgiveness means offering a route back into the community; it is not used to pressure a harmed child to reconcile, minimise harm or avoid consequences and safeguarding action.

Sundridge & Brasted rules

- Treat others and the school environment the way you would like to be treated. (Respect and kindness)
- Take responsibility for your own learning, behaviour and possessions. (Responsibility)
- Tell the truth. (Honesty)
- Show love and understanding to all. (Love and forgiveness)

Regulation and nurture

The Six Principles of Nurture inform practice. Emoji Emotion Zones provide an age-appropriate shared language for recognising emotions and choosing strategies. Pupils are offered private opportunities to check in with familiar adults; they are not required to disclose their emotional state publicly.

Recognition

Recognition may include verbal praise; responsibility; written comments; work shared or displayed; special pencils or pen licences; Dojo or table points and certificates; values leaves and stickers; weekly Celebration Worship; achievement certificates; and the Headteacher’s Award.

Recognition is explicitly linked to the Christian vision and values while remaining inclusive of pupils of all faiths and none.

Local pupil leadership

Whole-school council arrangements, Year 6 leadership, buddy roles, circle time and suitable lunchtime responsibilities support pupil voice and community. Pupils supporting peers remain under adult oversight and are not expected to manage incidents beyond their role.

Behaviour Policy

Appendix C: Key definitions

Term	Meaning in this policy
Misbehaviour	Conduct that falls below a taught expectation, such as disruption, refusal, unsafe play, unkind language, damage, dishonesty or misuse of technology.
Serious misbehaviour	Behaviour involving significant harm or risk, serious aggression, bullying, discriminatory abuse, sexual violence/harassment, theft, deliberate serious damage, prohibited items, suspected criminal behaviour or persistent serious disruption.
Bullying	Repeated, intentional harm by an individual or group where there is an imbalance of power; it may be physical, verbal, relational, prejudice-based, sexual or online.
Child-on-child abuse	Abuse by one child or children against another, including bullying, physical abuse, sexual violence or harassment, abuse within intimate relationships, sharing nude/semi-nude images and initiation/hazing.
Removal	A supervised withdrawal from a classroom for a limited period as a serious disciplinary response or to restore order; not a brief regulation break.
Restrictive intervention	An action that restricts a pupil's movement, liberty or freedom to act independently, including use of reasonable force.
Reasonable adjustment	A step taken to prevent a disabled pupil being placed at a substantial disadvantage.
Parent	A parent, carer or other person with parental responsibility, as applicable.

Behaviour Policy

Appendix D: Legislative and guidance framework

This policy has been prepared with regard to the following, as current in September 2026:

- Education and Inspections Act 2006, particularly sections 88–91.
- Education Act 1996 and Education Act 2011.
- Equality Act 2010.
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- DfE, Behaviour in Schools: Advice for headteachers and school staff (February 2024).
- DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).
- DfE, Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026).
- DfE, Searching, Screening and Confiscation: Guidance for schools (July 2022; GOV.UK page updated July 2023).
- DfE, Mobile phones in schools (statutory guidance effective June 2026; schools to follow from September 2026).
- DfE, Keeping Children Safe in Education 2026.
- DfE, Mental health and behaviour in schools.
- Human Rights Act 1998 and relevant data-protection legislation.