



Code of Conduct – A Guide for Parents and Carers

At The Kite Primary Federation, we want our schools to be calm, safe, happy places where every child feels valued, supported and able to succeed. Our behaviour approach is rooted in our federation values of love, respect, perseverance and challenge, alongside helping children to regulate emotions, repair relationships and learn from mistakes.

We know that children are still learning and developing. Part of growing up is making mistakes and learning how to put things right. Our approach is designed to support children with this in a fair, consistent and caring way.

Most children follow our expectations every day and show kindness, resilience and respect to others. When behaviour does fall below expectations, we use a clear stepped approach so that children, staff and families understand how concerns will be managed and supported.

Step 1 – Low Level Behaviour

This includes behaviours such as:

- Calling out
- Interrupting others
- Not following instructions straight away
- Distracting others
- Swinging on chairs or being silly
- Talking when asked to listen

At this stage, adults will usually:

- Give reminders or warnings
- Redirect children
- Change seating if needed
- Use supportive strategies such as Zones of Regulation
- Praise positive choices and improvement

These behaviours are generally managed by the class teacher or supervising adult and are not formally recorded.

Step 2 – Less Serious Behaviour

This includes repeated low-level behaviour or behaviours such as:

- Refusing to complete work
- Being unkind with words
- Throwing small objects in frustration
- Leaving the classroom or playground without permission
- Aggressive play
- Mild rudeness to adults

At this stage:

- Behaviour is recorded by staff



- Children may complete a restorative conversation or reflection activity
- Parents may be informed if patterns begin to emerge
- Additional support strategies may be used

If behaviours continue regularly, concerns may move to the next step.

Step 3 – Serious Behaviour

This includes behaviours such as:

- Persistent disruption
- Extreme rudeness
- Swearing
- Intentionally damaging property
- Dangerous behaviour
- Hurting others
- Discriminatory or deeply hurtful comments

At this stage:

- Senior leaders become involved
- Parents will be contacted
- Restorative conversations take place
- Support plans or behaviour targets may be introduced where needed

Our aim is always to work in partnership with families to support children successfully.

Step 4 – Very Serious Behaviour

This includes behaviours such as:

- Bullying
- Serious intimidation
- Physical aggression
- Leaving school grounds without permission
- Dangerous vandalism
- Threatening or targeted abusive language

At this stage:

- Senior leaders will work closely with families
- Individual behaviour support plans may be put in place
- Further consequences may be necessary
- Additional support and outside agencies may become involved where appropriate

Step 5 – Extremely Serious Behaviour

This includes:

- Extreme violence
- Physical assault on staff
- Behaviour which places others at serious risk



At this stage, suspension or permanent exclusion may be considered in line with national guidance.

A Supportive Approach

Throughout every stage:

- We prioritise safety, regulation and relationships
- Children are supported to reflect and repair
- Staff use professional judgement
- Individual needs, including SEND needs, are considered carefully
- Positive behaviour is recognised and celebrated

We value working closely with parents and carers and know that strong home-school relationships are key to helping children thrive.