



MacIntyre Academies Quest Academy

Behaviour Support Policy

V	Purpose/Change	Resp. / Date
7	<ul style="list-style-type: none"> - Introduction and aims modified to more closely align with the DfE's behaviour in school guidance. - The role of staff section changed into bullet point format to ensure that it is coherent. The role of learners and parents added - Routines and expectations moved towards the top of the policy. - Behaviours of Concern moved before the working with behaviours section. Responses to behaviour modified to align with changes to recording system and moved into this section - Working with Behaviour section modified to detail the tiered approach to supporting learners who are not meeting the behaviour expectations of the policy. Natural consequences of behaviour section added into this section. - Section added in about classroom withdrawals to align with most recent guidance. - Slight modifications made to the restorative practices section to highlight evidence base, and to communicate why this is an effective approach to improving behaviour. - Slight modifications made to the confiscations section, with a short introduction section added and list of prohibited items bullet pointed. - On Call Procedures section has been changed to detail the role of CSCs in response to behaviour to reflect the operational responses to behaviour currently in place. <ul style="list-style-type: none"> - Section 3.1, addition of 'ensure that communication with parents is timely and effective' (following LAB feedback at approval).□ 	Assistant Principal (Behaviour & Attitudes) June 2023

Person Responsible:	Principal
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This behaviour policy is linked to the following policies:

- Quest Exclusions policy and MAT Academy Exclusions Policy
- MAT Compassionate Schools Policy
- Quest Safeguarding Policy
- Quest Anti-Bullying Policy
- Quest SEN Policy

There is a separate Practice and Procedure booklet that is linked to this Policy.

1. Introduction

This policy has been drawn up in accordance with the Education and Inspections Act (2006), the DfE guidance on Behaviour and Discipline in Schools (2022), the EEF Guidance on Improving Behaviour in Schools (2021), the Use of Reasonable Force in Schools (2013), the DfE Keeping Children Safe in Education September (2022), the Equality Act (2010) and the Children and Families Act (2014).

The government document 'Behaviour and Discipline in Schools' states that: Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

At Quest Academy, we aim to establish a culture, where learners and staff are able to flourish. This culture is founded on an ethos of **Querencia**, creating a sense of belonging through mutual trust and connectivity. At Quest, all members of our school community are valued, treated fairly according to their needs, and are given the widest possible opportunities to develop their talents, skills and personalities. At Quest we believe that knowing and understanding our learners and their influences is pivotal to supporting them, and that understanding a learner's context is vital in informing effective responses to behaviours of concern.

In order to create a learning environment in which learners can learn and feel safe, we explicitly teach learners what good behaviour looks like. At Quest we have three school rules: Be Ready, Be Respectful and Be Safe. As all of our learners at have additional needs, we place an emphasis on removing their barriers to learning to allow learners to unlock their potential and to provide them the guidance that will support them in the community and workplace in line with our vision "Ready for Life"

At times, learners may require additional support in order to reach the expected standards of behaviour, and where this is the case Positive Behaviour Support strategies are utilised in accordance with our Tiered Approach to supporting learners manage their behaviour and behaviour for learning. Within this we work collaboratively with learners and parents/carers to explore the motivators that underpin behaviour and provide structured support to enable learners to improve their behaviour.

We are committed to providing recognition and praise for learners acting appropriately and support for learners who have difficulty in maintaining their behaviour and or behaviour for learning. We aim to proactively support learners to behave appropriately through our **QUEST** points, which scaffold for learners the expectations of their behaviour in each lesson. Learners are then able to convert the points they have earned throughout the week into rewards.

This policy provides a framework for managing behaviour at Quest, reflects our high standards for behaviour, and provides clear guidance and expectations for all stakeholders. This policy also outlines how staff support the learners at Quest to meet our high expectations, and how behaviours of concern are managed as well as how staff support learners to develop their behaviours for learning so that they can achieve their potential.

At Quest we are committed to safeguarding and promoting the welfare of all our learners and we expect all staff and volunteers to share this commitment; our Behaviour for Learning Policy supports our statutory duty to safeguard and promote the welfare of all children. We promote equality of opportunity, and we are careful that we work in line with the Equality Act (2010), and other relevant legislation, to ensure that no learners are discriminated against as a result of their need, or any other protected characteristic.

2. Aims

- To develop a framework which outlines how we create a safe environment in which all learners are able to access their learning and reach their full potential.
- To define the responsibilities of all stakeholders in maintaining a safe and effective learning environment.

- To detail the school rules, routines and expectations.
- To outline how learners are supported to meet the school rules, routines and expectations.
- To outline the roles and responsibility of designated staff in supporting learners to meet the school's rules, routines and expectations.
- To detail the systems used to monitor, track and respond to areas of concern.
- To detail staff induction, development and support to enable them to manage behaviour effectively.
- To detail how learner transitions are managed to ensure that learners are familiar with the school's rules, routines and expectations.
- To include measures taken to prevent child-on-child abuse and how incidents of such abuse are managed.
- To outline items which are prohibited by the school and the response to suspected prohibited items on site.

3. The role of stakeholders

3.1 Principal and Senior Leadership Team

The Principal is responsible for ensuring that school rules and codes of conduct are developed, which influence the Behaviour Policy, with due consideration of any guidance given by the Local Authority Board and wider Governing Body within the Trust.

It is the responsibility of the Principal and Leadership Team to:

- Ensure that the school's culture and values are manifested through the behaviour of its stakeholders
- Set the expectation of a high standard of acceptable behaviour
- Create policies, procedures and frameworks which enable staff to secure a safe and effective learning environment
- Ensure that learners receive sufficient support to enable them to meet the school's rules, routines and expectations
- Promote good behaviour and respect for others.
- Provide appropriate levels of training to support staff
- Promote a strong anti-bullying culture, enabling learners to feel safe and secure.
- To ensure that learners are given every opportunity to access their learning.

3.2 Teachers and support staff

The role of the teachers and staff is pivotal in helping the school to achieve a calm and safe environment learning environment in which learners are able to flourish.

It is the responsibility of the teachers and staff to:

- To establish clear boundaries of acceptable behaviour for learners.
- To uphold the whole school approach to behaviour detailed within this behaviour policy.
- To teach and model expected behaviour and to provide appropriate challenge to learners to support them to meet the school rules and expectations.
- Be aware of the school's duties under the Equalities Act, 2010, to ensure that learners are not disadvantaged as a result of their special educational needs.
- Use their 'best endeavours to meet the special educational needs of learners, in line with the Children and Families Act, 2014.
- Be aware of the needs of learners outlined in the EHCP, and ensure that this provision is secured in cooperation with the local authority and other relevant agencies.

3.3 Learners

All learners deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. The learners play a key role in establishing an environment such as this, and

as such we believe it is important that learners work in partnership with staff to achieve this. We are a Rights, Respecting School and as such ensure that the children have a clear understanding of their rights and responsibilities in and outside of school.

It is the responsibility of learners to:

- Be aware of the school rules and the expectations of behaviour in the school.
- Treat all staff and learners with respect.
- Recognise that there are natural consequences of behaviour.
- Provide feedback, where appropriate, about their experiences of behaviour in the school to support staff to evaluate, improve and implement the school's behaviour policy.
- To participate in the school's transition programme, which will provide an induction to familiarise learners with the school's behaviour culture.

3.4 Parents / Carers

The role of parents/carers is crucial in ensuring that learners develop and maintain good behaviour. At Quest, partnership forms one of our core values and as such we believe the parents play a key role in supporting the school to implement the behaviour policy.

It is the responsibility of parents to:

- Be familiar with the academy Behaviour Support Policy and support this by reinforcing the academy Behaviour Support Policy at home as appropriate.
- To participate in the life and culture of the school where possible.
- To participate in pastoral meetings concerning the behaviour of learners where appropriate.
- To raise any concerns directly with the school, whilst continuing to work in partnership with them to ensure the best outcomes for learners.
- To demonstrate behaviours when communicating with staff in line with our Family Code of Conduct

4. Routines and expectations

On arrival at school all learners should:

- Be in uniform unless otherwise agreed and or a specific circumstances prevent a learner from wearing their school uniform
- Check that they are not bringing anything to school that they should not be (e.g. games consoles, cigarettes, chewing gum, vapes)
- Hand over mobile phones and any other electronic devices to staff at the school learner entrance
- Enter the building via the visitor entrance if arriving late and wait for a member of staff to sign them in and take them to their class.

Moving around the school learners should:

- Arrive to lessons in good time
- Move safely, being aware and courteous to others
- Wait patiently in corridors before going into class if asked

During lessons learners should:

- Sit well at a table, removing coat and putting items in their locker/agreed area of the classroom
- Ensure that they are ready to learn at the start the lesson
- Follow the teacher's instructions on how to complete the activity
- Be respectful and understanding of others
- Show safe behaviour at all times
- Appreciate and celebrate others' contributions
- Ask for help if they need to

- Try their very best

During lunchtimes learners should:

- Go to the canteen/agreed area to eat lunch at their designated sitting time
- Sit at a table of their choosing
- Collect their food if necessary, being courteous to dining staff and other learners whilst queuing
- Dispose of any rubbish/leftover food correctly
- Keep conversation appropriate and at a reasonable volume
- Wait until the member of staff on duty gives permission to leave

At the end of the school day:

- Learners who are collected from school should wait for a member of staff to take them to the Learner exit
- Learners who cycle /walk to school will be escorted by a member of staff to collect their bike/ ensure they exit the school safely
- Exit the school via the learner exit to taxis considerately and safely, taking all items they brought with them back home.

5. Behaviours that concern

All behaviours that concern are recorded by Quest staff using the school's electronic system. Behaviours of concern may be recorded for any of the following reasons:

- Bringing a prohibited item in to school
- Damage to property
- Disruption to learning
- Flight behaviour
- Inappropriate language
- Inappropriate use of item
- Inappropriate use of tech/social media
- Non-compliant behaviour
- Obstructing staff intervention (physical or verbal)
- Physical assault
- Sexual misconduct (e.g., stripping)
- Taking objects without permission
- Verbal abuse/threatening behaviour

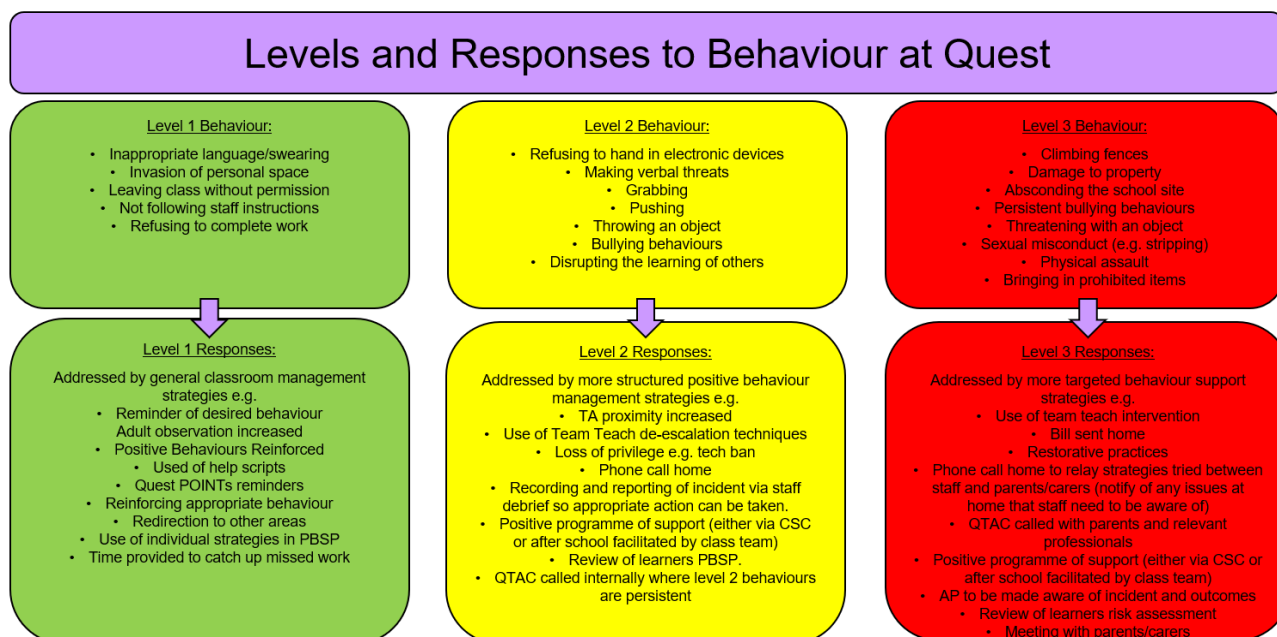
All behaviour incidents are recorded in terms of three levels, based on the risk that the behaviours present to the learner and/or others. Level 1 behaviours represent those with pose a low risk to the learners and/or others, whereas Level 3 behaviours represent those which pose a high risk to the learner and/or others.

In response to Level 1 behaviours, a consistent whole school approach to behaviour management is utilised, with key behavioural expectations being promoted by staff i.e., through the use of scripts or QUEST points reminders.

At Level 2, a more coordinated response may be required due to the level of risk being posed by the learner. At this stage, staff may need to utilise de-escalation techniques in line with Team Teach to reduce the levels of risk to the learner and/or others. Where these de-escalation strategies are not successful, additional support from specialist teams may be required, and as a last resort, Team Teach intervention may be needed to reduce the levels of risk so that staff can address the behaviour of concern.

At Level 3, a coordinated response will be required due to the high level of risk that the learner is posing to themselves and/or others. In order to reduce this risk additional support and/or Team Teach intervention may be required. As a consequence of the high level of risk resulting from this behaviour, sanctions could warrant suspension, and/ or in liaison with the local authority complex plans of support being agreed, drawing on the expertise of a number of teams and agencies to address the high-level needs underlying the behaviour.

Learners may progress through the different levels, either because their needs change or develop, or intervention at a lower level does not provide the desired outcomes of minimising disruptive, unhealthy or unacceptable behaviours. Please see below an example overview of levels and responses to behaviour at Quest:



6. Working with behaviour

Quest Academy operates a positive behaviour system, which reinforces and rewards learners for behaviour which reflects the culture and ethos of the school and enables learners to engage in their learning. Acknowledging good behaviour from learners increases the likelihood of them repeating this behaviour and communicates the desired behaviour and expectations to all learners. Positive reinforcements and rewards are applied fairly and consistently through the **QUEST** reward structure, which is designed to reinforce the school rules, routines and expectations.

6.1 Reward structure

Quest Academy has a reward structure based on recognising, encouraging and tracking positive behaviours.

The Academy uses QUEST Points, awarded at the end of each lesson, to track learner behaviour and achievement.

These are awarded for:

- **Quality of work**
- **Understanding others**
- **Engaged in learning**
- **Safe behaviour**
- **Talking it out**

QUEST points are analysed weekly to track trends, prevalence and effectiveness of behaviour and learners are rewarded weekly with trips, meals and other activities **if they achieve the following points thresholds throughout the week:**

	Silver	Gold	Platinum	Diamond
Rewards Thresholds	>90%	90%	94%	98%

As **QUEST** points recognise individual success in school, the Academy is also keen to reward groups that show similar commitment to the school's values and expectations.

6.2 Natural consequences of behaviour

The government document 'Behaviour and Discipline in Schools' states that: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)'.

Learners should expect that all consequences are applied consistently and fairly throughout their time at Quest Academy, with due regard given to the situation, individual circumstances and learner's needs and experiences.

- Sanctions should be reasonable and proportionate
- It is the speed at which it is applied after an incident which will have the most impact, rather than the size.
- Effective natural consequences result in a decrease in the frequency of unacceptable behaviour.

Common sanctions and consequences used at Quest Academy include:

- Verbal warning and reminders of expectations
- Changing seats or otherwise separating a learner from a challenging situation
- Repeat of work/completion of assigned work
- Work completed during 'free time'
- Restorative tasks to repair harm where possible
- Referral to member of the Leadership Team
- Contacting parents/cares
- Updates to Positive Behaviour Support Plan/Risk Assessments
- Programmes of Support delivered on a Friday afternoon
- Potential suspension and exclusion

When a natural consequence is enforced, it should be made very clear to learners why the sanction has been applied and how they could demonstrate improved behaviour to prevent further sanctions.

6.5 Supporting learners to meet behaviour expectations

At Quest, we recognise that there may be times where learners require additional support in order to reach the expected standards of behaviour. Where this is the case, Positive Behaviour Support strategies are used alongside a four-tiered system of support to enable learners to meet the expectations of the school behaviour policy. This graduated tiered approach will follow an assess, plan and deliver model, before the impact of the support being provided is reviewed and either reduced or escalated to the next stage.

Tier One: The learner's needs are largely met with the school's universal provision for managing behaviour. At this tier the focus is on responding to emerging and lower-level behaviours, via whole school approaches and universally available services, such as but not limited to;

- Use of Scripts
- Use of QUEST points

- Use of whole school strategies to support learners SEN (e.g., agenda sheets, accelerated learning model, alert programme to support self-regulation)
- Use of resources to meet individuals' additional needs (e.g., reading rulers, colored overlays)
- QTAC (Quest Team Around the Child) meeting level 1
- Restorative approaches following incidents
- Communicating behaviours home

Tier Two: At Tier two, learners' needs are largely met within the school's universal provision, but at times the level or frequency of behaviour may require the support of specialist services in the school. This may include referrals to Compassionate School Coaches, additional assessment and support from Therapy Teams and SEN specialists or holistic interventions from the Family Footings Teams. At this stage, in addition to Tier One responses, the following approaches may be taken to reduce the learners' behaviour:

- Specialist adaptations made to the learning environment in consultation with SaLT & OT
- Small group interventions, from specialist staff, for example, assistant clinical psychologists
- Implementation of the stepped approach to bullying
- QTAC meeting level 2
- Use of classroom withdrawal as an when required
- Programmes of support ran by CSCs (e.g., anger management, self-esteem etc.)
- Parent meeting with form tutor/phase leader to implement an individual behaviour plan
- Consideration of an early help assessment
- Consideration of CAMHS referral

Tier Three: At Tier Four learners' behaviour may be similar to those at Tier Two, but are presenting more persistently, more frequently or with greater intensity, despite additional Tier Two strategies already being in place. At this point specialist advice/help will likely be required to support the learner to reduce their behaviours of concern. In addition to Tier One and Tier Two strategies already in place, at Tier Three the following approaches may be taken by the school:

- Risk assessment reviewed and used to inform an individual behaviour plan
- Timetabled support from CSCs and Assistant Clinical Psychologists
- QTAC meeting level 3
- Local Authority notified of increasing level of challenge being presented by learners' behaviour
- Increasing use of classroom withdrawal
- Use of educational psychologist to review reasonable adjustments and proposed arrangements
- Increased curriculum flexibility (e.g., personalised timetable)
- Use of part-term timetable

Tier Four: At tier four specialist/acute/statutory services may be required to meet the severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist services. At Tier Four, behaviours are similar to those in Tier Three, but which are now presenting an extreme challenge to the learners' infrastructure. In addition to evaluated use of Tier Three strategies, at this stage the following may be implemented:

- Multi-agency meetings (e.g., section 17 meetings, professional meetings)
- Statutory assessments
- Emergency annual review
- Educational and/or Clinical Psychologist involvement
- Use of specialist external services (e.g., relate counselling)
- Use of alternative provision

6.5 Monitoring Behaviours that concern.

Each week members from the pastoral/ DSL team meet to review the behaviour data and agree programmes of support.

In addition, to this the LAB and Trust Board monitor behaviour through monitoring visits and Governance reports in line with the Terms of reference and scheme of delegation.

7. Withdrawal from classrooms

At times it may be necessary for a learner to be withdrawn from the classroom environment, and for them to spend a limited time out of the classroom at the instruction of a member of staff. The withdrawal will allow the continuation of the education for the learner in a supervised setting. This may at times be different from the learning taking place in class, such as to allow staff to reflect on the incident which took place and to complete any necessary programmes of support to reduce the likelihood of such behaviour reoccurring.

Classroom withdrawals are considered to be a serious sanction and are only used when necessary and once other behaviour strategies have been unsuccessful, unless the behaviour is so extreme that it is placing others at significant risk of harm and as such warranting immediate withdrawal. Removal may be considered for the following reasons:

- To maintain the safety of all learners and to restore stability to the learning environment following an unreasonably high level of disruption.
- To enable dysregulated learners, or learners displaying disruptive behaviours, to be taken to a place where their education can be continued in a managed environment.
- To enable learners to self-regulate in a calm and safe space.

When a decision has been taken that it is necessary to withdraw a learner staff will communicate the following to the learner:

- Why they have been asked to leave
- Where they will be going
- What they will be doing
- How they can make it right
- When will the withdrawal end

Parents should be informed on the same day if their child has been removed from the classroom.

8. Use of Compassionate Schools Coaches (CSCs)

The Compassionate Schools Coaches offer class teams additional support to manage behaviour safely. CSCs work in line with the school's compassionate ethos, and work to strengthen and develop positive relationships with learners across the school. In doing so, CSCs provide additional support to class teams to manage behaviours of concern and enable all learners access to a safe and stimulating classroom environment.

CSCs may be called to support and coordinate a response where learners are struggling to access learning safely in the classroom environment. Learners who become dysregulated within the classroom environment will often benefit from a change of face to support them in regulating and reflecting on their behaviour. Where it is necessary to withdraw a learner from the classroom environment, the CSCs will work to support the learner to access their learning at the earliest opportunity that it is safe to do so. At all times their overriding aim will be to support the learner back into the classroom as soon as the learner is able to access classroom learning.

CSCs may also make use of programmes of support for learners following an incident, in which time and space is provided to consider the appropriateness of the presenting behaviours. An overview of the learner's engagement with these programmes of support is recorded and the outcomes from these will be communicated to parents/carers by a member of the staff team.

Where the behaviour of a learner has had a negative impact on others, whether this be learners or staff, CSCs will often facilitate a restorative conversation between the learner and those affected to repair any potential breakdown in relationship.

9. Restorative Practices

Quest Academy's approach to Positive Behaviour is strengthened by use of Restorative Practice, where

deemed necessary. Restorative practice is evidence-based and has been shown to have a positive impact in developing school cultures, particularly with regard to learners' behaviour. Restorative practice achieves this through focussing on the building of positive relationships and collaborative teaching and learning, developing the school as a community based on an ethos of trust and mutual respect. Restorative approaches also ensure that there is consistent and explicit challenge, as well as support, provided to learners who do not meet the expectations of behaviour.

At Quest restorative practices to help learners understand the impact of their actions and how to repair any harm caused. We believe that by using Restorative Practices we are giving learners the skills to independently make better and more informed choices in the future. Restorative approaches encourage learners to think about how their behaviour affects others, both learners and staff. It helps children to develop respect, responsibility and truth telling. If a learner in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that that this has been put right for them.

10. Searching and confiscating

Ensuring school staff and learners feel safe and secure is vital to establishing calm and supportive environments conducive to learning. As such, searching and confiscation is a vital measure in order to ensure staff and learners' welfare is protected, and that the school environment remains safe from potential harm.

Any prohibited items found in learners' possession will be confiscated. Dependent on the item and nature found or a learner is thought to have on their person the school will contact children's social services / or Police.

In line with DfE guidance, the list of prohibited items is as follows:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article which staff reasonably suspect has been, or is likely to be used to commit an offense or cause; personal injury, damage to property.
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

The school will also confiscate any item which is harmful or detrimental to the school environment. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Where possible the school will endeavour to make the parent/carer aware of the need to carry out a search on their child unless the risk is deemed to be too high.

10.1 Electronic devices:

Electronic devices can contain files or data, or be used to collect files or data, which may cause harm to another person. As such, the use of mobile phones/devices is prohibited within the school site.

- Learners are required to hand in their mobile phones/devices to staff on arrival to school, mobile phones/devices are securely locked away within the classroom.

- Learners are not permitted to have their mobile phones/devices in their possession during school hours.
- Learners will have their mobile phones/devices handed back to them at the end of the school day.

If a learner is unable to comply with the reasonable request as outlined in this policy, the mobile phone/device will be confiscated (Schools are permitted to confiscate phones from learners under sections 91 and 94 of the [Education and Inspections Act 2006](#)).

If a learner's mobile phone/device is confiscated, parents/carers are expected to come into school and meet with the form tutor or a member of the extended leadership/ Senior leadership team (ELT/SLT), as appropriate. The mobile phone/device will be kept locked away on the school site, until a meeting has taken place with parents/carers.

Staff have the power to search learners' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#). The DfE guidance allows Headteachers to allow authorised staff to search a learner's phone if there is a reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

All staff are required to read the DfE's guidance on searching, screening and confiscation and the school's procedures about what to do when a concern has been raised.

Please reference safeguarding policy on what possible steps staff, learners and parents take with regards to e-safety.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies, as appropriate.

Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

11. Reporting of serious incidents

As with all other incidents of behaviour, any serious incidents are recorded using the school's electronic system. These are required to be recorded by the main adult who was involved in the incident, with any other staff members involved adding to the incident report as and when needed. When the behaviour is recorded, SLT should be electronically notified, along with any other relevant staff, using the option to do so on the system.

SLT Must be notified as soon as possible about any serious incident which has taken place so that a decision matrix can be completed, and any outcomes from the behaviour actioned. The decision matrix will require staff to take a detailed account of events and the antecedents, including considerations given to any personal, aggravating or mitigating factors. Staff will then carry out fact finding, including taking statements from the perpetrator, victim, and any witnesses to the event. Where appropriate fact finding may also involve speaking with families, social workers and/or other external agencies e.g., the police. Following this fact-finding process, and the completion of the decision matrix, an outcome will be decided in response to the behaviour. Senior leaders may also review CCTV in order to ascertain more information about a serious incident.

All serious incidents must be communicated home, or to other agencies where appropriate, on the same day with details of the conversations being recorded on the school's electronic system.

Accidents or injuries to staff and/or learners should be recorded on the injury form (electronic) and any significant injuries need to be reported to Senior Leadership and potentially the senior Trust members before being reported home to families. A phone call and a text are sent to ensure that families are aware of an accident.

12. Behaviour outside school

The Behaviour in Schools Guidance (2022) states that schools have the power to sanction learners for behaviour outside of school to such an extent as is reasonable.

Conduct outside of the school premises, including online conduct, that schools may sanction pupils for include behaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some way identifiable as a learner of the school
- That could have repercussions for the orderly running of the school
- That could pose a threat to another learner
- That could adversely impact the reputation of the school

13. Positive handling

As stated in the government paper 'Use of Reasonable Force' (2013), all members of school staff have a legal power to use reasonable force. It is always unlawful to use force as a punishment.

At Quest Academy, Team Teach de-escalation techniques should be used to prevent escalation of behaviour incidents. The use of positive handling, control and restraint would only be used in the most extreme circumstances as a last resort to ensure the safety of the learner, others or destruction to school property. The decision on whether or not to intervene is down to the professional judgement of the staff member and should always depend on individual circumstances. The school uses Team Teach.

In exceptional circumstances, where positive handling strategies have been deemed necessary, the reporting of incidents should be explicit in detailing the type, duration, staff involved, and reason for use. The use of non-restrictive practices such as caring c's or guides would be appropriate to re-direct learners and does not need to be recorded in the same way. Where physical intervention strategies are built into positive behaviour support plans, the focus should be on reducing this.

All parties involved are given the opportunity to have a debrief following the use of Team Teach. At the end of each day all staff attend a daily debrief to ensure that, for example, information (including positives) can be shared, and next steps agreed including which member of staff will contact home. This procedure is key to success as it reduces the risk of miscommunication between staff as well as ensuring that staff feel listened to and supported.

All complaints from learners about the use of force should be thoroughly, speedily and appropriately investigated. Learners are aware of the processes with posters on display to support them how to make a complaint should this be required. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public.

When a parent/ carer has a concern about the use of Team Teach the parent/ carer can either raise their concerns or make a complaint in line with the school's complaint policy.

Changes at previous reviews:

V	Purpose/Change	Responsibility	Date
4	Change of diction Used Quest Academy Glossary as reference point for appropriate diction changes Policy updated to reflect the enhanced and established Identity reflected within practice	Behaviour and Wellbeing Lead	Jan 2022
5	Policy re worded and simplified to facilitate family and learner understanding	Behaviour and Well- Being Lead / School Council	Jan 2022
6	Changes to formatting and phrasing for clarity.	Behaviour and Wellbeing Lead	Dec 2022