



# MacIntyre Academies Quest Academy

## Behaviour Support Policy

V	Purpose/Change	Resp. / Date
9	<ul style="list-style-type: none"><li>- Updated introductory paragraph to reflect changes of guidance that was referenced prior to writing this paragraph.</li><li>- Removal of sentence around being a Rights Respecting School.</li><li>- Amendments to 'Levels and Responses' to behaviour section.</li><li>- Amendments made to section describing the QUEST points system to ensure there is flexibility to meet the broad range of needs present within our cohort.</li><li>- Amendments made to correct some inconsistencies in the 5-Tiered approach to supporting behaviour.</li><li>- Increased detail in monitoring behaviours of concern section.</li><li>- Searching, screening and confiscation section updated to include further information around this process.</li><li>- Update to the section detailing the school's policy around electronic devices on school site.</li><li>- Amendments made to the behaviour outside of school section to clarify responses will be taken in line with our typical approach to supporting learners' behaviour.</li></ul>	Assistant Principal (Behaviour and Attitudes)  Oct 2025

<b>Person Responsible:</b>	<b>Principal</b>
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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 is informed by the Education and Inspections Act 2006; the Equality Act 2010; the Children and Families Act 2014; Department for Education (DfE) statutory safeguarding guidance Keeping Children Safe in Education (KCSIE, 2025) and Working Together to Safeguard Children (2023); DfE behaviour guidance Behaviour in schools: advice for headteachers and school staff (2024), Searching, screening and confiscation (2023), and School suspensions and permanent exclusions (2024); the SEND Code of Practice: 0–25 years (2024); the Education Endowment Foundation's Improving Behaviour in Schools (2021); and the DfE's revised guidance on the use of reasonable force and other restrictive interventions (subject to final publication, expected to apply from the 2025/26 school year).

The Department for Education's Behaviour in Schools: Advice for headteachers and school staff (2024) states that good behaviour is central to a good education. Effective behaviour management enables schools to provide calm, safe, and supportive environments where children and young people want to attend, can learn successfully, and are prepared for future life. Learning how to behave well, and understanding what good behaviour looks like in different contexts, is essential for all learners to achieve personal and social success.

At Quest Academy, we aim to establish a culture where learners and staff can flourish. This culture is founded on an ethos of trauma-informed practice, which emphasises the importance of recognising and understanding how trauma impacts individuals' ability to feel safe, build trust, and engage with others. Through this approach, we prioritise creating an environment where learners experience physical and emotional safety, are empowered, and feel valued within a culturally sensitive framework. We recognise that understanding the unique backgrounds and experiences of our learners is essential in providing effective support that meets their individual needs.

In alignment with the SEN Code of Practice (2014), we ensure that learners with special educational needs (SEN) receive appropriate, differentiated support to access the curriculum and achieve their potential. We are committed to identifying and addressing the specific needs of learners with SEN, and to working collaboratively with parents/carers and external specialists to provide comprehensive support that recognises each learner's individual challenges and strengths.

In order to create a learning environment where learners can feel secure and learn effectively, we explicitly teach learners what good behaviour looks like. At Quest, we have three school rules: Be Ready, Be Respectful, and Be Safe. As many of our learners have additional needs, we place an emphasis on removing barriers to learning to unlock each learner's potential, providing guidance that will support them within the community and workplace in line with our vision, "Ready for Adulthood."

At times, learners may require additional support to meet expected behaviour standards. In these cases, we employ Positive Behaviour Support strategies, aligned with our Five (5) Tiered Approach to helping learners manage their behaviour and behaviour for learning. Within this structure, we collaborate closely with learners and parents/carers to understand the underlying motivations for behaviour, offering structured support that encourages positive changes (Detailed overview on page 9).

We are committed to recognising and praising learners who demonstrate positive behaviour and supporting those who encounter challenges in maintaining appropriate behaviour. To proactively guide learners in positive behaviour, we use QUEST points, a system that sets clear behavioural expectations for each lesson. Learners can redeem points earned throughout the week for rewards, reinforcing positive conduct and engagement.

This policy provides a framework for managing behaviour at Quest Academy, reflecting our high standards and providing clear guidance and expectations for all stakeholders. It outlines how staff support learners to meet these expectations and how they respond to behaviours of concern. Through trauma-informed practices and SEN-aligned support, we also foster learners' development in behaviour for learning, ensuring they are equipped to achieve their full potential.

At Quest, we are committed to safeguarding and promoting the welfare of all our learners. We expect all staff and volunteers to share this commitment, and our Behaviour Support Policy aligns with our statutory duty to safeguard and promote learners' welfare. We prioritise equality of opportunity, working

in accordance with the Equality Act (2010) and relevant legislation to ensure no learner is discriminated against due to their needs 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 Support Policy, with due consideration of any guidance given by the Local Authority, Local Advisory Board (LAB) and wider Governing Bodies 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 learning environment in which learners are able to flourish.

It is the responsibility of the teachers and staff:

- 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
- To 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.

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 circumstance/s 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 (or agreed reasonable adjustments), 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, and take back home all items they brought with them.

## 5. Behaviours that concern

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, but not limited to:

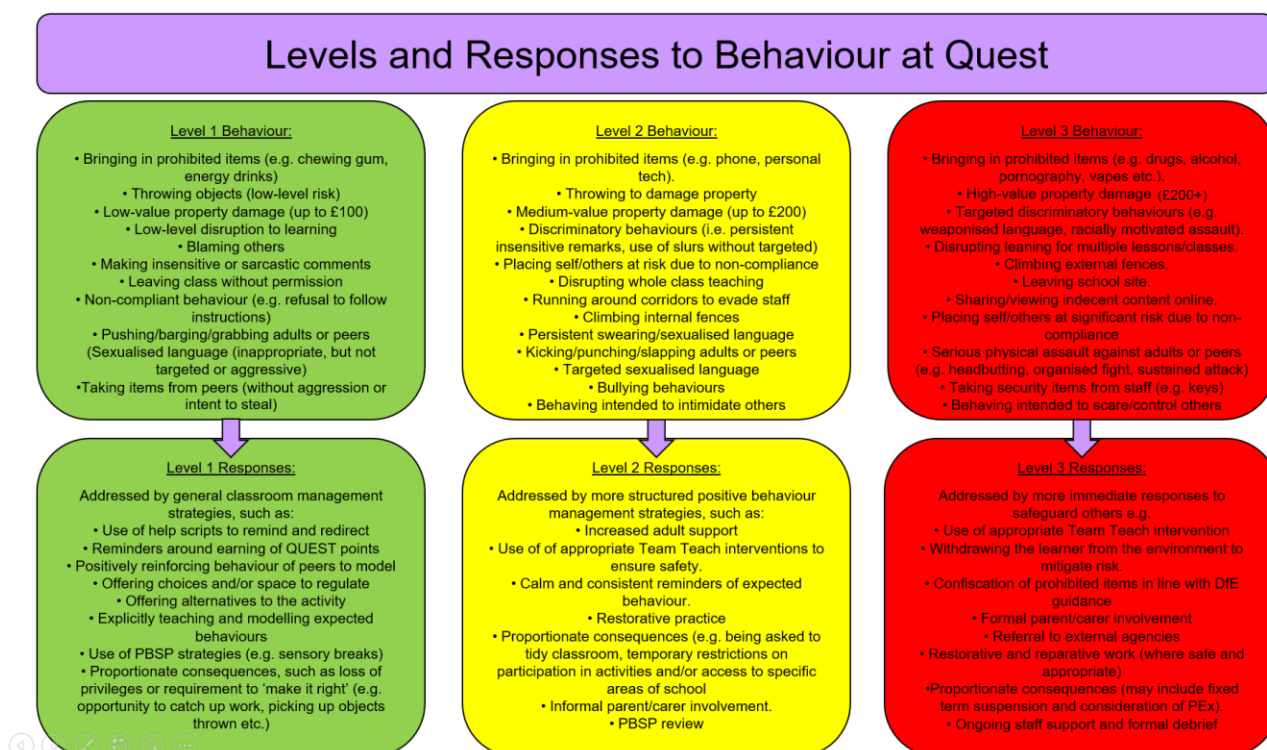
- Bringing a prohibited item into school
- Damage to property
- Disruption to learning
- Flight behaviour
- Inappropriate language
- Inappropriate use of item
- Inappropriate use of tech/social media
- Non-compliant behaviour
- Obstructing staff intervention (physical or verbal)
- Physical assault
-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

All behaviour incidents at Quest Academy are recorded within three levels, based on the degree of risk that the behaviour presents to the learner and/or others. Level 1 behaviours represent those that pose a relatively low risk, while Level 3 behaviours represent those that present a high level of risk to the learner and/or others.

At Level 1, staff use a consistent whole-school approach to behaviour management. Core behavioural expectations are promoted through everyday strategies such as scripted language, visual prompts, or reminders using the QUEST points system. The emphasis is on proactive guidance, positive reinforcement, and low-level interventions.

At Level 2, a more coordinated response may be required due to the increased level of risk. Staff may implement de-escalation techniques in line with Team Teach to reduce risk to the learner and/or others. If de-escalation strategies are not successful, support from specialist teams may be sought. In some cases, and only as a last resort, Team Teach physical intervention may be necessary to ensure safety so that staff can address the behaviour of concern.

At Level 3, a coordinated, and possibly even multi-agency, response may be required, given the high level of risk posed to the learner and/or others. Additional support and/or Team Teach intervention may be necessary to reduce immediate risk. Due to the seriousness of these behaviours, consequences may include suspension and the possible consideration of permanent exclusion. Prior to any decision being made regarding permanent exclusion, the school will work in collaboration with the local authority, to ensure all avenues of support have been exhausted prior to this outcome being reached.



Learners' behaviour, and therefore the responses taken by staff, may move fluidly between levels over time, either because their needs change or because interventions at a lower level have not achieved the desired outcomes of minimising disruptive, unsafe, or unacceptable behaviours.

## 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 that focuses on recognising, encouraging, and tracking positive behaviours.

The Academy uses QUEST Points, awarded at the end of each lesson, to celebrate learner behaviour

and achievements. These points are awarded for:

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

While QUEST points provide a consistent framework for expected behaviours, the specific expectations are differentiated to ensure they are reasonable, achievable, and developmentally appropriate for each learner. This is so that the framework is able to be applied flexibly to account for a range of factors such as age, special educational needs and disabilities (SEND), individual starting points; and personal circumstances.

QUEST Points are analysed weekly to monitor trends, identify needs, and evaluate the effectiveness of interventions. Learners are rewarded weekly with trips, meals, and other activities if they meet the following thresholds:

	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 Support Measures/Natural consequences of behaviour

The Department for Education guidance Behaviour in Schools (2024) and Sections 90 and 91 of the Education and Inspections Act 2006 state that teachers have statutory authority to discipline learners whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.

At Quest Academy, learners can expect that all responses to behaviour are applied consistently and fairly, while considering the context of the situation, the learner's needs and experiences, and the level of risk posed by the behaviour.

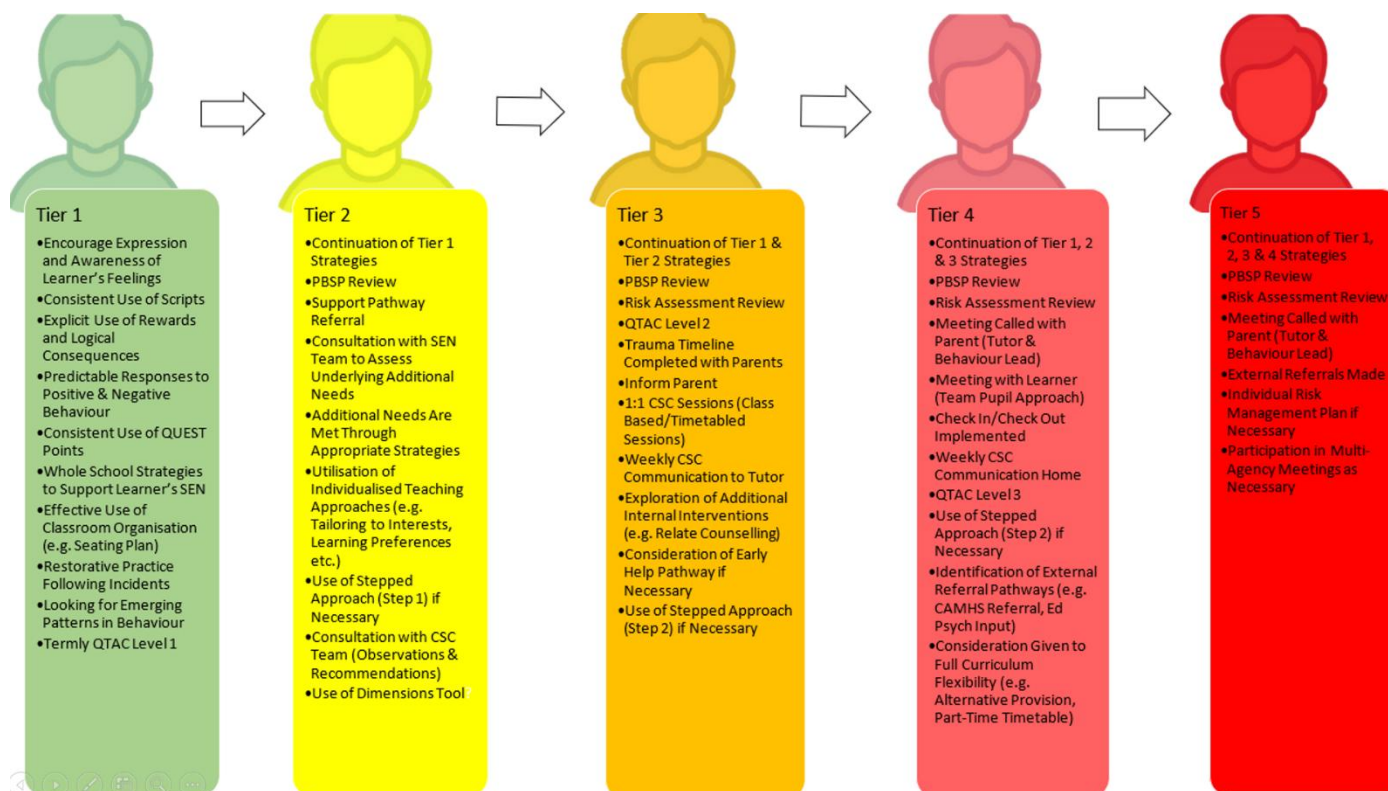
- Support measures and natural consequences should always be reasonable, proportionate, and appropriate to the level of behaviour
- The timeliness of the response is often more impactful than the severity
- Effective natural consequences should promote reflection and lead to a reduction in the frequency of unacceptable behaviours over time.

Common Support measures/consequences used at Quest Academy include, but are not limited to:

- Calm verbal reminder or redirection to expectations
- Changing seating arrangements or removing the learner from a challenging situation
- Repeating or completing missed work during own time
- Restorative tasks or conversations to repair harm
- Withdrawal from a specific activity or privilege for a set period of time to support regulation and safety
- Referral to a member of the Compassionate School Coach (CSC) Team and/or Leadership Team for a planned programme of support following an incident/sustained pattern of behaviour
- Contact with parents/carers to ensure a coordinated response
- Updates to Positive Behaviour Support Plans
- Implementation of graduated safety plans in response to persistent high levels of behaviour
- Suspension or, in the most serious cases, consideration of permanent exclusion in line with statutory guidance (Level 3).

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

### 6.3 Supporting learners to meet behaviour expectations



At Quest Academy, we recognise that some learners may require additional support to meet the expected standards of behaviour. When this is the case, we use Positive Behaviour Support strategies alongside a **five-tiered system of support**. This graduated approach follows an *assess, plan, do, review* cycle to ensure interventions are tailored, proportionate, and regularly evaluated. Support may be reduced when effective, or escalated where behaviours continue to cause concern.

**Tier One – Universal Provision:** Most learners' needs are met through the school's universal provision. At this tier, the focus is on responding to emerging and low-level behaviours using whole-school approaches, consistent routines, clear expectations, and universally available services.

**Tier Two – Targeted Class-Based Support:** Some learners may require additional support beyond universal provision. This may include access to indirect support from the Compassionate Schools Coaches to support class teams to identify and understand the functions of behaviour, advise on classroom strategies, provide structured opportunities for reflection and problem solving and modelling positive approaches.

**Tier Three – Enhanced Support:** Learners at this tier present behaviours that are more persistent, frequent, or intense, despite Tier Two strategies already being in place. Specialist advice and support are likely required, such as individualised programmes, increased staffing support, external assessments, or coordinated input from multiple professionals within the school.

**Tier Four – Specialist / Statutory Support:** At this tier, learners' behaviours remain complex and challenging, requiring input from specialist or statutory services that go beyond the school's resources. This may involve multi-agency planning, social care involvement, or other statutory services, where early intervention and targeted support have not been sufficient.

**Tier Five – Intensive and Individualised Support:** Learners at this tier have significant, complex, and

enduring needs. Behaviours may be extremely challenging and persistent, posing risks to both the learner and the wider school community. Highly individualised, intensive packages of support are required, often involving statutory services and long-term multi-agency collaboration.

#### **6.4 Monitoring Behaviours that concern**

Each week, members of the CSC team meet to review behaviour data and agree on programmes of support for learners and classes. The CSC Lead also provides a weekly report to the Senior Leadership Team (SLT), giving an overview of incidents, identifying key learners, monitoring the implementation of support programmes, and reviewing levels of learner engagement.

At a senior level, behaviour data is analysed half-termly and reported to the Local Academy Board (LAB) and the Trust Board. This ensures that governance is well informed and able to support strategic decision-making. Analysis may also support the senior leadership team in reviewing classroom dynamics to assess whether class moves are appropriate, considering staff deployment, and evaluating the impact of existing interventions.

### **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 used as a supportive response when necessary, typically after other behaviour strategies have been tried. They help ensure a safe and productive environment for all learners. In some cases, if a behaviour is highly disruptive or poses a significant risk to others, immediate withdrawal may be appropriate. Classroom withdrawal 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/carers 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 (CSCs) provide class teams with additional support to manage behaviour safely and effectively. Working in line with the school's compassionate ethos, CSCs focus on building positive relationships with learners across the school. In doing so, they help class teams respond to behaviours of concern and ensure all learners can access a safe and stimulating classroom environment.

CSCs may be called upon to support and coordinate a response when learners are struggling to access

learning safely. In many cases, learners who become dysregulated benefit from a change of face, with a CSC helping them to regulate and reflect on their behaviour. Where it becomes necessary to withdraw a learner from the classroom, CSCs will support them to return and re-engage with learning as soon as it is safe and appropriate to do so. Their overriding aim is always to help learners successfully reintegrate into the classroom environment.

CSCs may also implement programmes of support following an incident or pattern of behaviour. These provide structured time and space for learners to reflect on the appropriateness of their behaviour and develop strategies for improvement. Engagement with these programmes is recorded, and outcomes are communicated to parents/carers by a member of the staff team.

Where a learner's behaviour has had a negative impact on others, whether peers or staff, CSCs will often facilitate restorative conversations. These conversations are designed to repair relationships, rebuild trust, and support a positive classroom culture.

## 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 may 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 and/or Police.

Only the headteacher, or staff authorised by the headteacher, may carry out searches for prohibited or banned items—even if the pupil consents (per sections 550ZA and 550ZB of the Education Act 1996, and DfE guidance). These authorised members of staff include the Academy's Senior Leadership Team (SLT).

Authorised staff must have "reasonable grounds" to suspect the learner may possess a prohibited item before conducting a search.

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 may also confiscate items that are harmful or detrimental to maintaining a safe environment, even if they are not on the prohibited list (for example, items that cause distraction or disruption). These items may be returned later following discussion with senior leaders and, where appropriate, parents/carers.

At all times, the decision to search, and the way the search is conducted, must reflect our safeguarding responsibilities. The learner's rights, dignity, privacy, and wellbeing must be considered and protected.

Searches must be reasonable and proportionate. Where possible, staff should inform parents/carers before the search, or at the earliest opportunity, unless doing so would increase risk. After a search, appropriate care should be taken to support the learner (especially if distress is caused) and to record the search in line with the school's safeguarding and behaviour recording systems.

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

### 10.1 Electronic devices

Electronic devices may store or transmit content that could harm others, contribute to bullying or distraction, or breach safeguarding obligations. For this reason, the use of mobile phones and similar devices is prohibited during the school day (including all lessons, breaks, lunchtimes, and transitions).

On arrival, learners are asked to hand in their mobile phones/devices to staff, and these are securely stored (in the classroom or designated location) during the school day. Learners **must not** keep phones/devices on their person during school hours. Devices are returned at the end of the school day.

If a learner cannot comply with this reasonable request, the device may be confiscated (in line with powers under sections 91 and 94 of the Education and Inspections Act 2006). When confiscation occurs, parents/carers may be asked to come into school to meet with appropriate staff (e.g. form tutor or member of SLT/ELT). The device will remain on site until that meeting has taken place.

Staff have the power to search a learner's phone only if authorised and **where there is reasonable suspicion** that it contains prohibited content (e.g. indecent images, evidence of a criminal offence, or content that could cause harm) in accordance with DfE guidance on searching, screening, and confiscation. Any search will follow safeguarding procedures, respect learner dignity, and be recorded in line with the school's recording system.

All staff are required to be familiar with the DfE's guidance on searching, screening, confiscation and the school's mobile device policy.

Please refer to the e-safety/safeguarding policy for the steps staff, learners and parents should take when concerns arise about misuse of devices.

Certain serious uses of devices (such as sexting, threats, or abusive communications on the basis of protected characteristics) may amount to criminal conduct. In these cases, the school will involve the police or other agencies as appropriate, in line with safeguarding policy.

## 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 DfE Behaviour in Schools guidance confirms that schools have the authority to sanction learners for behaviour that occurs outside the school premises, where it is reasonable and proportionate to do so.

Learners may be held accountable for conduct outside school—including online behaviour—in circumstances such as:

- During any school-organised or school-related activity
- While travelling to or from school
- When wearing school uniform
- When identifiable as a learner of the school
- That may have repercussions for the orderly running of the school
- That may pose a threat to another learner
- That may adversely affect the school's reputation.

Consequences for such behaviour will always be proportionate, justified in light of the circumstances, and consistent with our approach to supporting learners. In addition, where behaviour outside school raises safeguarding concerns (for example, cyberbullying, harassment, or criminal matters), these will be managed under our Child Protection and Safeguarding Policy, potentially involving external agencies as appropriate.

## 13. Use of Team Teach Physical Intervention

*“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”*  
– George Matthews (Founder of Team Teach).

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. Staff are required to communicate effectively following incidents to ensure interventions are recorded accurately and that appropriate follow-up measures are implemented. 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. Staff have access to a number of onsite Team Teach instructors who are available to support debriefing after any incident of physical intervention. In addition, formal staff briefings are held three times a week (Monday, Wednesday, and Friday) to share key information, review incidents, and agree next steps, helping to reduce miscommunication and ensure consistency across the team.

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
7	<ul style="list-style-type: none"> <li>- Introduction and aims modified to more closely align with the DfE's behaviour in school guidance.</li> <li>- The role of staff section changed into bullet point format to ensure that it is coherent. The role of learners and parents added</li> <li>- Routines and expectations moved towards the top of the policy.</li> <li>- 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</li> <li>- 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.</li> <li>- Section added in about classroom withdrawals to align with most recent guidance.</li> <li>- Slight modifications made to the restorative practices section to highlight evidence base, and to communicate why this is an effective approach to improving behaviour.</li> <li>- Slight modifications made to the confiscations section, with a short introduction section added and list of prohibited items bullet pointed.</li> <li>- 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.</li> </ul> <p>Section 3.1, addition of 'ensure that communication with parents is timely and effective' (following LAB feedback at approval).</p>	Assistant Principal (Behaviour & Attitudes)	Jun 2023
8	<ul style="list-style-type: none"> <li>- Change of diction to reflect trauma informed practice, in line with Government guidance (Office for Health Improvement &amp; Disparities 2022).</li> <li>- Removed the phrase "<i>Querencia</i>" and its definition.</li> <li>- Added specific reference to the SEN Code of Practice (September 2014) and its relevance.</li> <li>- Change reference to "pupils/students" to "learners" throughout as was inconsistent.</li> <li>- Replaced, "Ready for Life" with "Ready for Adulthood".</li> <li>- Incorporated Five (5) Tiered Approach.</li> <li>- Changed reference of "Behaviour for Learning Policy" to "Behaviour Support Policy".</li> <li>- Added Team Teach founder statement as recommended by Team Teach.</li> <li>- Added reference to the Local Advisory Board (LAB)</li> <li>- Added "but not limited to", when listing behaviour categories.</li> <li>- Added reference to "agreed reasonable adjustments" regarding "when in class section".</li> <li>- Removed reference to "Sanctions" and replaced with "Support Measures/Natural Consequences"</li> <li>- Rewrote statement regarding "classroom withdrawals".</li> <li>- Updated Search/Confiscation section to include SLT as authorised by Headteacher (Principal).</li> </ul>	Assistant Principal (RE - Behaviour & Attitudes)  <b>Updated by Deputy Principal (TO)</b>	Nov 2024