Quinton
Church Primary School

Behaviour and Relationships Policy

Flourishing Together

Date	**September 2026**
Date for Review	**September 2027**

Our Christian Vision

This policy is embedded in our school's vision that in an inclusive community of love, we are working to ensure that we are all **flourishing together**.

Flourishing means becoming the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made (Psalm 139) in the image of God.

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play, bringing value and worth to our collective endeavours. It shines a light on our desire to be a community that is inclusive of everyone, whatever their challenges, so that everyone flourishes fully.

To support our vision, we have three overarching Christian Values: **Be kind, Be fair, Be thankful** (Micah 6:8).

- At Quinton everyone matters.
- At Quinton we are ambitious for everyone, with no exceptions.
- At Quinton we are a community.
- At Quinton, our strong, positive relationships mean that everyone feels loved, valued, celebrated, represented and fulfilled.
- At Quinton we believe that the children should have a fresh start every day as reconciliation and forgiveness are central to the Christian gospel.

God is love and God made us to love (1 John 4:19). In our school we want to be known for the way we love. Through our values of kindness, fairness and thankfulness we aim to manage behaviours in a way that ensures the children feel supported, demonstrates justice and ensures fairness to all.

At Quinton Church Primary School we:

- Know our children and families very well.
- Show love by being kind and compassionate to each other even when we disagree with one another.
- Provide a safe, caring and purposeful environment where children can develop socially, emotionally, spiritually, physically and academically.
- Encourage and help children to be the best person they can be socially and academically.
- Highlight, reward and celebrate positive and good behaviour.
- Encourage independence and self-discipline towards the children being able to take increasing responsibility for their own behaviours.
- Continue to undertake specialised training and develop restorative approaches.

Legislation and Statutory Requirements

This Behaviour and Relationships policy is based on advice from the Department for Education (DfE) on:

- **Behaviour in Schools** – Advice for headteachers and school staff February 2024
- **Searching, Screening and Confiscation at school** – Advice for schools July 2022
- **Use of Reasonable Force and Other Restrictive Interventions in Schools** - April 2026
- **Mobile Phones in Schools -** June 2026
- The current version of **Keeping Children Safe in Education**.
- **Working together to Safeguard Children**
- **Supporting children at school with medical conditions** – Statutory guidance for governing bodies of maintained schools and proprietors of academies in England December 2015
- **School Suspension and Permanent Exclusions** – Guidance for maintained schools, academies, and pupil referral units in England July 2026
- **The Equality Act** 2010
- **Special Educational Needs and Disability (SEND) Code of Practice** 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour, publish a behaviour policy and gives schools the authority to confiscate children's property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a child has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices.
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.
- If a child has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

This policy also draws on work undertaken by the Education Endowment Foundation:

- Improving Behaviour in Schools – Make informed decisions about behaviour strategies (first published 2019, updated 2021)

Purpose

The Behaviour and Relationships policy applies:

- Any time children are in school.
- Any time children are elsewhere under the charge of a member of staff, including on school visits.
- In certain circumstances when a child's misbehaviour occurs outside of school.

The aims of the Behaviour and Relationships Policy are that it will:

- Ensure the school's approach to behaviour is easily apparent to anyone joining or visiting the school.
- Provide a consistent, calm approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Promote our high expectations for how we expect children to behave.
- Summarise the roles and responsibilities of different people in our school community with regards to behaviour management.
- Outline our system of rewards and consequences at Quinton.
- Promote excellent attendance by ensuring children feel safe, valued, included and successful at school.

Staff induction, development and support

- This Behaviour and Relationships Policy will form a key part of Induction for new members of staff.
- Quinton will provide staff with bespoke training on the needs of the children at the school so that both children and staff can thrive, achieve and build positive relationships.
- Adequate training on how certain special educational needs, disabilities or mental health needs may at times affect a child's behaviour and ongoing engagement with experts such as Educational Psychologists and other external specialists will help to inform effective implementation.
- Staff will be supported with de-escalation techniques to help prevent further issues arising and recurring, through pre-agreed scripts and phrases to help restore calm.
- School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the policy. This training will be aligned with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications (such as The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for staff interested in leading behaviour or supporting child wellbeing in their school).
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school's expectations. Staff will receive clear guidance about school's expectations of their own conduct at school in the Staff Code of Conduct (updated and shared annually) and Part 2 of the Teachers' Standards.
- Staff will be signposted to the Education Endowment Foundation guidance 'Improving Behaviour in Schools – Make informed decisions about behaviour strategies' (first published 2019, updated 2021) Guidance Report and Recommendations Poster.
- Training needs for staff will be reviewed at least annually.

While most children are well behaved, misbehaviour in lessons is a major cause of stress for staff and can have a lasting impact on the outcomes of the children in the class. This EEF guidance report is designed to support schools make better-informed decisions about behaviour strategies. It includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where behaviour is generally good as well as where there are challenges. To develop the report's six recommendations for improving behaviour, the best available international research was reviewed a well as consultation with teachers and other experts.

Roles and Responsibilities

LAB (Local Academy Board)

- Under BDMAT's Scheme of Delegation, it is the responsibility of the LAB to approve and review this policy annually.

Leaders

- The Headteacher and Deputy Headteacher will maintain a visible presence around the school.
- The Headteacher will take responsibility for determining and implementing measures to secure acceptable standards of behaviour which aim to:
    - Encourage good behaviour and respect for others.
    - Secure an acceptable standard of behaviour of children.
    - Promote, among children, self-discipline and regard for authority.
    - Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
    - Ensure that children complete any tasks reasonable assigned to them in connection with their education.
    - Support staff in responding to behaviour incidents if required

All Staff

- Consistently implement the Behaviour and Relationships policy.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children.
- Praise in public (PIP) and reprimand & remind in private (RIP).
- Challenge and record any discriminatory incident, including those related to race, religion, disability, sex, gender identity or sexual orientation. Such incidents will be investigated appropriately and parents informed.
- Demonstrate and model manners, courtesy and dignified and respectful relationships.
- Provide a personalised approach to the specific behavioural needs of individual children.
- Accurately record behaviour incidents on Arbor.
- Continually monitor behaviour to ensure the right support is in place.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school's expectations.

Teachers

- Plan and deliver further follow up teaching as necessary based on British and school values to develop children's understanding of discrimination and celebrate diversity.
- Ensure a smooth transition to the next year by ensuring information related to child behaviour concerns are transferred to relevant staff.

Parents/Carers

We believe that the role of parents/carers is crucial in helping the children to develop and maintain good behaviour. They have an important role in supporting the Behaviour and Relationships Policy and we ask that it is reinforced at home as appropriate.

At Quinton, we work hard to maintain positive relationships with families about behaviour by:

- Keeping parents/carers updated about their child's behaviour.
- Encouraging parents/carers to celebrate children's successes by receiving Praise Postcards and being invited to Praise Worship.
- Holding information sessions to help them understand the Behaviour and Relationships Policy.
- Being included and involved in any pastoral or restorative work following misbehaviour, including receiving completed Reflection Sheets, contributing to risk assessments or individual behaviour plans or attending reviews of any specific behaviour interventions that the school has put in place.

Parents are asked to:

- Support their child in maintaining the high standards of behaviour expected at Quinton.
- Encourage and help their child to be responsible and make the right choices for their actions.
- Encourage their child to never retaliate but to seek adult help instead.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Attend meetings when requested by the school to discuss their child's behaviour.

Where a parent/carer has a concern about the management of any behaviour, we ask that this is raised with their child's class teacher in the first instance. If further discussion is needed, school leaders will be available to support.

Children are taught to be Ready, Respectful and Responsible and to:

- Follow the school routines and instructions from any member of staff.
- Be responsible and make the right choices for their actions.
- Keep themselves and others safe.
- Be kind, be fair and show empathy for others.
- Take care of their school.
- Reflect on their actions and change their behaviour if needed.

Mobile phones

- To safeguard our pupils, **smart phones are banned in all BDMAT schools.**
- Children will still be able to bring in a 'dumb phone' / non-smart phone that allows texting and calls if parents are concerned about them travelling to and from school unaccompanied. However, mobile phones are not allowed to be used in school and are to be handed into the class teacher at the start of the day to be locked in the classroom. The mobile phone is not returned to the child until on the playground when they leave school premises at the end of the day. Mobile phones brought to school by Year 6 pupils remain the responsibility of the pupil and family.
- Deliberate concealment by children of mobile phones in school will be considered Serious Misbehaviour and will be confiscated in line with the procedures below.

Searching, screening and confiscation

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure children and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a child, we consider our obligations under the European Convention on Human Rights. Under Article 8, children have a right to respect for their private life and personal privacy. This right is not absolute, but any interference with it must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8 and so any exercise of searching powers is carried out in a lawful way.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all children and staff. The Headteacher and staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited, banned item or any other item that the school has identified may be searched for. Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. When exercising these powers we will consider the age and needs of children being searched. This includes the individual needs or learning difficulties of children with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a child has a disability. We will also seek to have a member of staff supporting the child by way as acting as an advocate before, during and after any search.

Prohibited items – a list of items which are banned and for which a search can be made:

- Knives and weapons
- Alcohol
- Illegal drugs and vapes
- Stolen items
- Mobile phones
- Smart watches and/or glasses (those able to take photographs and/or send and receive messages or calls without a phone connection).
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
    - To commit an offence, or

    - To cause personal injury to, or damage to property of; any person (including the child)
- An article specified in regulations:
    - Tobacco, cigarette papers and vapes
    - Fireworks; and
    - Pornographic images

Other items that are banned by the school, may be searched for due to being detrimental to maintaining high standards of behaviour and a safe environment.

The Designated/Deputy Safeguarding lead will be informed of any searching incidents where the member of staff has had reasonable grounds to suspect a child was in possession of a banned item. A search may play a vital role in identifying children who may benefit from Early Help or a referral to the local authority children's social care services. Any search by a member of staff for a banned item will be recorded in CPOMS and Arbor, including whether or not an item is found.

Parents/carers will always be informed of any search for a banned item and the outcome of the search as soon as is practicable. This includes what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

Screening
Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all children for weapons before they enter the school premises. We do not screen children at Quinton.

Confiscation
School staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (Education and Inspections act 2006)

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- Poses a risk to staff or children.
- Is prohibited or identified by the school as an item for which a search can be made.
- Is evidence in relation to an offence.

The staff member will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the article by considering:
- The value of the item.
- Whether the item is banned by the school.
- Whether retaining or returning the item to the owner may place any person at risk of harm.

- Whether the item can be disposed of safely.
- Whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible.

Electronic devices

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so, such as reasonably suspecting that the data or file on the device:

- Has been, or could be used, to cause harm.
- Could undermine the safe environment of the school.
- Could disrupt teaching.
- Could be used to commit an offence.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Further information can be found in the **DFE guidance Searching, Screening and Confiscation at school.**

Inclusion and child support

At Quinton, we consider the needs of all children and staff, so all members of the school community can feel safe and that they belong. Some children may require additional support to meet the school's high behaviour expectations. This will be given consistently and predictably, applied fairly and only where necessary.

Behaviour expectations and children with Special Educational Needs and / or Disability (SEND)

Quinton's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Schools with good behaviour cultures create calm environments which will benefit children with SEND, enabling everyone to learn successfully.

Some behaviours are more likely to be associated with particular types of SEND, such as a child with speech, language and communication needs who may not understand a verbal instruction. Where relevant, we consider behaviour in relation to a child's SEND, although we recognise it does not follow that every incident of misbehaviour will be connected to their SEND. This is a question of judgement for the school on the facts of the situation. If we consider that a child's SEND has contributed to the misbehaviour then we will also consider whether it is appropriate and lawful to sanction the child (referring to the Equality Act 2010 and schools guidance).

Child behaviour needs to be managed effectively, whether or not the child has underlying needs. When a child is identified as having SEND, the graduated approach will be used to

assess, plan, deliver and then review the impact of the support being provided. As will any reasonable adjustments that need to be made to the sanction in response to any disability the child may have.

Supportive

Positive behaviour reflects Quinton's values of Be Kind, Be Fair, Be Thankful, as well as a readiness to learn and respect for others. We teach the children about good behaviour so that they understand what behaviour is expected and encouraged.

Children will be taught that they have a duty as part of our community to follow the Behaviour and Relationships Policy, follow the school's routines and contribute positively to the school culture.
Every child will be supported to achieve the standards of behaviour expected at Quinton, including an induction process that familiarises them with the school behaviour culture. Provision will be made for all new children to ensure they understand the school's behaviour policy and wider culture.

Our Behaviour Curriculum (covered through pour PSHE programme of study) is underpinned by making right choices. It defines the successful behaviour we expect at Quinton and the key habits and routines we have to ensure our school runs smoothly. These commonly understood routines are simple for everyone to understand and follow and are practiced every day. Class based systems are used from day one and consistently applied by any adult in the classroom, including cover/supply teachers.

Maintaining this positive culture requires constant work and so **all staff** positively reinforce these behaviours and routines that prepare the children to engage in their learning by being **Ready**, **Respectful** and **Responsible**:

Classroom

- Caring for the school environment, tidying up, putting rubbish in the bin, tucking chairs under.
- Lining up quietly in the classroom ready to move into the corridor.
- Lining up in the order set by the teacher.

Corridors

- Walking calmly and quietly around the corridors.
- Greeting people politely.

Breaktime

- 'Freezing' when the bell rings, waiting for the class to be called, lining up and walking into school quietly.

Lunchtime

- 'Freezing' when the bell rings, listening to see if it is their class being called, lining up and walking into school quietly.
- In the dinner hall, walking, tucking chairs under, putting rubbish in the bin, not shouting.

Collective Worship

- Walking into the hall calmly and quietly.

Monitors and Prefects

- Moving around school sensibly, taking ownership of their roles and modelling this responsibility to other children.

Adjustments will be made to these key habits and routines for children with additional needs, where appropriate and reasonable, to ensure all children can meet behavioural expectations. These will be made proactively, by design where possible and may be temporary.

In supporting children with SEND, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support or a risk assessment to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the child concerned.

Illustrative examples of preventative measures include (but are not limited to):

- Planned responses, such as a child being supervised away from the classroom to regulate their emotions because of an identified sensory overload.
- Mental health education through PSHE, with regulation techniques such as 'Happy Breathing' to help children when they are emotionally and neurologically dysregulated.
- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long periods of time.
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding Autism Spectrum Disorders and related conditions.
- Providing 'separation spaces' and developing sensory/nurture spaces.
- Seeking support and advice from specialist teachers, Beacon Behaviour, an educational psychologist, medical practitioners and/or others to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it together on a regular basis.

Definitions of misbehaviour

Disruptive misbehaviour prevents the school from being safe, caring and purposeful and is defined as:

- Disruption in lessons.
- Disruption in corridors.
- Disruption during break and lunchtimes.
- Purposeful non-completion of classwork.
- Poor attitude shown towards work, others or the school environment.

Serious misbehaviour affects other people more significantly and is defined as:

- Repeated breaches of the school Behaviour and Relationships policy.
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, sexual jokes or taunting.
- Physical misbehaviour including fighting
- Online harassment
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

Bullying can:

- Be emotional
- Be physical
- Be unfriendly, excluding and tormenting
- Be online
- Include hitting, kicking, pushing, taking another person's belongings or any use of violence

Details of Quinton's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy** which outlines our effective anti-bullying strategy to prevent bullying, as far as is reasonably practicable.

Child-on-child Abuse

At Quinton, we are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that children whose behaviour falls below expectations will be sanctioned. We never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up.

All staff are clear about the importance of challenging all inappropriate language and behaviour between children and we refer to the **Respectful School Communities Toolkit** for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. We understand that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Following any report of child-on-child sexual violence or harassment offline or online, we will follow the general safeguarding principles set out in **Keeping Children Safe in Education** (**part 5** provides guidance and links to external support for schools to access appropriate support for children exhibiting sexually inappropriate and/or harmful sexual behaviour). The DSL/DDSL is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis. Where relevant, school consequences will take place whilst other investigations by the police and/or children's social care are ongoing if there is suspected criminal behaviour.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, this will be viewed as Serious Misbehaviour, and school leaders will consider whether any disciplinary action is appropriate for the individual who made it, in line with this policy. As with all safeguarding matters, the DSL/DDSL will be engaged and will make referrals into support services as appropriate.

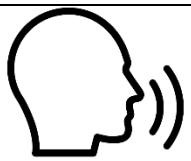
DSL (**Designated Safeguarding Lead**): Mr Miller – Headteacher
DDSL (**Deputy Designated Safeguarding Leads**)
Mrs Reka – Deputy Headteacher
Mrs Matthews – Office Manager
Miss Davis – Teacher and English Leader
Miss Hansard – Teacher and Maths Leader

Further information about our prevention of, and response to, any incidents of Child-on-Child Abuse can be found in:

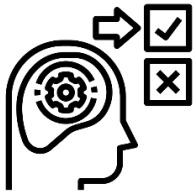
- **BDMAT Safeguarding Policy** (section 7.8, 7.9 and appendix 1.4)
- The PSHE (Personal, Social and Health Education) Curriculum
- Staff Safeguarding training

Quinton's Behaviour Systems

The consistent and fair implementation of these is central to an effective whole-school approach to behaviour and helps to create a predictable environment. Positive reinforcement and consequences are both important and necessary to support the whole-school culture. Staff use consistent and clear language when acknowledging positive behaviour and when addressing misbehaviour.

Positive reinforcement and rewards applied clearly and fairly when expectations are met to reinforce the routines and school's behaviour culture.	
	Visual recognition and non-verbal positive reinforcement of the child being: ✓ Ready ✓ Respectful ✓ Responsible
	Verbal public praise using Positive Framing For example, 'Good walking'
	House point(s) awarded and collected via Class Dojo
	**Individual rewards** • 3 children from each class with the most house points that week to receive a prize delivered by Head Boy and Head Girl on Friday afternoon. • Star of the Week certificate (academic or social) • Recognition Award for demonstrating school values • Pupil of the Month (children's vote) certificate Certificates displayed on classroom Recognition Boards, changed weekly **Praise Worship** Our opportunity for everyone to come together as a community to celebrate and reinforce Quinton's culture and ethos on Friday afternoons where certificates (including the above) are awarded.
	**Collective reward** Individual house points awarded throughout the week are counted each Friday to see which house has collected the most. The winning house is announced at the end of Praise Worship and the visual house points display in the hall is updated accordingly each week. Every half term, the House Point cup is awarded at the end of each half term. The coloured ribbon for that house is tied on the cup which is displayed in the entrance for the term.

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their **disruptive misbehaviour** or **serious misbehaviour**. Often this will involve the use of reasonable and proportionate consequences.

Consequences applied clearly and fairly when behaviour falls below expectations to reinforce the routines and school's behaviour culture.	
	Visual **recognition** and non-verbal recognition that the child is not being: ✓ Ready ✓ Respectful ✓ Responsible
	• A clear, verbal **reminder** of the expectations using Positive Framing. • A quiet encouragement for the child to **stop**, **think** and **make the right choice**. • A quiet conversation to suggest strategies to help the child with this. • Adjustments made to support the child if necessary/appropriate (for example, this could include the use of an additional adult or a temporary change of focus), or asking the child "Do you think you need to go to another class to work?"
	**Disruptive misbehaviour** If the misbehaviour continues and is disrupting learning or calmness for the child or others: • A consequence is issued and communicated to the child. • The consequence takes place as soon as possible. • The consequence is communicated to school leaders and parents/carers by the class teacher as soon as is practicable (but on that day, ideally face to face). • The misbehaviour and consequence are recorded on Arbor.
	**Serious misbehaviour** • A consequence (see page 18) is issued and communicated to the child. • Parents/carers are contacted by the HT/DHT as soon as possible. • In the event of a **serious incident** or serious class disruption, a 'red hand' (urgent message) will be sent to the office, and the Headteacher/Deputy Headteacher will respond with immediate support. • In the event of danger or significant impact on other children, the class will be removed while the individual child remains supervised. • The misbehaviour and consequence is recorded on Arbor.
	**Reflection time** • A restorative conversation takes place between the child and an adult. • A **Reflection Sheet** is completed by the child and a copy of this is sent home. • Staff consider further assessment of need (interventions, class report, individual behaviour support plan)

Each new day in school is a fresh start

Reflection time
This is time for a restorative conversation to reflect, repair and rebuild relationships. It helps to develop community and to manage conflict and tensions.

We know that a whole school approach to restorative practice can contribute to:
- ✓ Happier and safer schools
- ✓ Mutually respectful relationships
- ✓ More effective teaching and learning
- ✓ Reduced suspensions
- ✓ Raised attendance
- ✓ Addressing bullying behaviour
- ✓ Raising morale and self esteem
- ✓ Promoting a culture of inclusion and belonging
- ✓ Increasing emotional literacy

Reflection sheet
This covers key questions:
What happened?
What were you thinking about and feeling at the time?
Who else has been affected by what you did?
What could you have done differently?
What do you think needs to happen to make things right?

Restorative practice is not just about these questions, it is about a process that:
- Is fair.
- Allows free expression of emotions, without shame
- Offers high levels of support, whilst addressing inappropriate behaviour through high levels of challenge.
- Encourages acceptance of responsibility and the setting of clear boundaries.

At the heart of the above is that each new day in school is a fresh start.

Responding to misbehaviour

Misbehaviour will be predictably, promptly and assertively responded to in line with this policy. Staff will respond in a consistent, fair and proportionate manner so children know with certainty that misbehaviour will always be addressed.

Alternative arrangements for consequences can be considered on a case-by-case basis for any child where the school believes an alternative arrangement would be more effective, based on their knowledge of that child's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred. For example if a child:

- Has suffered bereavement
- Has experienced abuse/neglect
- Has mental health needs
- Has been subject to bullying
- Has needs, including SEND (including any not previously identified)
- Has been subject to criminal exploitation
- Is experiencing significant challenges at home

We consider the purpose of appropriate responses to misbehaviour as **deterrence**, **protection** or **improvement**.

Deterrence

Effective for a specific child or a general deterrent for all children at school

Protection

Keeping children safe is a legal duty of all staff and so a protective measure in response to inappropriate behaviour could be, for example, removing a child from a lesson immediately or after an assessment of risk.

Improvement

To support children to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the expectations. This may be via consequences, reflective conversations or targeted pastoral support.

Disruptive misbehaviour consequences

Disruptive misbehaviour consequences include:

- A missed playtime, in class with a teacher/TA (whilst still allowing time for the child to eat, drink, move and use the toilet). The amount of time missed should be appropriate to the child, based on the teacher's knowledge of the child.
- Loss of privileges – for instance the loss of a prized responsibility.
- A school-based community service, such as tidying a classroom.

Check-In Report – due to continuing/repeated disruptive misbehaviour

The decision for a child to move onto a Check-In Report will be in discussion with the Headteacher/Deputy Headteacher who will arrange for a meeting with parents/carers and the class teacher. The Check-In Report will be used to provide regular opportunities for a child to be supported in reflecting on their behaviour in each session in a week. This will stay in school, be shared with parents daily, and be sent home at the end of each week once a copy is made and stored in school. It will be reviewed at the end of a 2-week period. After this period, if further support is needed, an individual behaviour plan will be agreed.

Individual behaviour support plans

If it is identified that a child has particular behavioural needs and the class teacher, in conjunction with the SENCO thinks it is appropriate, an individualised behaviour system will be created and reviewed regularly.

Serious misbehaviour consequences

Serious misbehaviour consequences could include:

- Missed playtimes or lunchtimes (whilst still allowing time for the child to eat, drink, move and use the toilet).
- Restorative conversation and completion of a Reflection Sheet – see Appendix. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary: high challenge with high support.
- Loss of privileges – for instance the loss of a prized responsibility.
- A school-based community service, such as tidying a classroom.
- Removal from class, internal to the school
- Suspension or permanent exclusion (see below)

Part-time timetables

Part-time timetables are not used to manage a child's behaviour and will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the child will be expected to attend full-time education, either at school or alternative provision. There will be formal arrangements in place for regularly reviewing a part-time timetable with the child and parents/carers.

Suspected criminal behaviour

In cases when a member of staff or the Headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented with every effort made to preserve any relevant evidence.

Schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Response to a serious incident

- The priority is to ensure the safety of children and staff and to restore a calm environment.
- The child will be immediately removed from the area where the serious incident took place:
    - To maintain the safety of all children and to restore stability following an unreasonably high level of disruption.
    - To enable a child who is being disruptive to be taken to a place where education can be continued in a managed environment.
    - To allow the child to regain calm in a safe space.
- Following immediate removal, de-escalation techniques can be used to help prevent further behaviour issues arising and recurring (this can include pre-agreed scripts and phrases to help restore calm).

The use of reasonable force

- It is recommended that all school staff should read the **Restrictive interventions, including use of reasonable force, in schools guidance – April 2026.**
- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- The school will prioritise prevention, de-escalation and relational approaches. Restrictive interventions, including reasonable force, will only be used where lawful, proportionate, necessary and in the best interests of maintaining safety.
- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children (Education and Inspections Act 2006). Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonable suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules (The Education Act 1996).

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS/Arbor and reported to parents/carers.

Responsibilities of staff dealing with physically disruptive children
In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures
Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another remember of staff (using the **red hand** if required). Only staff who have received 'Team Teach' training will be involved with physical handling. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed, and that due consideration has been given to the safety of children and staff for the duration of the incident. Staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy. Staff members should also take care when using physical intervention to ensure that their hands are free of any implements which may cause injury to the child or staff member during an incident where physical intervention has been deemed necessary.

Recording of incidents when physical intervention has been used
After an incident which has necessitated the use of physical intervention, the Headteacher must be alerted, and a record must be made in both the schools 'Bound Book' and on CPOMS as soon as practicable. Contact must be made with the child's parents to inform them before they leave the premises.

Interventions

We use CPOMS electronic safeguarding management system and Arbor to ensure the Headteacher and Deputy Headteacher and wider pastoral staff are aware of any child persistently misbehaving, whose behaviour is not improving following low-level consequences, or whose behaviour reflects a sudden change from previous patterns of behaviour.
We collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

At Quinton, we adopt a range of initial intervention strategies to help children manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. We achieve this by:

- Teaching behavioural expectations.

- Helping children understand the reasons for behavioural expectations.
- Providing support for children who struggle to meet those expectations.
- Acknowledging that some children will need more support than others and providing this as proactively as possible.
- Delivering this support outside of the classroom, in small groups, or in one-to-one activities.

Example of behavioural interventions we adopt include:

- Frequent and open engagement with parents/carers.
- Regular check-ins with the Headteacher/Deputy Headteacher.
- Providing mentoring and coaching.
- Short term behaviour reporting or longer-term individual behaviour support plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- An assessment of whether appropriate provision is in place to support and of any SEND that a child may have. (The 'graduated response' will be used to assess, plan, deliver and then review the needs of the child and the impact of the support being provided.
- If the child has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues as appropriate and an emergency review of the plan if needed.
- If we have serious concerns about a child's behaviour, we may consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the child's educational needs is required.

Suspension (exclusion for a fixed period) and Permanent exclusion

At Quinton, we believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. This is to ensure that other children and teaching staff can work in safety and are respected.

Our Behaviour and Relationships policy aims to create an environment where school exclusions are not necessary because children's behaviour does not require it. For the vast majority of children, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour, however permanent exclusions are sometimes necessary as a **last resort** to maintain this environment. The Headteacher can use suspension and permanent exclusion in response to:

- **serious incidents** or
- in response to **persistent poor behaviour** which has not improved following in-school consequences, strategies, practices and interventions.

A child's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

Any decision of the Headteacher, including suspension or permanent exclusion, must be in line with the principles of administrative law ensuring it is:

- **Lawful** (with respect to legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties)
- **Reasonable**
- **Fair**
- **Proportionate**

Duties under the Equality Act 2010 will be complied with when deciding whether to exclude a child and we will ensure that any provision, criterion or practice does not discriminate against children by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a child with a disability that can manifest itself in breaches of school behaviour expectations if needs are not met, a decision to exclude may be discriminatory. The LAB must also comply with their statutory duties in relation to children with SEND when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for children with SEND and having regard to the Special Educational Needs and Disability (SEND) Code of Practice.

Where a child has an EHC plan, we will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEND but without an EHC Plan we will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a child
- Physical assault against an adult

- Verbal abuse or threatening behaviour against a child
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited in this policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Where practical, all those with parental responsibility should be involved in the suspension and permanent exclusion process. The Headteacher will also take the child's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. Each disciplinary suspension and permanent exclusion will be confirmed to the parents/carers in writing with notice of the reasons for the suspension or permanent exclusion and will be formally recorded in school.

Suspensions

A suspension, where a child is temporarily removed from the classroom or the school, is an essential behaviour management tool. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A 'fixed period' means that a suspension on disciplinary grounds can't be open ended but must have a defined end date that is fixed at the time when the suspension is first imposed. The school will monitor the maximum 45 days permitted in a school year out of school due to exclusion and adopts a clear reintegration process for children whose suspensions have ended.

Removal from the classroom, internal to the school

- This is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. (This is different to when a child is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this). The use of removal allows for a continuation of the child's education in a supervised setting. This may differ to the mainstream education but should still be meaningful for the child.
- This should be considered a serious consequence and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the consequence is proportionate and consider whether there are any special considerations relevant to its imposition.
- Quinton uses temporary removal from the classroom (internal suspension) as a response to serious misbehaviour. The Headteacher maintains overall strategic oversight of the school's arrangements for any such removals and ensures the reasons that have led to a child being removed are transparent and known to staff and the child.
- The time spent removed from the classroom depends on the nature of the serious misbehaviour and the context of the child. Children should not be removed from

classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

- The removal location will be in an appropriate area of the school, stocked with appropriate resources, and a suitable place to learn and refocus whilst supervised by members of staff trained in this policy and with the interpersonal skills necessary to manage children with a variety of challenging behaviours and contexts.
- A clear process will be designed for the reintegration of any child in removal back into the classroom when appropriate and safe to do so.

Reintegration Strategy

We will always consider a range of measures to enable the child's successful reintegration. During a reintegration meeting, staff will communicate to the child that they are valued, and that their previous behaviour should not be seen as an obstacle to future success. Successful reintegration combined with restorative practice:

- Offers the child a fresh start.
- Helps them understand the effect of their behaviour on themselves and others.
- Teaches them how to meet the high expectations of behaviour in line with the school culture.
- Fosters a renewed sense of belonging within the school community.
- Builds engagement with learning.

Monitoring suspensions

- The school will collect, monitor and analyse removal data internally in order to:
    - Interrogate repeat patterns and the effectiveness of the use of removal.
    - Consider whether frequently removed children may benefit from additional and alternative approaches.
    - Consider whether teachers may require more support.
    - Identify patterns regarding protected characteristics.
- If a child has a social worker, including if they have a Child in Need plan, a Child Protection Plan or are looked-after, their social worker must be notified. If the child is looked-after, their Personal Education Plan will be appropriately reviewed and amended, and their Virtual School Headteacher will be notified.

Alternative provision (AP)

The very best AP can be important in managing behaviour and providing alternatives to exclusion. This could include outreach support for children in mainstream schools and offering short term places to children who need a time-limited intervention away from their mainstream school. We work with high quality alternative provision providers to ensure a continuum of support is available for children for whom good behaviour cultures and policies are not working.

Managed moves

A managed move to another school is a permanent measure that is sometimes used as a preventative measure to exclusion. It is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school and should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where

relevant, multi-agency support, or that any statutory assessments were done / explored prior to a managed move.

Permanent exclusion

A permanent exclusion is when a child is no longer allowed to attend a school (unless the child is reinstated). The decision to exclude a child permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the child to remain in school would seriously harm the education or welfare of the child or others such as staff or children in the school.

Further information can be found in:

- The school's **Suspension and Permanent Exclusion Policy**
- **DFE guidance Suspension and Permanent exclusion from maintained schools, academies and child referral units in England**

Behaviour outside of school premises

Misbehaviour outside of the school premises will be sanctioned to such an extent as is reasonable. Non-criminal misbehaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be viewed as Serious misbehaviour.

This will include conduct outside the school premises, including online conduct:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a child at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another child.
- That could adversely affect the reputation of the school.

The decision to sanction a child is lawful if it is made on the school premises or elsewhere at a time when the child is under the control or charge of a member of staff of the school.

Online misbehaviour

Many online behaviour incidents occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will sanction children when their behaviour online:

- Poses a threat or causes harm to another child.
- Could have repercussions for the orderly running of the school.
- When the child is identifiable as a member of the school.
- If the behaviour could adversely affect the reputation of the school.

Supporting children following any consequence

We will implement a range of strategies to help all children to understand how to improve their behaviour and meet the expectations of the school. These include:

- A targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person and / or the completion of a Reflection sheet.
- A telephone call with parents/carers (and the Virtual School Head for looked after children).
- Further inquiries with staff into the child's overall conduct.
- Further inquiries into circumstances outside of school, including at home, conducted by the DSL/DDSL.
- Consideration that the support for behaviour management being provided remains appropriate.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child needs help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case we will follow our **Child Protection and Safeguarding Policy.**

Consideration will be given to whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alignment with other school policies

The Behaviour and Relationships Policy is closely aligned with these other key policy documents:

- Anti-Bullying Policy
- Safeguarding Policy
- Keeping Children Safe in Education
- Online safety Policy
- RSE Policy
- Special Educational Needs and Disabilities Policy
- Suspension and Permanent Exclusion Policy

Communicating the Behaviour and Relationships policy

Children

All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Every child will be made aware of Quinton's behaviour standards, expectations, the support and teaching they will receive to help them with this, and the consequence processes should they not follow these.

Parents/Carers and wider school community

Communicating the policy to all members of the school community is an important way of building and maintaining the school's culture and helps to make behaviour expectations transparent to all children, parents/carers and staff members. It provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable.

The Behaviour and Relationships policy will be published on the school website. A hard copy can be made available on request.

Review, Evaluation, Improvement and Implementation of the Behaviour and Relationships Policy

Quinton school leaders will welcome and involve support in monitoring and reviewing the policy from:

- Governing members of the LAB.
- The school's Educational Psychologist.
- Beacon Behaviour support.
- Children and parents/carers who will be asked about their experience of behaviour and feedback on the school's behaviour culture.

Appendices

Reflection Sheet		
Name	Class	Date
What did you do?	Were you... (circle) Being **kind**? Yes No Not sure Being **fair**? Yes No Not sure	
What were you thinking about at the time and how were you feeling?	Who else has been affected by what you did?	
What could you have done differently?	What do you think needs to happen to make things right?	
Staff comments:		
Consequence:		
Child's name:	Adult's signature	