

POLICY



POSITIVE BEHAVIOUR MANAGEMENT POLICY

For Primary Schools within Quest

Hindley Green Community Primary School
St. Peter's C. of E. Primary School, Hindley
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram

September 2024
Review September 2026

Quest Primary Schools – Relationships and Behaviour Policy

Introduction and Rationale

"When the adults change, everything changes. You are the constant. If you can remain consistent and calm, even when the behaviour of others is challenging, you will change the climate of your school,"
Paul Dix

At Quest primary schools, we aim to create an environment where every member of our community feels safe, respected and able to engage fully with learning. Our Trust values of **professional, loyal, respect, responsibility, kindness** and **compassion** and school (Christian) values, inform our policies and practice to provide a calm nurturing space for our children to flourish personally and academically.

Every member of our school community is expected to maintain the highest standards of personal conduct and accept responsibility for their behaviour. We encourage all to embody our school and Trust values.

At Quest Trust, we recognise that our learners will all be at different stages of their understanding of acceptable social behaviour; It is our duty to model and expect positive behaviour with absolute consistency allowing children to learn and develop their social and behavioural skills to develop into caring responsible members of society.

This policy outlines the philosophy, purpose, nature, organisation and management of people behaviour and relationships. It is focused on building positive relationships between all members of our community through clear consistent and high expectations, supported by clear processes for dealing with inappropriate behaviour.

It is the responsibility of every member of our school community to apply this relationship and behaviour policy with equity, fairness and consistency

Behaviour is Communication

We believe that behaviour is part of communication and as such, the common understanding of our trauma informed approach is that:

- Behaviour can change and every child can be successful
- positive targeted praise is more likely to change behaviour than blaming shaming and punishing
- recognising and reinforcing positive behaviour helps develop a child's positive self-image
- understanding the needs and individual circumstances of each child will help us to act in the moment in the best interests of each child
- the careful use of reward recognition celebration helps to further improve children's self-image
the careful use of restorative techniques will help children to develop an understanding of the impact of their behaviour

We recognise and understand that behaviour is driven by our emotional state which is influenced by our individual experiences in particular from early childhood. Adverse Childhood Experiences (ACEs), trauma and attachment can also affect our well-being health and how we view and interact with the world.

Aim

Through this policy we aim to:

- Ensure calm, consistent approaches are applied to managing behaviour
- Provide agreed language to ensure that all adults and children are clear about expectations and sanctions
- Ensure that agreed boundaries for acceptable behaviour are understood by all members of our school community
- Promote children's self-esteem by implementing a consistent system of reward, recognition and praise
- Ensure all children are polite, happy and considerate of others' feelings and property
- Encourage and enable children to self-regulate where possible

To achieve this, Quest Trust primary schools will use this policy, the Jigsaw PSHE curriculum, our wider taught curriculum, collective worship/assemblies, positive play and other learning experiences to:

- Explicitly and implicitly teach social skills, emotional literacy and strategies for self-regulation
- Agree boundaries of acceptable behaviour and regularly discuss and remind children of these
- Promote equal opportunities and instil a positive attitude toward differences
- Encourage, through teaching and the use of restorative strategies, children's understanding of the impact of their words and actions on themselves and others

Positive Behaviour for Learning

Our three school rules are:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Our Relentless Routines:

Legendary Line Up	Wonderful Walking	Calm Corridors	Tremendous Transitions
Straight line Quiet Facing Forwards	Silent Hands by side Facing forward	Right place, right time Quiet Wonderful walking	Stand behind chairs Silent Legendary Lining Up

At Quest Primary Schools, we recognise the importance of consistency, relentless routines and clear high expectations on behaviour. The three school rules above have been devised to give children, staff and parents clarity of our behaviour expectations. They will be displayed and taught explicitly in every classroom.

Relationships are at the heart of positive behaviour management and as such, we believe that children should be recognised, praised and rewarded in public and reminded of expectations in private. Positive behaviour should be recognised and commented on sincerely, rather than just being rewarded.

We also understand that for some children, at certain times, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Zones of Regulation

We encourage children to self-regulate and use the [Zones of Regulation](#) to help manage their emotions. This is a common language for describing feelings and emotions. Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour.

This approach helps children to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help children regulate their emotions and understand their feelings. Children are encouraged to identify when they are in each zone and use the taught strategies to help them move to a more regulated state.

Agreed adult behaviours

All adults at Quest Trust Primary Schools understand that it is impossible for us to 'control' children's behaviour; the only aspect of behaviour we can control absolutely is our own. Through applying a number of agreed practices, we believe that we have the best chance to enhance positive behaviours and improve negative behaviour patterns.

These are:

- Meet and greet children at the start of the day
- Calm, consistent adult behaviour
- Repeated routines
- The use of scripted interventions for challenging situations
- Restorative conversations to follow-up negative behaviour

Roles and Responsibilities

***'The culture is set by the way the adults behave.'* Paul Dix, 2017**

All adults in the school are responsible for the consistent reinforcement of the Relationships & Behaviour Policy. Senior leaders, Governors and Trustees are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's policy by reinforcing key messages at home, helping children to understand school expectations and providing a positive role model.

Language

The language used is vital to get right. We only use these terms:

- Difficult/dangerous/unsocial or anti-social behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention needing not attention seeking
- A child has additional needs

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

- Thank you for... showing kindness to Tom and helping when he needed a friend.
- I noticed... Sally showing respect by looking this way with her lips closed when I asked children to stop and Listen.
- Fantastic effort for...persevering with that tricky part of your learning when it would have been easier to give up.
- I'm proud of you...for being honest about hurting Phil and then apologising for making the wrong choice.
- I liked the way...you put up your hand when you were ready to speak.

All Staff will:

- Redirect students by referring to **'Be Ready, Be Respectful, Be Safe'**
- Focus on effort, not achievement
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are displaying negative behaviour choices or those that are going above and beyond
- Deliberately and persistently catch students doing the right thing and praise them in front of others, where appropriate for that child
- Strive to develop positive relationships with all students and the whole school community
- Relentlessly work to build mutual respect and demonstrate and model unconditional care and compassion

Recognition and Rewards

Positive behaviour is primarily recognised through class recognition boards and positive praise – the intention of this is to make praise about positive relationships, rather than transactional in nature. The recognition board in each class is designed to recognise the power of the group and this is at the core of this practice. Adults must notice and recognise positive behaviour. Children should also be recognised for behaviour that is 'above and beyond' the norm – adult recognition and discussion of this behaviour will make clear that high expectations are in place, encouraging all children to rise to these expectations, not just to accept the mediocre.

Consistent positive behaviour that is above and beyond the norm, or single acts of exceptional kindness, respect or compassion should be recognised, named as 'above and beyond' through gold and silver cards on the recognition board.

Positive praise and reinforcement

Positive praise and reinforcement is across every classroom; we catch the children getting it right. Praise may be given publicly and privately through:

- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Phone call home/at the classroom door
- See another member of staff/class
- Personalised compliments

If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation, shame or giving too much 'airtime' to anti-social behaviours.

Consequences and Sanctions

We recognise that children will not always make positive behaviour choices and as such, consequences are not viewed as punishments. In school, both children and adults understand that the consequence issued for inappropriate behaviour:

- helps them understand what it was that was unacceptable
- allows the child to reflect on the behaviour
- helps them understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the child to repair the issue
- allows the child to resolve the situation with a teacher or other child, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Consequences and sanctions should not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child.

This section outlines the agreed steps adults will follow to manage negative behaviour choices in school. It includes a clear progression of actions, scripts to support staff with positive, assertive behaviour management and clear sanctions. All staff should:

- Use a calm, measured and flexible approach
- Be clear and reasonable
- Talk privately
- Refer to the child by name
- Lower themselves to the child's level
- Make eye contact
- Allow take up time for instructions to be followed
- Not engage with secondary behaviours
- Avoid power play
- Listen with empathy
- Acknowledge their own feelings and ask for support if they are not able to maintain a calm, measured approach.

The **Behaviour Pathway** for dealing with negative behaviour choices are:

1. Redirection

Gentle reminder/encouragement/non verbal cue

2. Reminder

Clear reminder of the rule that is being broken and the three steps that will follow.
Should be delivered as privately as possible – a quiet word, not overheard by others.

3. Caution

Deliver in private where possible – make the child aware of negative choices and clearly outline consequences – e.g.: having time out/completing missed work at home. Micro-script 'Think carefully about your next choice.'

4. Last chance

This includes a 2-minute sanction during the next break time. Speak to the child in private, give them a final opportunity to engage. Offer a positive choice and remind of previous positive behaviour choices. 2-minute sanction is maintained when a child reaches this step – it cannot be part of a future negotiation or behaviour and cannot be removed or substituted.

5. Time away

If the child has not engaged after the last chance conversation, they must complete either a 5-minute time-out in a paired classroom – this is to allow cool down time and to consider their behaviour OR 5 minute sanction at the next break time. This is recorded on Bromcom as 'Time Away' on Bromcom

6. Repair

This should be a quick conversation or more formal meeting (see the restorative practice below).

Restorative Practice

We understand that each child will need time to reflect, repair, restore and it is important that after an incident there is time for this. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. It is imperative that the member of staff who initially dealt with negative behaviour carries out the restorative conversation (supported by a member of SLT, if appropriate). This will help to ensure continuing positive relationships, but also teach the child to reflect on their behaviour choices. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the situation with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time

Persistent Negative Behaviour

Repeated negative behaviour (more than one time away or restorative conversation in any day) results in parents being notified, either through phone or a face to face conversation. A Class Dojo message will be sent if parents cannot be contacted on the day. **This behaviour is recorded on Bromcom.**

If the behaviour remains persistent and does not improve (for example repeated time away in one week), the *serious consequence* process below may be used.

As a school, we recognise that behaviour can be a way of communicating emotions. Where children persistently find self-regulation challenging, an individual Behaviour Support Plan will be devised by the class teacher, in conversation with the child, parents/carers, SENDCo teacher, SLT and any other relevant adults.

Serious Consequence Behaviour Incidents:

A **serious consequence** will be used to address the most serious forms of negative behaviour; these include:

- Violence towards a child or member of staff (physical contact with the intention to cause harm)
- Defiance/rudeness towards any adult (refusal to follow instructions)
- Bullying, taunting and teasing behaviour (bullying is persistent, intentional and planned)
- Stealing
- Spitting
- Swearing
- Repeated and persistent negative behaviour, resulting in repeated time away throughout the day
- Other serious acts of negative behaviour, which may not be listed above.

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction, which will be decided by the adults involved/pastoral coordinator/SLT. **Serious consequence** will always result in either a phone or face-to-face conversation at the end of the school day. This may be conducted by the class teacher, a member of SLT, the Headteacher or a combination of the above.

All serious consequence incidents must be recorded on Bromcom.

Children with additional needs

Where a child has additional needs, which are recognised as part of our Special Educational Needs register or has behavioural needs as a result of a disability or medical condition, the procedure for managing behaviour may differ from the details within this Relationships and Behaviour Policy. The adapted or alternate procedure will be created in discussion with the child, parents/carers and other appropriate professionals and outlined in the child's Positive Behaviour Support Plan.

Suspension and Exclusion

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

Quest Trust schools do not believe that exclusion is the most effective way to support children in developing and improving their behaviour and we will always try to adapt and modify provision for all of our children to attempt to ensure they are able to access a successful education.

In exceptional circumstances, it may be necessary to exclude a child, either for a fixed term, or permanently. These options will always be considered very carefully and will not be used until other avenues have been exhausted, or in the cases of extreme negative behaviour. Permanent exclusion will always be a last resort and in all circumstances, what is best for the child will be at the heart of any decision that is taken.

Physical Intervention

Reasonable force involves a degree of physical contact between a member of staff and a child. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their ACEs and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep other members of the school community safe or to prevent a child:

- causing disorder
- hurting themselves or others
- damaging property

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those effected using restorative conversations, solution circles and suitable reparation.

Incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event. *Please see the school separate Physical Restraint Policy for information.*

Searching and Confiscation of Property

Any prohibited items found in a child's possession on the school site are confiscated. These items are not returned to the child.

The list of prohibited items include:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that we reasonably suspect has been, or is likely to be, used to commit an offence, or injury a person or damage property.

We may also search a child or their possessions, for any of these prohibited items, if we believe they may have brought them onto the school site. We may confiscate any item which is harmful or detrimental to school discipline.

These items are returned to the child, following a discussion with senior leaders and parents, if appropriate. The searching and/or screening of a child is conducted in line with the latest version of the *DfE's guidance Searching, screening and confiscation at school*.

Misbehaviour Beyond The School Gate

We expect all our children to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration to how we respond to potential incidents of this.

If misbehaviour occurs when a child is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. We, where possible, facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the child is travelling to or from school, or when wearing a school uniform or is in some other way identifiable as a member of our school, they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school, and/or pose a threat to another pupil or member of the public, and/or adversely affect our reputation is investigated and resolved. In these circumstances, the child's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

The Role Of The Parent/Carer In Encouraging Positive Behaviour

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

At Quest primary schools, parents are encouraged to take an active role in all parts of their children's education, including encouraging positive behaviour. We would encourage parents to do so by:

- Ensuring that children attend school regularly, arriving on time, alert, rested and prepared for learning and are collected promptly at the end of the day.
- Understand and support the School in our behaviour expectations and practices as much as possible.
- Support the work of the School as staff seek to support children and their families.

School staff will always aim to contact parents as soon as possible where there are concerns about significant negative behaviour choices. Staff will not routinely contact parents about minor transgressions.

Policy last reviewed: September 2024
Signed (Chair of Trustees):

Approved by the Governing Body on:
Signed (CEO)

Quest Primary Schools Behaviour and Relationships Blueprint

“The behaviour of the adult lies at the heart of it all” Paul Dix

The school rules	Consistent Adult Behaviours	Positive Behaviour Recognitions
Be Ready Be Respectful Be Safe	Consistent, calm, adult behaviour Repeated Routines Scripting interactions Restorative follow up	<ul style="list-style-type: none"> • Sincere, praise and feedback • Message/phone call home • Recognition boards • Certificates

Positive behaviour choices should be recognised, praised and rewarded in public and children reminded of behaviour expectations in private.

Expectations of Staff and Adults in School

Consistent adult behaviour will lead to children consistently conforming to our expectations.

Staff	Responsibilities
All Adults	<ul style="list-style-type: none"> • Greet children • Refer to ‘Ready, Respectful, Safe’ and relentless routines. • Model positive behaviours and build relationships. • Be calm and give ‘take up time’ when going through the steps of the Behaviour Pathway • Follow up every time, retain ownership and engage in reflective dialogue with learners • Never ignore or walk past learners who are behaving inappropriately
Teacher and Teaching Assistant	<ul style="list-style-type: none"> • Meet and greet at the door first thing in the morning and as children transition to the classroom for learning. • Plan to meet individual needs of children – know what the key documents say for each child (IBP, IEP, SEMH, EHCP, “What works for...”) • Create positive relationships with students • Monitor attendance, lateness • Notice and correct uniform for every lesson • Notice and ensure correct PE kit in school for every PE lesson • Teachers to ensure positive communication with parents and inform them the same day in accordance with the Behaviour Pathway. Meet with parents in private – e.g. the classroom. • Apply policies consistently – teaching and learning, safeguarding, behaviour • Attend additional parental meetings with pastoral/SEND when invited
Pastoral Coordinator	<ul style="list-style-type: none"> • Meet and Greet at the start and end of the school day • Daily learning walks – conversations with groups of children or with individual children • Run weekly pastoral meetings with Assistant Headteacher • Respond to urgent incidents during the day • Plan, organise and run pastoral group interventions, for example, social skills, mentoring, well-being etc. • Monitor behaviour incidents recorded and report back to SLT

<p>Senior Leaders</p>	<ul style="list-style-type: none"> • Make agreed attendance phone calls/messages • Senior leaders are there to stand alongside, guide, model and support colleagues to show a unified consistency to the learners • Senior leaders are not expected to deal with behaviour referrals in isolation • Take time to welcome learners at the start of the day • Be a visible presence around the site and especially at transition times • Celebrate staff, leaders and learners whose effort goes above and beyond expectations and hold those to account who do not show consistency in expectations • Assistant headteachers ensure that weekly pastoral meetings include sections on behaviour – share weekly data, identify trends and take action • Assistant Headteachers to support supply teacher by ensuring work is clear and available – ensure reasonable adjustments (paper etc). Ensure they have a copy of the Behaviour Pathway • Support staff in communication with parents – phone calls, meetings, Dojo message • Regularly share good Use behaviour data to target and assess school wide behaviour policy and practice • Regularly review provision for learners who fall beyond the range of written policies • Headteacher/Head of School to write and amend behaviour policy at least annually
<p>Behaviour Pathway (In Private)</p>	<p>Micro- scripts</p>
<p>Redirection - gentle reminder /encouragement/ non verbal cue</p> <p>Reminder of Rule-repeat as Necessary</p> <p>Caution-"Think carefully about your next step."</p> <p>Last Chance-use micro-script, and a 2-minute sanction at next break/lunch.</p> <p>Time Away-in class, or in partner classroom. Maximum 5 minutes (at breaktime if more impactful). Recorded on Bromcom and parents informed.</p> <p>Restorative conversation-5 minutes with key adult.</p>	<p>Reminder/Caution 30 second scripts</p> <ul style="list-style-type: none"> • "I noticed you are ..." (having trouble getting started/struggling to get going/wandering around the classroom. Describe the inappropriate behaviour. • "It was the rule about ... "(lining up/staying on task/sitting in your seat that you broke. Identify the rule that has been broken. • "You have chosen to ..." (move to the back/catch up with your work at lunchtime/speak to me after class. Give the child a consequence. • "Do you remember last week when ..." (you showed how well you could listen/helped me tidy up/got that note sent home? Refer to previous good behaviour. • "That is who I need to see today." Reinforce the good behaviour. " • "Thank you for listening." Then walk away and give the child some take-up time. <p>Last chance 2-minute intervention script – asking the children to step out (not leave the class). Start the supportive conversation in the context of getting back to learning.</p> <ul style="list-style-type: none"> • 'I was wondering what was up' • 'I noticed you were struggling to keep our rules' • 'Safe is one of our rules, so you need to.... • 'What do you need right now to help you with your learning?' • 'How can I help now?' • 'Let's walk and talk' • I have heard what you have said, now you must...

	<p>Preventing escalation</p> <p>Limited Choice:</p> <ul style="list-style-type: none"> • Name of child]... put the pencil in the pot or on the table • [Name of child]... sit on the chair or on the floor • [Name of child]... work at that table or that table <p>Disempowering the behaviour:</p> <ul style="list-style-type: none"> • You can listen from there • Come and find me when you come back • Come back into the room when you are ready
<p>Serious Consequence Physical violence, swearing, racism bullying, homophobia (see full list in policy)</p> <p>Inclusion of pastoral coordinator/SLT during restorative conversation. Teacher to make phone call or face to face conversation with parents at the end of day. Recorded on Bromcom.</p>	<p>De-escalation Script</p> <p>Talk and I will listen Come with me and...</p> <p>Different children need varying lengths of cool down times.</p> <p>Restorative Conversation</p> <p>To be used to frame restorative conversations – questions 3 & 4 must be used with all children. Some questions may be omitted for younger learners or learners with additional needs.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking or feeling? 3. Who has been affected? 4. What needs to happen to put it right? 5. How do you feel now? <p>Child prompts: Next time I could I need ...</p>