

November 2025

Next Review Date: November 2026

Owner/Reviewer: Director of Inclusion & Vulnerabilities

## **Relationship & Behaviour Policy**

For QUEST Schools

Hindley Green Community Primary School

St. Peter's C. of E. Primary School

St. John's C. of E. Primary School Abram

St. John's C. of E. Primary School Hindley Green

University Collegiate School Bolton



## Purpose & Rationale

QUEST 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.

***"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***

We want to instil learning habits in our children that underpin our mission to support our children and young people **from Early Years to Employment**.

For our secondary and sixth form settings, we are driven by being destination focussed, work ready and engaged with employers which is integral to our modern University Technical College (UTC) approach.

This policy has been written in consultation with staff, parents and students:

**It is the responsibility of every member of our school community to apply this Relationship and Behaviour Policy with equity, fairness and consistency.**

In our schools, the importance of every individual is equal, and as such we value all members of our school community. Mutual respect is a vital factor in this approach and the modelling of this with all individuals encountered is the driving force behind the positive relationships and behaviour management within school.

We believe that behaviour is part of communication and as such, the common understanding of our trauma informed approach is we recognise and understand that behaviour is driven by our emotional state. This can be influenced by our individual experiences, in particular from early childhood. Adverse Childhood Experiences (ACEs), trauma and attachment can also affect our wellbeing, well-being health and how we view and interact with the world.

We aim to:

- Encourage all members of the school community to live by the community ethos in our school and promote excellent standards of conduct at all times.
- Engage parents in supporting the schools to meet their child's behavioural needs.
- Ensure calm, consistent approaches are applied to promote positive relationships.
- Provide a structure to address and reduce potential difficulties that may be faced in meeting these standards.
- Use agreed language to ensure that expectations and consequences are clear.
- 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 positive recognition and praise.
- Support and encourages consideration and acceptance of others, regardless of circumstance or background, in line with Trust and British Values.
- Use and teach restorative strategies that encourages an understanding of the impact of words and actions on self and others.

## Positive Behaviour for Learning in our schools

### Primary

Our school rules are:

**Be Ready**

**Be Respectful**

**Be Safe**

These are underpinned by our trust and individual school faith-based values.

### Secondary

Our school rules and values are:

**Professional**

**Responsible**

**Loyal**

***'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 pupils to understand school expectations and providing a positive role model.

### **Family-School Partnership**

By choosing a QUEST school, we trust that parents share our commitment to upholding the school's vision, values, standards and expectations. Parents/carers play an integral part in supporting our culture of excellent behaviour.

A family-school agreement sets out our shared expectations and is provided to parents when their child/student joins us. We expect all families to support our school and its community, to help create a safe, respectful and positive environment for every pupil.

These include:

Supporting the school at strategic points in their child's development and engaging with professional agencies, when requested.

- Upholding the agreed behaviour management techniques at home to provide consistency for their child.
- Ensuring that children attend school regularly, arriving on time, rested and prepared for learning
- In primary, children to be collected promptly by parents at the end of the day.
- Supporting the work of the school as staff seek to support children and their families
- By accepting a place at a QUEST school, the parent/carer of each child implicitly agrees to play their vital part in upholding the schools' agreed policy on high standards and behaviour. This will be demonstrated explicitly by supporting our Home/School Contract and by upholding the parental behaviour policy.

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

### **Whole School Expectations**

The following school cultural expectations have been agreed by staff, students and parents/carers as appropriate expectations of pupils attending our schools:

- 1. Every student has the right to learn.**
- 2. Teachers have the right to teach.**
- 3. Every student has the right to feel safe at school**

This means all aspects of school life including in lessons, transitions between lessons and classes, social times, assemblies, and when taking part in off-site activities, trips and visits and travelling to and from school.

### **Positive Behaviour Recognition**

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 wherever possible. Positive behaviour should be recognised and commented upon sincerely through praise and recognition.

We want to ensure that our pupils can feel and enjoy success through being rewarded for their efforts in a variety of ways. Each school defines their own positive recognition. This can be through positive behaviour points awarded by members of staff as well as recognition boards and special awards.

### **Consequences and Interventions**

We recognise that children will not always make positive behaviour choices and may fall below the school expectations. Where misbehaviour and unacceptable conduct occurs, consequences and staged interventions are implemented. **These are not viewed as punishments; these are actions our schools take to support each child to improve their behaviour.** Our schools use a restorative approach and consequences are used to:

- Create an understanding of unacceptable behaviour and communication.
- Give time for reflection on the event.
- Help and support understanding of actions and emotions.
- Identify next steps, to repair the issue and move on.
- Keeps others safe if the behaviour and communication has been disruptive, dangerous or unsafe.

Consequences and staged interventions are defined by each school and setting and are proactively and applied fairly to support children and students.

These are but not limited to:

- Redirection/Reminders,
- Restorative conversations,
- Report cards,
- Time away from class/lessons to reflect and reset,
- Loss of privileges,
- Directed time with pastoral staff,
- Referral to specialist services,
- Detentions (breaktime, lunchtime, after school).

Our primary schools will inform parents where higher level consequences and interventions have been implemented.

Our secondary and sixth form settings do not have a legal requirement to inform parents with regards to after-school consequences. However, we will always endeavour to ensure prompt communication home via email or a phone call, wherever possible.

### **Partner school inclusion (secondary only)**

Following a serious incident or a pattern of persistent disruptive behaviour, a student may be placed in the inclusion unit of another school to serve their consequence. This can be for a range of days. Students who are placed in another school are expected to turn up to the named school in full UCS uniform and complete their work to the best of their ability.

### **Off Site Direction (secondary only)**

Off-site direction is a formal intervention used when targeted support has been unsuccessful and attending another education setting could improve their behaviour. An off-site direction is arranged on a short-term, time-limited basis.

### ***Legal basis:***

*Under Section 29A of the Education Act 2002, a maintained school or academy may direct a pupil to attend another education setting to improve behaviour. This does not require parental consent but must be clearly communicated and recorded.*

### **Suspension and Exclusion**

In the most serious cases, fixed term suspensions or a permanent exclusion are deemed necessary and the power to suspend lies with the Headteacher/Head of School. 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 schools do not believe that suspension and exclusion are the most effective way to support children in developing and improving their behaviour. We will always seek to adapt and modify provision to give pupils the best opportunity to enable them to access a successful education. For further information, please refer to the Suspensions and Exclusions Policy on QUEST website.

### **Children with SEND**

All schools within QUEST recognise that a pupil's behaviour may be impacted by a special educational need, disability, or medical need.

When incidents of unacceptable conduct arise, we will consider them in relation to a pupil's presenting need whilst acknowledging that not every incident of misbehaviour will be connected to their SEND. All QUEST schools balance their legal duties when making decisions about enforcing the policy. Decisions will be made on a case-by-case basis for pupils with SEND and as such, the process and outcome may differ from the details within this policy. An adapted or alternate process may be created in discussion with the pupil, parents/carers and other appropriate professionals.

### **Physical Intervention and Use of Reasonable Force**

There are certain circumstances when it is appropriate for school staff to use reasonable force to safeguard pupils. This aspect is outlined in the DfE guidance *Use of Reasonable Force in Schools*. Reasonable and proportionate 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 and proportionate means using no more force than is necessary and for no longer than is necessary. It can be used to prevent pupils from hurting themselves or others, damaging property, refusal to leave spaces when causing disruption and distress. When considering using reasonable force, our staff will always recognise any specific vulnerabilities of the students, including SEND, mental health needs or medical conditions and make necessary reasonable adjustments.

Professional judgement is always applied and the decision to intervene is always dependent on the individual circumstances.

Please refer to the Physical Intervention Policy.

### **Searching, Screening and Confiscation**

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

The list of prohibited items include:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- 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.

The Headteacher/Head of School is responsible for ensuring searches are carried out in line with DfE Guidance and staff who are authorised to conduct searches will have annual training to ensure all searches are carried out safely and lawfully.

### **Drug and alcohol abuse**

No young person should bring any drug, legal or illegal, including alcohol or vapes onto the school premises. If a child needs medication during the school day, the parent/carer should notify the school and complete the relevant consent paperwork from the school office. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

Schools will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any young person involved will always be notified. There are serious consequences for anyone who brings substances (legal or illegal) into school. This may include suspension and/or permanent exclusion, dependent on the severity. Any drug / alcohol/ vape found will be confiscated and/or destroyed. The police and/or social services may be informed.

If any young person is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that young person to be collected from school.

If anyone is found to have brought illegal substances into school and is found to be distributing these to others, they will be permanently excluded from the school. Other agencies will be informed, for example: social services, the police.

## **Conduct beyond the school gate**

### **'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable'**

*DFE Behaviour in Schools Guidance, Sep 22*

A pupil may be subject to the Relationship and Behaviour Policy outside the school grounds or outside the school day. This will occur when behaviour outside the school grounds is unacceptable and has the potential to bring the school into disrepute. This includes when students are:

- Taking part in any school organised activity or visit.
- Travelling to or from school.
- Wearing any part of the school uniform or in any other way identifiable as a member of the school community.
- Displaying inappropriate behaviour at any time, whether or not the conditions above apply, that could have repercussions for the reputation of the school or pose a threat to another member of the school community or a member of the public.

Although this policy is reviewed annually, it is closely monitored and subject to review in line with Government legislation, updated guidance and/or case review feedback.