



LEARNING CHANGES LIVES

The Quest Academy

Behaviour for Learning Policy (including Anti-Bullying Policy)

Introduction

The Quest Academy is committed to the very highest standards of behaviour. It is every child's right to study in an environment that is quiet, calm and focused and we strongly believe that Learning Changes Lives. The aim of the Behaviour for Learning policy is to clarify expectations for students at The Quest Academy. It also makes clear the consequences of unacceptable behaviour in the classroom and around the building.

The expectations of students are made clear through the Code of Conduct set out in this document, which are based on the school's core values of LEARN.

As a member of The Collegiate Trust, The Quest Academy promotes the following **four Rs**, which underpin characteristics of positive behaviour in students.

These characteristics help students become more successful in their learning and to increase their chances of achieving their potential. These characteristics will be modelled explicitly by all adults through language, communication and procedure in the Trust's schools.

- **Regard** – an unwavering, unconditional positive regard for all.
- **Respect** – always holding due regard for the feelings and rights of others.
- **Responsibility** – a driving ambition to be the best version of yourself.
- **Relationships** – a continuous fostering of positive relationships enabled by a restorative approach.

Purpose

The overarching purpose of this policy is to create a school community whose sense of responsibility, to themselves, each other and the wider community empowers our students to learn and reach their full potential, which in turn enables them to achieve in all aspects of their lives.

The purpose of this policy is to:

- Establish clear expectations for students' behaviour both in school and the local community.
- contribute towards the successful development of the Academy's overall aims.
- encourage and reward good behaviour.
- develop mutual respect between staff and students and between all students themselves.
- allow the effective teaching of the Academy's curriculum.
- develop in students a sense of responsibility for their own actions, whether these affect:
 - their own progress in class.
 - the progress of others.
 - the happiness of other students in the Academy.
 - their relationships with members of the teaching and Support Staff.
 - visitors to the Academy.
 - the upkeep of the buildings and the general Academy site.
 - the reputation of the Academy in the community.

We believe that all stakeholders have their part to play in this process. Students' behaviour should enable both themselves and others to take part in the lesson and allow the teacher to deliver the curriculum free from distraction and hindrance. Students, with the support of their parents, therefore, need to follow the expectations set out in this policy.

Code of Conduct and Expectations

The Quest Academy believes that *Learning Changes Lives*. For this to happen, we need to develop attributes and values which enable us to LEARN. LEARN forms the expectations we have of our students, both from a learning and behavioural perspective.



Using LEARN we aim to create an atmosphere, both in classrooms and on the Academy site, which allows staff and students to engage in worthwhile and constructive activities in class and to move freely, safely and in good order and around the buildings and ground, treating each other and visitors with politeness and mutual respect.

Our aim is to create a caring, challenging and secure environment where all students develop academically and socially so that they may be well prepared to take their place as responsible citizens within society.

We promote this aim by working with students, parents, governors, and the local community to provide a well-ordered and happy school where students and teachers can value and enjoy their work.

We aim to:

- Inspire our students to achieve their best in all they do and to develop their talents to the full
- Stimulate students to think and act creatively (as individuals and as part of a team) and to respond to the creative work of others
- Encourage participation in a variety of extracurricular activities and promote a healthy lifestyle and productive use of leisure time
- Foster consideration, respect and care for others and for the environment, and develop a sense of self-worth and self-discipline

Teachers understand that:

- For students to achieve their full potential outstanding learning and teaching needs to take place in lessons
- Outstanding learning and teaching is the cornerstone to achieving outstanding student behaviour
- At the core of positive behaviour management is effective, imaginative, and engaging teaching
- Good behaviour management will be proactive consistent and fair in its use of rewards and sanctions
- Behaviour management is central to a student's development – it develops the individual and how they relate to others in the world around them. It is not simply about getting them to let us do our job. Behaving appropriately is part of their learning

Leadership and Management

Effective behaviour management at The Quest Academy is driven by strong leadership and a shared responsibility among staff, governors, and trustees. The Senior Leadership Team (SLT), led by the Head of School and designated Behaviour Lead, ensures that behaviour expectations are clear and consistently enforced. Designated staff, including Achievement Coordinators and pastoral leaders, are responsible for overseeing the implementation of behaviour strategies and interventions.

The Academy uses Talaxy to track incidents and rewards in real time. This data is regularly reviewed by the ACOs, Heads of House and Behaviour Lead to ensure behaviour policies remain effective and relevant.

Resources such as staff training, behaviour interventions, and support programs are allocated appropriately to maintain high standards of conduct. These resources are monitored to ensure they meet the needs of all students, particularly those requiring additional support.

School Systems and Social Norms

The Quest Academy operates on clear rules, routines, and consequences, built around the core values of LEARN. These social norms encourage positive behaviour in and around the school, creating a structured, safe, and respectful learning environment.

The Academy's consequence system is based on the "3 Strike" warning system for classroom behaviour, and escalation protocols for more serious incidents. Outside the classroom, the Academy's expectations include calm movement around the building, punctuality, and positive interactions during unstructured times. Non-compliance is met with proportionate sanctions, ranging from detentions to more significant measures like internal isolation or suspensions, depending on the severity.

Staff Induction, Development, and Support

The Academy is committed to ongoing professional development for all staff, ensuring they are equipped with the skills to manage behaviour effectively. This includes annual whole-school behaviour management training, which covers de-escalation techniques, positive behaviour reinforcement, and consistent application of sanctions.

New staff, including Early Career Teachers (ECTs), receive targeted induction sessions that detail the Academy's behaviour expectations and the use of systems like the 3 Strike approach. Throughout the year, staff have access to further training, mentoring, and behaviour clinics to address any challenges and share best practices. Pastoral staff and Achievement Coordinators provide additional support and guidance when necessary.

Pupil Transition

Smooth transitions between key stages are vital for maintaining high behaviour standards. All students undergo a behaviour induction, which familiarises them with the Academy's rules, routines, and expectations at the beginning of each term.

Re-induction processes are in place for students returning after long absences, suspensions, or those transferring from other schools. These re-inductions, led by Head of School, Behaviour Lead or Heads of House,

ensure that returning students are fully aware of the behaviour expectations and any updates that may have been implemented during their absence. During these readmission meetings, all reasonable adjustments are discussed and made to SEND support plans (see section below).

Expectation of student conduct and rules

Behaviour around the building before school, at break time, lunch time and between lessons

Anti-social behaviour is unacceptable and will be challenged whenever it occurs.

Students are expected to move around the building calmly and safely. Running on corridors and boisterous behaviour, such as play fighting, is unacceptable and will be challenged and, where appropriate, sanctioned.

It is an expectation that all colleagues challenge, record and/or report inappropriate behaviour when they see it. The behaviour we walk past is the behaviour we accept. The Senior Leadership Team and Pastoral Team will be available to support at lesson changeovers and during unstructured times.

Punctuality to Lessons

Students are expected to arrive to lessons on time. Students will be issued Late to Lesson behaviour points, should they not arrive to classes on time. Persistent lateness to lessons will be dealt with using an escalation of sanction and the student being placed onto a Pastoral Support Plan.

Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of the Academy.

- Smoking - smoking or vaping is not permitted on the way to or from the Academy, or during breaks.
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public.
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners.
- Cycling/Walking - sensible use of roadways and pavements is expected and ensures safer journeys.
- Language - the use of loud and bad language is unacceptable.

Students must always be aware of other members of the Academy community and members of the public. We will respond in the Academy to any complaint received about unreasonable behaviour and apply sanctions as appropriate.

Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the Academy rules as directed by the member of staff in charge. Such activities will include Academy trips, work experience, further education courses or other courses organised as part of the students' Academy programme and sports events.

In all such situations students are expected to act as ambassadors for the Academy and ensure that, through their behaviour, our excellent reputation is maintained or enhanced. Where a student's behaviour is found to have fallen below the Academy's expectations, appropriate sanctions will be applied.

If a child's conduct prior to an off-site activity is poor, the school reserves the right to refuse access to the activity, without refund to parents/ carers of any costs incurred.

Managing Behaviour

All teaching staff at The Quest Academy are expected to use the following techniques to support the students and their learning:

- **Meet and Greet**

Teachers are expected to be at their classroom door to meet and greet their class and to encourage other

students to get to their lessons on time. Greeting students will set a positive tone for the lesson.

- **Silent Starter**

All lessons will begin with a 'silent starter'. This will be available for students as soon as they arrive in their classroom, so that they have something to be getting on with.

- **Seating Plans**

Staff will have a seating plan for each class, which may be changed during the year. The seating plan will avoid social seating and is designed to meet a student's needs. Students must adhere to this seating plan.

- **High expectations**

The expectation is that when teachers are talking to the class, students must be quiet and facing the front of the room. Teachers will get the attention of all students before giving instructions.

- **Explicit instructions**

Teachers are expected to settle the class with general reminders about expectations before issuing any warnings unless the behaviour of individuals presents the class from a crisp start.

3 Strike warning system

- **First Strike**

Students whose behaviour is not complying with expectations will receive their first strike (verbal warning). It will be made clear to the student, using the classroom code and LEARN attributes, why the warning has been given.

- **Second Strike**

Failure to modify or change behaviour will result in a second warning being issued; a second strike (final verbal warning). It will again be made clear to the student, using the classroom code and LEARN attributes, why a second warning has been given.

- **Third Strike**

Should a third and final strike be issued, the member of staff will request the support of the On-Call member of staff. This will result in the student being removed from the lesson and placed in the Supervision Room.

On-Call

Students who have been 'On-called' will be expected to remain quietly in the classroom until On-Call arrives. Students will not be sent out of classrooms, unless keeping the student in the lesson places others at risk.

If On-Call is called out to the same student twice in one day, the decision may be made for the student to remain out of circulation for the remainder of the Academy Day. SLT and the Achievement Co-ordinator will consider context, SEND and SEMH needs before making this decision.

On-Call follow up

If a student is removed from a lesson, they will be required to complete a detention (up to 1 hour) at the end of the Academy Day. The teacher who's lesson they were removed from will meet with the student for a restorative meeting, followed by a call or email from that teacher to the student's parent/carer.

If a child refuses or chooses not to attend the detention (without permission or a justifiable reason), the student will be placed into a 2-hour SLT detention on a Friday evening. If this occurs twice in the space of one week the student will receive a referral to Isolation, which will supersede the detention (note: upon return to school the students will still be required to complete the original detention as part of the re-admission process).

More serious behaviour

More serious behaviour will result in the students being immediately removed from the room by On-Call or a senior member of staff. This would include violent or aggressive behaviour, verbal abuse of/to a member of staff, verbal abuse of/to another student.

Repeated poor behaviour

Repeated poor or disruptive behaviour will result in further behaviour management strategies including mentoring, report cards, SEN assessment, involvement of outside agencies, pastoral support plans, internal

isolation, suspension, or permanent exclusion.

Confiscation

Teachers and other Academy staff have a statutory power to use confiscation as a sanction. At The Quest Academy confiscation will be applied in a reasonable and proportionate way as part of the Academy's Behaviour Policy. Our criteria for confiscation will include:

- An item which poses a threat to others, e.g. a laser pen.
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone.
- An item which is against Academy uniform rules, e.g. rings, baseball caps, belt buckles
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE.
- An item which is counter to the ethos of the Academy, e.g. material which might cause tension between one ethnic group and another.
- An item which is illegal for a child to have, e.g. racist or pornographic material, alcohol or tobacco
- Confiscated items must be delivered into the hands of the Achievement Co-ordinator, Pastoral Director or Assistant Principal.
- A written record of the confiscation will be kept showing the date confiscated; a description of the item; the Teacher confiscating; the student and form; and date returned.
- Items will be stored in a safe place until returned.
- When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student.
- Mobile phones – Mobiles should be switched off and out of sight from entry in the morning until students leave the site at the end of the Academy Day. If they are seen or heard for any reason they will be confiscated. For the avoidance of doubt, they may not be used before or after school, during break or lunchtime or to check the time, as a calculator, or for any other reason. Confiscated phones will be kept in a safe place by the Office Manager who will record the confiscation. The length of confiscation for the first offence is one calendar week. The length will be increased incrementally for repeat offences. At the start of each full term the count is reset. Confiscated mobiles will not be returned before the due date. This information is widely known by students: it is printed on a poster in every room in the school and in the student handbook. If a student needs to contact home or you need to contact them, this can always be done through reception.
- Personal music players and headphones should also be out of sight and switched off during the day and will be confiscated using the protocol outlined above.

Screening Students

Screening is the use of a walk-through or hand held metal detector (arch or wand) to scan all students for weapons before they enter the school premises. The Board of Governors has delegated the power to organise screening of students to the Executive Principal, in accordance with the DfE 2022 guidance - Screening, Searching and Confiscation.

Before any screening is carried out the Executive Principal, Head of School or Designated Safeguarding Lead must inform all parents that the Academy conducts screening as part of the Behaviour Policy. Parents will also be informed that co-operation with this by parents and students is required by the Academy.

Any screening authorised by the Executive Principal will only be occasional. There will be a random selection of students - such as a class or year group.

No physical body searching is allowed. The Board of Governors have agreed that students can be screened without their consent and without any suspicion that they are carrying knives or illegal weapons if a walk-through or hand-held metal detector is used.

The Executive Principal is empowered to call in external security experts to carry out the search, but a senior member of staff must be present throughout.

If a suspicious object is detected the member of staff in attendance will ask the student to hand the item over.

If the student refuses, the student will be taken to the Executive Principal, Head of School or the Designated Safeguarding Lead, who will determine whether the student will be searched with or without his/her consent, or what alternative action will be taken. In such a case the Academy may refuse to allow the student on the premises, with the resulting absence being recorded as unauthorised.

Searching

Department for Education advice explains the Academy's powers of screening and searching students. In particular it explains the use of the power to search students without consent. It also explains the powers the Academy has to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to:

- There is no need to have parental consent to search through a student's mobile phone.
- Staff must not search through a student's phone if there is suspicion of pornographic material, instead the phone should be confiscated and given to the police.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- Staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the Academy rules, i.e. vape pens

Searching with Consent

Staff can search a student for any item if the student agrees (the ability to give consent may be influenced by the child's age or other factors).

- Staff are not required to have formal written consent from the student for this sort of search.
- The Academy is not required to inform parents before a search takes place or to seek their consent to search their child.
- If a member of staff suspects a student has a banned item in his/her possession, students should comply if asked to hand over an item or whether the staff member can look in the student's bag or locker. If the student refuses, the member of staff can apply an appropriate punishment as set out in the Academy's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the Academy will apply an appropriate disciplinary sanction.
- The Academy would normally seek to inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

Searching without consent

- The Executive Principal and any staff authorised by the Executive Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. There is no requirement to provide authorisation in writing.
- Staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.
- If there is some suspicion but not imminent danger, The Academy will contact the police should a student refuse to be searched and the member of staff decides there are reasonable grounds for suspicion.
- The powers allow Academy staff to search regardless of whether the student is found after the search to

have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

- CCTV footage may be used in order to make a decision as to whether to conduct a search for an item.

During a search

- An appropriate location for the search should be found. where possible, this should be away from other students. The search must only take place on school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.
- The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:
 - if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness they should immediately report this to Executive Principal, and ensure a record of the search is kept.
- A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- Metal detecting 'wands' may be used as part of any search process. If a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

After a search

Once a search has been completed, the member of staff responsible for the search must record on CPOMS, detailing the following:

- date, time and location of the search
- who conducted the search and any other adults that were present
- what was being searched for
- the reason for conducting the search
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents/carers must be informed of any search that takes place and the outcome of any search as soon as is practically possible.

Abuse or intimidation of staff outside the Academy

Members of our Academy staff have the same rights of protection from threat as any citizen in a public place. The Quest Academy will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the Academy site and when not under the lawful control or charge of a member of staff of the Academy. The Academy will always take seriously reports of such behaviour and apply rigorous sanctions when the student is next in the Academy.

The Role of the Tutor

The Tutor plays a key role in monitoring behaviour and working to improve behaviour with all members of his/her Tutor Group. The daily contact that Tutors have with students enable them to quickly identify any changes in patterns of behaviour and the strong relationships that they, in particular, have with parents mean that they are well-placed to work in partnership with students' families where there are concerns. Tutors should monitor achievement, attendance and behaviour through Arbor, taking direct action to address any

emerging concerns through, for example, discussions with students, monitoring students' behaviour through a report, discussions with parents, liaising with subject teachers over particular difficulties and seeking additional support from their Achievement Co-ordinator, where necessary.

Communication

Effective and timely communication between members of staff, in particular Tutors, and between the Academy and parents is a vital aspect of securing good behaviour and working to improve it, where necessary. Tutors should always be informed of any emerging concerns and parents should also be informed early so that, through effective partnership, issues can be tackled and resolved.

Communication should always remain professional and seek to inform and make progress, not to place blame or rebuke.

Rewards

The reward system at The Quest Academy is underpinned with merits, which can be awarded by all staff at The Quest Academy. Students are recognised for modelling the LEARN values. There are a range of options and rewards to promote and praise good behaviour. The reinforcement of good behaviour in all contexts is a key part of improving behaviour overall and teachers should refer to the guidance on rewards in the Staff Handbook to encourage all students to always aim high and excel in their efforts.

Number of merits	Reward
25	Verbal praise from Form Tutor
50	Post card home
100	Bronze certificate and pin badge
200	Silver certificate and pin badge
300	Gold certificate and pin badge
400	Platinum certificate and TQA pin badge

In addition to merits there are half termly reward events, which are by invitation only based on set criteria. The criteria is based on attendance, punctuality and behaviour.

Events can include film afternoons, food parties and rewards trips.

4 Star Standard

At Quest Academy the 4 Star Standard underpins our high expectations of the students. Each half term, every student is reviewed in terms of our 4 standards: Attendance; Attitude; Behaviour and House points, with a star awarded for each, if they meet the minimum expectation.

Those students achieving the 4 Star standard are recognised in assembly and will receive a pin badge.

Strategies for Improving Behaviour

The Academy uses a number of behaviour improvement strategies. These should not be confused with sanctions but may be used in addition to or in conjunction with a sanction. Strategies used include: a report card to monitor behaviour, a Pastoral Support Plan (PSP), Acceptable Behaviour Contracts, intervention through the pastoral team, respite at another educational provider, a managed move to another school. The purpose of all strategies must be to secure an improvement in behaviour so, for example, when setting the targets on a report or a PSP, the mechanisms that will be used to support the student must also be included. A description of the desired behaviour without any such supporting detail is insufficient and is unlikely to prevent further deterioration. Behaviour approaches are tailored to individual students and focus on improving relationships, academic issues, teaching coping and resilience skills.

Behaviour management and strategies for improving behaviour, both generally and with particular groups of students and/or individual students, form a key part of the Academy's ongoing professional development programme. Early Career Teachers (ECTs) in particular, have significant training on these issues, both as part

of their pre-start induction and during the course of their first year.

Sanctions

The main functions of any sanction should be to:

- Provide a consequence for acting in an unacceptable fashion
- Act as a deterrent for further transgressions
- Reinforce the ethos of the Academy and uphold the LEARN attributes

Where deemed appropriate and necessary, the following sanctions may apply (this is not an exhaustive list of responses):

Verbal Reminder	Reminders should be straightforward, describing the inappropriate behaviour, why it is unacceptable and focused on what replacement behaviour should occur to behave more in keeping with our LEARN attributes. Reminders should be delivered immediately and consistently so students know what is expected of them – they should not humiliate the student.
Class teacher Detention	Students can be held behind at break time, lunch time or for up to 20 minutes at the end of the Academy Day without prior notice.
Formal Detention	If a student is removed from a lesson, they will be in receipt of a one-hour Formal Detention on the same day. Parents will be contacted via text message. Other reasons a student could receive a Formal Detention might include, missing another detention, truancy, poor behaviour in social supervision or failure to attend social supervision. If an incident resulting in a removal occurs after 13:00, the detention will take place the following day.
SLT Detention	This takes place once a week and is of 2 hours in duration. This detention is issued by a member of the SLT.
Head of School's Detention	This takes place on Saturdays between 9 and 12. Students must attend in full school uniform. This detention is issued by the Head of School. A letter is always sent home, and parents will always be contacted by telephone to inform them of a Head of School Detention. Failure to attend results in an internal or external exclusion.
Social Supervision	If a student's behaviour during social time is inappropriate or they are persistently falling below Academy standards, they may be placed in Social Supervision during break and lunch. Parents will be contacted the day before and it is the responsibility of the student to bring a packed lunch. FSM students will be provided with food. Reasons a student may be placed in Social Supervision include taking food out of diner, poor social time behaviour, persistent lateness to lessons, poor report scores
Loss of privileges	Student is not allowed to participate in trips, extra-curricular activities or use the Diner for a fixed period – decision made by Achievement Co-ordinator or SLT.
Community Service	Student is required to undertake an activity on the Academy site to demonstrate regret for a particular transgression. Tasks could include picking up litter; tidying a classroom; helping clear up the Diner after mealtimes; or removing graffiti – decision made by Achievement Co-ordinator or SLT.
Isolation	Student spends a period of time the Isolation Room, working independently out of lessons – decision made by Head of School. A readmission meeting takes place with the Pastoral Director before returning to lessons.
Suspension	Student spends a period of time (usually 1-5 days) at home because of a serious incident of poor behaviour or a series of ongoing incidents of poor behaviour – decision made by Head of School (or Executive Principal).
Permanent Exclusion	Student is permanently excluded from the Academy because of a very serious incident or an ongoing pattern of unacceptable behaviour which is having a major impact on the learning or safety of the Academy community – decision made by Executive Principal.

The Academy follows the statutory guidance published by the Department for Education: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/behaviour-in-schools-guidance)

It is important to recognise that sanctions in themselves will not automatically “fix” behaviour; for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future. Clearly, alongside parents, all members of staff in the Academy have a responsibility towards teaching and modelling outstanding behaviour at all times.

Parents

At The Quest Academy we believe that the success of our students depends upon the three-way partnership between staff, students and parents. Parents are our students’ first teachers and so it is crucial that they trust and support our ambitions in order to develop well-disciplined, responsible and successful young adults. Parents causing serious or repeated nuisance on the Academy premises, acting aggressively towards staff (including via social media or electronic communication), bringing the Academy into disrepute or contravening of the Academy’s policies on social inclusion, diversity or equality may lead to restricted access to the site and staff.

Positive Handling, Restrictive Interventions and Training

The Quest Academy is committed to creating a safe, supportive and inclusive environment where pupil behaviour is managed through positive relationships, early intervention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, must only be used in exceptional circumstances, where other strategies have been exhausted or are not practicable, and where there is an immediate risk of harm.

Any use of restrictive intervention must be lawful, proportionate, necessary, reasonable and in the best interests of the child.

Legal Framework

In accordance with the Education Act 1996 and associated guidance, school staff may use reasonable force to prevent a pupil from:

- committing a criminal offence
- causing personal injury to themselves or others
- causing damage to property
- engaging in behaviour that seriously prejudices the maintenance of good order and discipline

This applies on school premises and during any school-led activity.

Definition of Positive Handling and Restrictive Interventions

Positive handling refers to a carefully considered physical intervention used to support a pupil where there is a risk of harm, with the primary intention of protection and de-escalation, not punishment.

Restrictive interventions may include:

- physical restraint
- non-physical restriction of movement
- separation or removal from a situation to reduce immediate risk

Seclusion (preventing a pupil from leaving a space alone) must only be used in line with statutory guidance and must never be used as a disciplinary sanction.

All restrictive interventions must:

- be used for the shortest possible time
- aim to restore safety and re-establish verbal control
- be carried out as an act of care and safeguarding, never as punishment

Prevention and De-escalation

Staff are expected to prioritise:

- early identification of behavioural triggers
- reasonable adjustments for pupils with SEND
- trauma-informed approaches
- clear behaviour plans and risk assessments
- verbal and non-verbal de-escalation strategies

Where pupils are known to be at increased risk of distress or dysregulation, restrictive interventions must form part of a planned, reviewed and proportionate approach.

Authorisation and Training

All members of school staff have a legal power to use reasonable force in certain circumstances. Specifically, to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use restrictive interventions must be authorised by the Principal, and appropriately trained in their safe and lawful use.

Training must be proportionate to the staff member's role and the likelihood of involvement, and must include:

- the lawful use of reasonable force
- safe physical techniques
- prevention and de-escalation strategies
- safeguarding responsibilities and post-incident support

No member of staff is expected to place themselves or others at risk.

The absence of training does not prevent staff from taking reasonable action in an emergency to prevent serious harm.

The Principal is responsible for ensuring that training needs are identified, recorded and reviewed, and that appropriate oversight arrangements are in place.

Recording, Reporting and Monitoring

Any incident involving positive handling or other restrictive intervention must be recorded on the school's safeguarding system as soon as practicable.

Records must include:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has identified special education need or disability and their SEN status code
- the time, date, location of the incident

- the approximate duration of the intervention
- an account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force and details of any physical injuries sustained.
- a brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- confirmation of when and how parents were notified and what follow-up has taken place

The DSL must be notified of all such incidents and is responsible for:

- ensuring appropriate safeguarding review
- parental notification as soon as practicable, unless this would place the child at additional risk
- identifying patterns or concerns requiring further action

A report of the incident made to parents should include the following details:

- time, date, location and approximate duration of the intervention
- an account of why the intervention was assessed as necessary in that instance
- an account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Schools should ensure that parents are notified verbally and this the above communication is followed-up in writing using the Trust's Positive Handling Incident Report Form. Parents should be invited to have a follow-up discussion about the incident where appropriate.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Incidents are tracked, monitored and reviewed by senior leaders to inform training, policy development and safeguarding assurance.

Post-Incident Support

Following any restrictive intervention:

- the pupil must be supported to regulate and reflect
- staff involved must be offered appropriate support and supervision
- behaviour plans and risk assessments must be reviewed where necessary

Further Guidance

This policy has regard to Department for Education guidance: [Restrictive interventions, including use of reasonable force, in schools](#) (Statutory guidance effective from 1 April 2026)

Pupil Support

Students requiring additional support to meet behaviour expectations are identified early through monitoring systems like Arbor. The Academy's SENDCo, alongside pastoral teams, ensures that reasonable adjustments are made for students with additional needs, such as those with an EHCP or SEMH concerns.

Students at risk of exclusion or those struggling with behaviour receive tailored interventions, including access to mentors, counselling, or the use of behaviour reports. Regular meetings with parents, external agencies, and pastoral staff ensure that these students receive the necessary support to succeed in school.

Reasonable Adjustments

Students who have an Educational Health Care Plan (EHCP) or identified additional need(s) will be expected to follow the behaviour policy however, reasonable adjustments will be made for some individuals.

Reasonable adjustments will be planned based on advice from the Special Educational Needs and Disabilities Co-

ordinator (SENDCO), Pastoral Deputy Head and from wider external agencies where appropriate. These alternative strategies will be communicated to all staff so that the differentiated approach for these children is both known and understood. These adjustments also ensure equity based on the protected characteristics outlined in the Equalities Act.

Reasonable adjustment plans will be reviewed on a termly basis within Pastoral Team meetings and clearly stated on supporting documentation such as EHCPs and the SEND register.

Examples of reasonable adjustment include the use of a Time Out card, movement breaks and work in Hive for small group support.

Monitoring and Review

The Academy regularly reviews behaviour data collected through Arbor and other internal systems to monitor trends in behaviour, identify areas for improvement, and implement preventative measures. Weekly meetings between pastoral teams and the Behaviour Lead ensure that emerging issues are dealt with promptly and effectively.

Meetings also take place between the pastoral team, House teams and SEND team to coordinate responses and preventative measures where appropriate.

Behaviour data is analysed termly and reported to governors, who review the effectiveness of the policy and suggest improvements. This data includes the frequency and type of incidents, the effectiveness of interventions, and the success of behaviour improvement strategies.

Anti-Bullying Policy

Statement of intent

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

All students, staff, parents, governors and volunteers should understand what bullying is, should understand how to actively respond to bullying and should be clear on the Academy's policy and procedure in relation to the reporting and dealing of bullying.

The Academy will not tolerate bullying. Students and parents should be assured that they will be supported when bullying is reported.

What do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

The Academy wishes to promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

What is Bullying?

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others.

Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Students who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings.
- Verbal bullying which includes name calling, mocking and making offensive comments.
- Emotional bullying which includes isolating an individual or spreading rumours about them.
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans

- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an IT Acceptable Use Policy which all staff, students, and parents sign, along with a separate E-Safety policy.

Warning signs that a student is being bullied

- Changes in academic performance.
- Appearing as anxious.
- Regularly feeling sick or unwell. Wanting to visit First Aid regularly.
- Attendance concerns and a reluctance to come to school.
- Clothes/bags/belongings torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful.
- Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight.
- Seen alone a lot.
- Not very talkative.

Prevention of Bullying

In our work across the curriculum, we try to encourage students to show a high level of sensitivity and understanding of the needs and feelings of all members of the community, both inside and outside of the classroom. There are several other methods that may be used if appropriate:

- Assemblies.
- Tutorial periods.
- Signing of a behaviour contract.
- Making up role-plays.
- Having discussions about bullying and why it matters.
- Reading stories or poems or drawing pictures about bullying.
- Production of a range of informative leaflets relating to the different areas of the Bullying Policy, e.g. 'Coping Strategies' for those who have been, or are being, bullied.
- A workshop about mental health issues, including the effects of bullying must be included in immersion days or in the PSHE programme.
- Display anti-bullying posters.
- Arrange counselling for bullies and, if necessary, for those who are being bullied.
- Inform duty staff of areas around the site that may need better supervision.

Parents can help to counter bullying in the Academy by:

- treating their child's anxieties seriously.
- contacting the Academy as soon as any bullying is suspected.
- teaching their children traditional values of honesty, tolerance and what is right and wrong.

Students can help counter bullying by:

- reporting incidents of bullying.
- supporting the bullied person.
- not joining in.

Reporting Bullying Concerns

If bullying does occur, all members of the Academy should be able to report incidents and feel confident that these will be dealt with promptly and effectively. We recognise that it may be difficult to report incidents of bullying and therefore the school continues to focus on developing an anti-bullying culture, where a positive atmosphere and caring environment is created, and procedures are put in place to ensure that incidents of bullying are rare.

At The Quest Academy, we carry out preventative measures designed to encourage students/students to behave in a positive way towards one and another and therefore discourage bullying. Such measures will include effective supervision of students/students at breaks and lunchtimes, provision of trained peer mentors, opportunities for students/students to discuss the issues surrounding bullying and to practice interpersonal skills in a range of situations.

If bullying occurs, the Academy will follow clear procedures which will involve the students/students, staff and parents. It is important that the lines of communication remain open at all times and that everyone involved is able to talk about the incidents that have happened. We may use the restorative approach if deemed appropriate. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions. It also educates the bullies by increasing their sensitivity and sense of responsibility for their actions. Of course, it is not always appropriate to follow this course of action, and this decision will be made on an individual basis.

If students/students do not respond to initial action taken and bullying continues, the school will use a range of additional sanctions such as detentions, loss of social time and/or privileges, internal isolation and fixed term exclusions. In cases of serious and/or persistent bullying, permanent exclusion may result. Victims of bullying will be offered further counselling and support as required.

Procedure for dealing with Bullying Incidents

- 1) Incidents of Bullying will be reported to the Achievement Co-ordinator. The incident will be logged on the Academy's online safeguarding system (CPOMS).
- 2) A discussion will take place with the victim of bullying, by the Achievement Co-ordinator where they will be reassured of support throughout the process. The aim of this discussion will be to identify what/who is upsetting them, encouraging their sense of self-worth and reminding that that no one deserves to be treated unkindly. The victim of bullying will be supported to look at assertive ways to respond to unkindness, they will be encouraged to help themselves to identify moments which may have triggered unkindness and look at ways to handle such situations. They will be reassured that further help and support will be forthcoming.
- 3) A discussion will take place with the perpetrator to clearly identify what is unacceptable in their behaviour, to consider their perspective, to encourage them to see this from the victim's perspective with an attempt for them to appreciate the other person's feeling. They will be supported to look at ways to handle situations that have caused them to act/react in this way. A clear statement will be made that their behaviour must stop, and an explanation will be given as to why a sanction is given.
- 4) If bullying continues, the Achievement Co-ordinator will inform and work in conjunction with the Pastoral Director and consult the Deputy Principal if more assertive intervention is necessary. The perpetrator will be told clearly which aspects of their behaviour must change immediately and that the consequences of continuing to act in this way will be severe. Their parents will be made aware of this continued behaviour. The victim will continue to be supported.
- 5) Throughout the various stages of dealing with bullying incidents any sanctions imposed will be in

accordance with the Academy's disciplinary procedures. If these steps are ineffective then the Academy reserves the right to permanently exclude a bully from school.

Monitoring of Bullying Incidents

All bullying incidents and remedial action taken will be centrally logged, whether detected by direct observation or reported by students/students or parents. The Local Governing Body will receive a full report at least once a year on the extent of any bullying problems and the actions taken, including where available comparative information from other schools.

Outcomes

- 1) If possible, the students will be reconciled.

The Achievement Co-ordinator will discuss the incident with the victim and the bully (bullies), and an attempt will be made to resolve the situation to the satisfaction of the victim without the use of sanctions. A sincere apology may be all that is needed. However, any single incident of physical assault will result in the bully being considered for a fixed-term exclusion.

- 2) Repeated bullying and unrelenting bullying will lead to serious sanctions being used and eventually permanent exclusion may be considered.

With repeated bullying, the behaviour of the victim and the bully and how it contributes to the situation will be investigated by the Achievement Co-ordinator or Pastoral Director.

- 3) The Achievement Co-ordinator or the Personal Tutor will monitor all incidents and their resolution.

This will be carried out by arranging for the students involved in an incident to discuss the current state of their relationships with their Form Teacher or Achievement Co-ordinator.

Useful Links and Additional Policies

- TQA Special Educational Needs and Disability Policy: <https://thequestacademy.org.uk/wp-content/uploads/2024/01/SEND-Policy.pdf>
- TQA School Uniform Policy: <https://thequestacademy.org.uk/wp-content/uploads/2023/01/Uniform-Policy-January-2023.pdf>
- TQA Child Protection & Safeguarding Policy: <https://thequestacademy.org.uk/wp-content/uploads/2024/09/Child-Protection-Safeguarding-Policy-2024-25.pdf>
- TCT Suspensions and Exclusions Policy: <https://tct-academies.org/wp-content/uploads/2024/06/TCT-Suspension-Exclusion-Policy.pdf>