

Approved by:	FGB 22.01.26
Last reviewed on:	January 2026 Senior Leadership Team
Next review due by:	September 2026

Changes since last review	
September 2025	Amendments to 'reset' after serious or continuous behaviour incidents. Clarification around when parents are contacted. Additional clarification around Above and Beyond and Quinta Quests.
January 2025	Added further information to Restore and children with SEND. Included direct links and references to following the suspension and permanent exclusions policy for extreme behaviours or continuous disruptive behaviours. Included references to the Equality Act

**[For a one page overview of this policy click here](#)**

**[For a pupil friendly version click here](#)**

### **Vision**

The Quinta is committed to creating an environment where exemplary behaviour is at the heart of productive learning. This policy is applied for all pupils in the school from 2-11. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We adhere to the values of being: 'Ready, Respectful, and Safe' at all times.

### **Aims of the policy**

- To clearly share the vision, expectations, rationale and systems that are employed here at The Quinta to create the best possible learning environment for our pupils.
- To allow a consistent approach when teaching excellent standards in behaviour and attitudes to learning.
- To create a safe environment where authentic care develops meaningful relationships with pupils.
- To ensure that above and beyond behaviour is recognised while excellent standards of behaviour are acknowledged and appreciated.
- To provide a stepped, restorative process for all staff to follow so that every child is treated fairly and equally in a calm, consistent manner.
- To create a structure of support for all pupils in developing successful strategies for successfully managing their emotional response to their everyday experiences.

### **How will we achieve our aims**

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- **Authentic Care:** One of our 4 keystone values is authentic care. Every interaction we have with pupils and families will be underpinned by this care. A care to understand, a care to support and a care to communicate sensitively.
- **High level support:** We expect our pupils and families to require different levels of support in order to reach the highest levels of behaviour and attitudes. This bespoke support will always be there to guide our pupils and their families to achieve the highest standards. Examples of support include: training, additional 1:1 sessions, small group work, higher visibility, additional parent meetings, specialist agency work
- **Consistency:** Every member of staff has and will continue to receive high level behaviour support training so that the school's policy is strictly adhered to and training provided at school, phase and individual level.
- **Communication:** When communicating with pupils, families and between staff, our intentions will be clear or advice timely, positive and research led.

### Consistency not confrontation

- The first step to high quality behaviour is high quality provision. This starts with excellent planning and high expectations for all.
- Staff will be present and organised. A member of staff will meet the children at the start of the day, after break and lunch.
- Shouting is banned. Staff will not raise their voice to a child unless there is a dangerous situation or the environment/lesson requires - for example projecting in drama or outside during sport.
- Whole class detentions will never be used as a sanction.

### Rewarding the positives

We understand that positive reinforcement is central to successful teaching. We aim to build positive relationships with all of our pupils and families through regular check-ins, strong emotional connections and an attitude of listening in order to better understand.

<u>Praise and Rewards</u>	
<u>Individual</u>	
<u>Verbal praise</u>	Staff will verbally praise pupils for following our rules.
<u>Notes home</u>	Your child may occasionally receive a positive note home from a member of staff who has been particularly impressed by a child's attitude. This could be on paper or on Seesaw.
<u>Special responsibilities</u>	Pupils may be given special responsibilities by staff if they have demonstrated their commitment to the standards and can take on extra roles. These are linked to our 'Quinta Quests' which we will be launching the year of 25/26.
<u>Above and Beyond and Quinta Star*</u>	From January 2026, children will be able to earn recognition for excellent behaviour in school as part of our 'Quinta Quests'. These are 'quests' that evidence our children are living our 4 key values of <i>Everyday Excellence, Authentic Care, Opportunity</i> and

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<u>*Quinta Quests as of Spring 2026</u>	<i>Independence</i> both at home and at school.
<u>Character awards</u>	Children can be nominated by staff for demonstrating characteristics such as 'kindness' and 'effort'. Children can also be recognised for these behaviours within their classrooms too.
<u>Team</u>	
<u>Class points</u>	Pupils earn class points by following the standards. The points go towards a class total and then reward afternoons are rewarded when they achieve the agreed celebration total.

<u>Consequences and Additional Support</u>	
<p><b>1. <u>Remind</u></b></p> <p><u>Dealt with at a class teacher/year group team level</u></p> <p><u>1 or 2 points are removed from the maximum 2 points per session.</u></p>	<p>Commonly known as a <b>warning</b> for <b>lower level behaviours</b> e.g. talking, distracting others. All pupils start with 2 points for each session (this is tracked by the teachers and is not shared with the class).</p> <p><b>1 point</b> on the behaviour tracker is removed on the first instance of a lower level behaviour.</p> <p><b>2 points</b> are removed for another warning in the same session or for a more serious, immediate correction. When the pupil reaches 0, it is expected that staff members take action such as moving the child to the carpet, to another seat or another classroom to support them.</p> <p>Calm, clear reminder of expectations with reference to Ready, Respectful, Safe.</p> <ul style="list-style-type: none"> <li>- No emotion. No argument. Just high expectations.</li> </ul> <p><b>Staff will address this behaviour with children in the child's next free time.</b></p> <p><b>There is no expectation in this stage that parents are contacted unless the staff member feels it necessary to do so e.g. several instances of 0 in a week, a change in patterns of behaviour.</b></p>
<p><b>2. <u>Reset (led by behaviour team)</u></b></p> <p><u>Escalated to the behaviour team</u></p>	<p>Commonly known as <b>regulation</b> and <b>reflection</b>. This step can occur immediately or due to continuous low level poor behaviour</p> <p>This step does not replace the steps before and it is expected that <i>Quality First Teaching</i> is in place.</p> <ul style="list-style-type: none"> <li>- Remove to regulate to a calm space and refocus.</li> <li>- If children refuse to move and they are unsafe, the behaviour team will be called to support.</li> </ul>

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<p><b><u>The pupil receives '5' points for that session.</u></b></p>	<p><b><u>If a child reaches this stage, the class teacher (or teacher leading that session) will contact parents.</u></b> This may be a senior leader if deemed more appropriate based on the incident.</p>
<p><b>3. <u>Reinforce (led by behaviour team)</u></b></p>	<p>Commonly known as the '<b>consequence</b>'. When a pupil is removed from the classroom in learning time, <b>the pupil will complete additional consolidation work</b> in a quiet space <b>independently</b> (unless age or SEND need requires an adult to support).</p> <p><b>Classwork will also be sent home</b> and is <b>expected to be completed at home for the next school day</b>. Where possible this will relate to the lesson(s) missed in order to ensure no gaps in learning are created. This work will be marked by the staff in that year group team and uploaded to Seesaw.</p> <p>The reason for the additional work both during the lesson and then afterwards, is to create a 'pull' factor to completing this work in the school day with the class teacher and a push factor from children using poor behaviour as an avoidance strategy.</p> <p>Refusal to complete work does not remove the expectation to complete it. Where work is not completed due to refusal, alternative arrangements will be made within the school day to ensure learning is completed.</p>
<p><b>4. <u>Restore, repair, reintegrate (staff)</u></b></p>	<p>Restoration is a required and structured process following any behaviour incident that has resulted in removal from learning, loss of learning time or harm to relationships <b>Restoration does not remove, reduce or delay consequences.</b></p> <p>The restorative conversation will be led by the member of staff who reported the behaviour or by a member of the behaviour or senior leadership team where appropriate, once the pupil is calm and ready to engage. Restoration will not take place while a pupil remains dysregulated or unwilling to participate appropriately.</p> <p>The purpose of restoration is to ensure that the pupil understands the impact of their behaviour, takes responsibility for their actions and is supported to re-enter learning and social situations successfully.</p> <p>Where behaviour has impacted others, appropriate actions to repair harm will be identified and completed. This may include an apology, practical repair or agreed actions to rebuild trust. Completion of restorative actions is expected and monitored. Repeated incidents requiring restoration will trigger escalation through the school's behaviour support processes, including additional monitoring, SEND review where appropriate or a bespoke behaviour support plan (Pathway to Positive).</p> <p>Restorative conversations are conducted using the school's agreed reflection sheet, which sets out the required questions and prompts to support accountability, repair</p>

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	and reintegration. This reflection sheet is used consistently across the school and forms part of the school's behaviour systems.
<b><u>Unsafe /violent behaviour</u></b>	<p>The headteacher will decide, based on the individual circumstances, whether to issue an internal suspension, external suspension, or exclusion. In making this decision, they will prioritise the safety and welfare of every child and staff members, including the victim and any intended or unintended victims. The decision to suspend or permanently exclude will always be taken in line with the <a href="#">suspension and permanent exclusions policy</a>.</p> <ul style="list-style-type: none"> <li>- Unsafe behaviour includes leaving classrooms without permission and refusing to follow instructions, violence towards staff or other pupils.</li> <li>- The school will follow the <a href="#">Physical Intervention and Use of Reasonable Force Policy</a> when deciding to / using physical interventions.</li> </ul>

### **Communication**

For lower level behaviours (e.g. 1 or 2 points lost in a session), it is not expected that staff communicate these on every occasion as these can normally be addressed and supported within school. Where staff may choose to communicate around these behaviours is if there is a slowly emerging pattern or where the behaviours represent a significant change in behaviour.

Parents and carers will be contacted on every instance of a 'reset' (where a pupil is removed from the classroom by a member of the behaviour team). This will either be by the teacher who was leading the lesson or by a member of the behaviour or senior leadership team.

Where behaviour gives rise to safeguarding concerns or may reflect an unmet need, staff will follow the school's safeguarding policy and SEND policies as appropriate.

### **When behaviours do not improve over time**

Where behaviour does not improve over time, the school will implement more bespoke measures which may include special education needs support or a behaviour support plan known in school as a 'Pathway to Positive'.

### **Behaviour Support Plan (Pathway to Positive)**

Pathway to Positive is our behaviour support plan: the bespoke programme the pupil will move through for a fixed period of time in order to improve behaviour. The pathway is constructed with the pupil and any other relevant staff who may be able to offer support and understanding. It is then shared with the pupil's family for any further input and support.

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While children are accessing a behaviour support plan, their social time and their ability to access clubs can be reduced to ensure the safety of other children and a high quality experience and provision for all.

### Extreme behaviours

Where the behaviour is extreme, staff members reserve the right to bypass the early stages of the consequences and move to immediate additional support.

These behaviours include but are not limited to: deliberate refusal, swearing, violent behaviour, deliberate destruction of property, insolence or other behaviour deemed unsafe e.g. spitting.

### Bullying

The Quinta's approach to bullying is outlined in the [anti-bullying policy](#).

### Children with SEND

Where a pupil has an identified SEND or an emerging additional need, strategies to support behaviour will be determined by the SEND team in collaboration with the class teacher and, where appropriate, the behaviour or senior leadership team. These strategies and any reasonable adjustments will be agreed in advance wherever possible and recorded within the pupil's SEND documentation, individual provision map or behaviour support plan (Pathway to Positive).

The school will make reasonable adjustments for pupils with SEND in line with the Equality Act 2010. Adaptations may include changes to the method, support, or approach used but do not remove the expectation that pupils work towards meeting the school's behaviour standards.

Where strategies are in place and behaviour is not in line with expectations, the school's behaviour policy will be followed with age- and need-appropriate adaptations. Where behaviour escalations occur outside of an agreed plan, staff will follow the behaviour process and the SEND team will review the strategies in place to determine whether further adjustments or additional support are required. Parents will be informed of any significant changes following this review.

### Review and Refinement

- This policy is created in line with best practice and includes pupil voice through input from the school council.