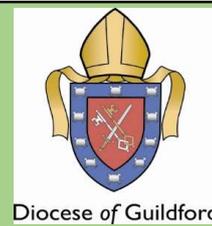


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*An Academy in the Good Shepherd Trust*  
 Queen Eleanor's Road, Onslow Village, Guildford, GU2 7SD



## BEHAVIOUR MANAGEMENT POLICY

Date	Review Date	Coordinator	Responsible Body
September 2016	September 2017	Whole Staff	Children's Committee

### Aims

We aim for Queen Eleanor's to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school and are very proud of our distinctly Christian ethos where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

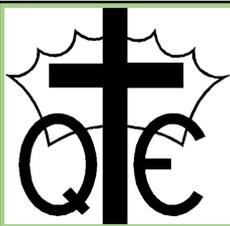
### **Purpose**

The purpose of our behaviour policy is:

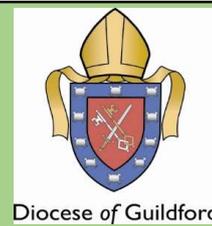
- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour
- To ensure the school's Christian values are understood by all children and acted on in line with our ethos.

At Queen Eleanor's CofE Junior School we:

- use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- take a personal interest in the progress and welfare of every child
- expect all staff to take responsibility for promoting good behaviour at all times



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- expect all staff and visitors to the school to act as positive role models
- seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- always take unacceptable behaviour seriously
- believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- seek to identify and address any persistent difficulties
- ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- greet children warmly regardless of any undesirable events on the previous day
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- ensure that vulnerable children – such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support.
- Use restorative justice when appropriate

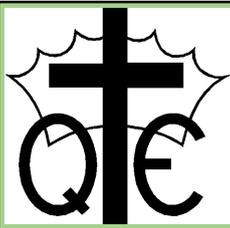
### **The School Rules**

At Queen Eleanor's we have developed with the children and staff a set of rules designed for everyone to follow which we refer to as the Golden Rules.

### **The Golden Rules**

- Respect the school, its pupils and staff and their property.
- Treat others as you would like to be treated
- Be polite to everyone
- Celebrate everyone's success
- Always try your best
- Be a friend to anyone who needs one
- Keep ourselves and others safe

They are clearly displayed in every classroom and around the school. At the beginning of each school year, the classteacher and teaching assistant go over the Golden Rules with their class to ensure all children are familiar with



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them. Children are taught to observe others following the rules (acting as role models) and to refer to them if mistakes are made. The rules are often referred to in assembly and all staff take responsibility in ensuring that children follow them.

### Roles and Responsibilities

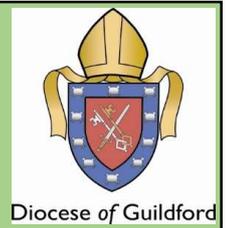
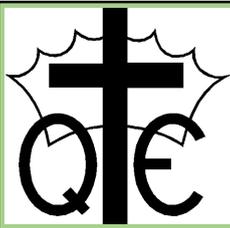
At Queen Eleanor's, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

#### Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the Golden Rules, even when the teacher is not present
- Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the Senior Leadership Team (SLT)
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above
- The Home School Link Worker may support children with working through behavioural difficulties
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact

#### Parents:

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour as documented in the Home/School Agreement (every parent is given a copy of the Home School Agreement at the beginning of the year. A copy is also available on our website at ([www.queen-eleanors.surrey.sch.uk](http://www.queen-eleanors.surrey.sch.uk)))
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Headteacher, who will take appropriate action
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.
- Parents should always try their best not to undermine the authority of the school. Any serious issues with the way children are dealt with by a member of school staff should be brought to the attention of the Headteacher straight away



## BEHAVIOUR MANAGEMENT POLICY

Governors:

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy
- The Governors support the Headteacher in carrying out the policy

### Queen Eleanor's CofE Junior School – Behaviour Descriptors Grid

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between these two objectives and a positive attitude towards rewards and sanctions to encourage good behaviour which is clearly documented in our behaviour management scheme (see Appendix 1).

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip or visit or when wearing the school uniform to and from school).

### Rewards and Sanctions

Teachers use a wide range of motivation strategies within their class to support the children in achieving their potential. These may be targeted towards whole class rewards or individual motivation e.g. star charts etc.

However, all classes operate the following in-house systems:

- Star of the Week
- Positive comments in marking, homework diaries and reading records
- Phone calls home for praise by teacher or by Head if requested by teacher
- Showing of talents or good work to the class and when appropriate assembly

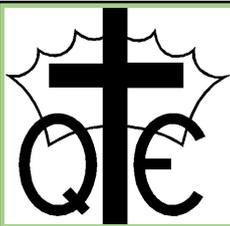
### House Points

The use of House Points at QE enables the children to develop a sense of community as well as fostering and encouraging healthy competition.

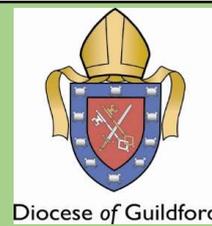
The children are able to earn House Points that count towards a personal reward as well as contributing to the House Cup which is awarded every year. In assembly each week, the number of House Points awarded during that week is read out and the House Points total is changed accordingly. At the end of term, the House with the most House Points will receive a House Treat.

The House Points children earn will go towards a certificate and end of term reward. The number of House Points they earn in a single term will determine the colour of certificate they receive. Below is a list of the certificates the children can earn and how many House Points they need to gain that certificate.

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
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30 House Points	60 House Points	90 House Points
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All Gold certificates will be given out to the children in the final assembly of each term and the children will also receive a 40 minute 'Golden Time' treat. This treat will be taken by the Headteacher or Deputy Headteacher. The remainder of certificates will be given out in assembly.

During the school year there will also be a number of inter house competitions which can win the individual house a treat. These competitions are really important in developing pride in the houses and will be focused around drama, sport and academic activities.

### Restorative Justice

The school uses a restorative justice system for issues relating

### Sanctions

#### In Class

A yellow and red card system operates in classes and during break and lunch for children who exhibit less than satisfactory attitudes or behaviour during work or play.

#### First warning

A first WARNING is given for breaking a Golden Rule, unacceptable behaviour or attitude towards work or poor manners. The child will be asked if they understand what the warning is being given for and will be asked to think about how they can make a better choice and not repeat the behaviour. If the child is unable to explain, the teacher will calmly and carefully explain why it is given and the impact of the unacceptable behaviour. The initials of children receiving warnings may be highlighted in the whiteboard to aid other adults teaching in the class.

#### Second warning

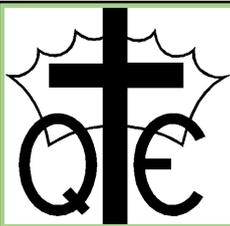
A yellow WARNING is given for a repeat of the above or similar behaviour with a more stern warning that the behaviour is not acceptable.

#### Second Yellow Card

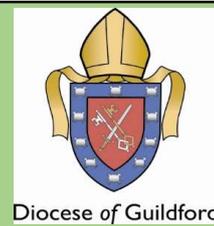
A second yellow card is given if unacceptable behaviour continues despite the issue of a yellow card. The child is moved to an isolated position within the class to work uninterrupted until the teacher can sit with them to discuss the issue and consequences. A yellow card means being kept in for a part of break time.

#### Red Card

A red card is issued for violent or seriously unacceptable behaviour. The Headteacher, Deputy or Senior Leader will use their discretion in relation to violent incidents that occur between children. Should a child reach the red card stage, they are to be removed to the Headteacher's office or a Senior Leader's classroom or suitable supervised area. The Headteacher, Deputy or Senior Leader will discuss the issue with the child and record the behaviour in their



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homework diaries before returning them to their class and will record the child's name and the nature of the incident in the Central Discipline book which is kept in the Headteacher's office. At this stage, parents will be contacted directly regarding the incident. A ban from playtime will be given; however, depending on the nature of the behaviour, other appropriate sanctions may be given.

For extreme behaviour such as deliberate or thoughtless harm to others, bad language, or rudeness to staff, children will be referred immediately to the Headteacher or Deputy and parents notified as soon as possible.

### Exclusions

In exceptional circumstances it may be necessary to isolate or exclude a pupil from the school. In such circumstances the school will follow the Local Authority and national procedures and guidelines. All exclusions are kept on the child's school record and passed on when the child move to another school.

### LUNCH TIMES

Midday supervisors also operate a similar warning card system.

### First Warning

A first warning is given for unacceptable behaviour or breaking the playground rules.

### Second Warning

A second warning is given if unacceptable behaviour continues. This is a more stern warning and the children are told that the next stage is a yellow card.

### Yellow Card

A yellow card is given if unacceptable behaviour continues or the incident merits a straight yellow card. Children receiving a yellow card will have 10 minutes "time out."

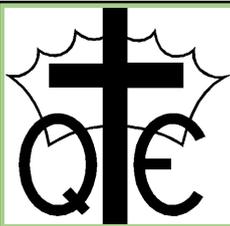
### Red Card

Should a child be involved in a serious incident, a red card will be issued and the child will be brought into school and taken to the Head or Deputy. Parents would be contacted and a warning given about possible exclusion from school premises at lunchtimes for a fixed period.

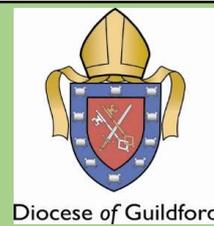
### PSHCE and School Council

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education). During these sessions and our Thoughtful Times, we discuss issues causing concern, the impact of the problems and how we might go about solving them. Each class has a class representative on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues or projects.

### Supporting children with additional needs



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Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition or need which should be taken into account. Approaches used to support these children could include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Work with our Home School Link Worker
- Close liaison with the Special Educational Needs Co-ordinator (SENDCo)/Deputy/Headteacher
- Work suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENDCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependent upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary

### **Bullying**

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

### **Attendance**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

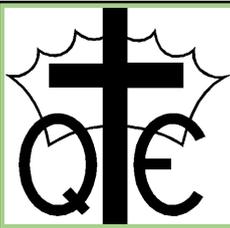
### **Racial Harassment**

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated.

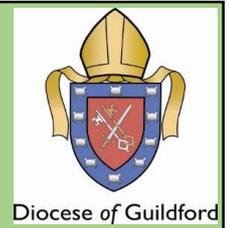
### **In the Playground**

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe and follow the Golden

Rules. For 'unacceptable' behaviours the lunchtime staff may refer to a member of the Senior Leadership Team (SLT)



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If the matter is 'dangerous or severe' the child(ren) should be taken into the school building where a member of the teaching staff or the SLT will assess and deal with the incident

### Resolving problems

Being fair is of utmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches' which we use at Queen Eleanor's.

The principle is that the child causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

There is a range of restorative approaches and it is important that they are used in conjunction with – not in place of – sanctions.

### Screening and Searching

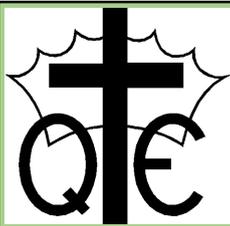
The Behaviour Descriptors (Appendix 1) makes it quite clear which items are prohibited at Queen Eleanor's CofE Junior School. The staff reserve the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal see Appendix 1).

### Use of Physical Intervention

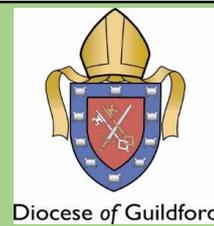
At Queen Eleanor's CofE Junior School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the use of restrictive physical intervention may be needed (see 'Touch and the use of Restrictive Physical Intervention Policy')

### Exclusion

In most cases, fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in their absence



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a designated representative, normally the Deputy Headteacher. Where exclusion is used, the school conforms to the Surrey CC and DfE Guidance. If a child is excluded for a period of less than 5 days, the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion).

From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion, the LA will contact parents with details of the Day 6 provision.

### **Behaviour beyond the school gate**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip or outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Queen Eleanor's CofE Junior School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always co-operate with the Police in any investigation of incidents which are thought to involve children from Queen Eleanor's.

### **Allegations**

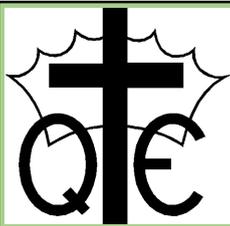
Any allegation of misconduct against a member of staff will be taken seriously and referred to school's Child Protection Liaison Officer (CPLO). It is for them to decide the next course of action in line with school policy.

### **Success Criteria**

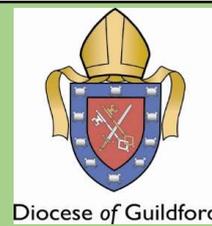
We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school
- All children, staff, parents/carers and other associated adults know and understand the Golden Rules and adhere to them
- Expectations and standards of behaviour are consistently high
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach
- Visitors are made to feel welcome by children and staff

### **Communicating the Behaviour Policy**



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## BEHAVIOUR MANAGEMENT POLICY

The Behaviour Policy is circulated to parents (in a summary form) and staff and discussed with the children at least annually. It is available on the school's website and from the school office in paper form, on request. It is also available to download from our website at [www.queen-eleanors.surrey.sch.uk](http://www.queen-eleanors.surrey.sch.uk).

### Staff training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

### Strategies for Children in Transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Golden Rules and are aware of the systems for rewards and sanctions.

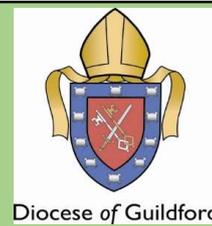
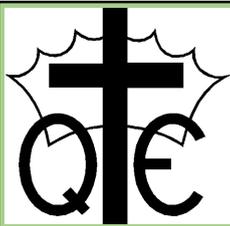
### Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Senior Leadership Team (including the Headteacher) and termly monitoring of red and yellow cards given by each class as well as warnings.
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly Inclusion Review (carried out by SLT on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusions data
- Termly monitoring procedures by the Children's Committee
- The School Development Plan (SDP), which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

<b>Headteacher:</b>		<b>Date:</b>	September 2016
<b>Chair of Governors:</b>		<b>Date:</b>	September 2016
<b>Policy Number:</b>	LGB-CC-09		

## Queen Eleanor's Behaviour Descriptors



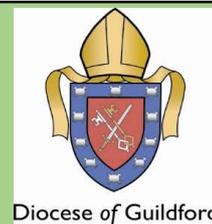
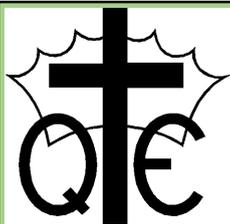
## BEHAVIOUR MANAGEMENT POLICY

This grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

Expectations and consequences will be displayed in classrooms (using age appropriate language).

The behaviour we expect at Queen Eleanor's CofE Junior School

<p><b>Children should follow The Golden Rules:</b></p> <ul style="list-style-type: none"> <li>• Respect the school, its pupils and staff and their property.</li> <li>• Treat others as you would like to be treated</li> <li>• Be polite to everyone</li> <li>• Celebrate everyone's success</li> <li>• Always try your best</li> <li>• Be a friend to anyone who needs one</li> <li>• Keep ourselves and others safe</li> </ul> <p><b>Children are expected to:</b></p> <ul style="list-style-type: none"> <li>• Be polite, respectful and helpful to everyone</li> <li>• Be co-operative in lessons</li> <li>• Be considerate, caring and compassionate towards others</li> <li>• Be honest and keen to learn</li> <li>• Be a positive representative of the school</li> <li>• Carry out responsibilities reliably</li> <li>• Work hard to manage conflict</li> <li>• Show good sportsmanship</li> </ul>	<p><b>Rewards /recognition</b></p> <ul style="list-style-type: none"> <li>• Good behaviour is predominantly recognised with praise.</li> <li>• House points are also used to reward good behaviour.</li> </ul> <p>It might also be recognised in the following (age appropriate) ways;</p> <ul style="list-style-type: none"> <li>• Postcards/note home</li> <li>• Stickers &amp; sticker book</li> <li>• Certificates</li> <li>• Star of the Week</li> </ul> <p>We aim for consistency across year groups where possible/appropriate.</p> <p>House rewards are earned over a period of time. However once any reward has been given it will not be taken back.</p>
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## BEHAVIOUR MANAGEMENT POLICY

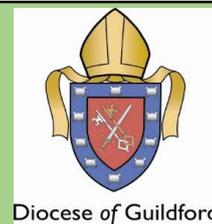
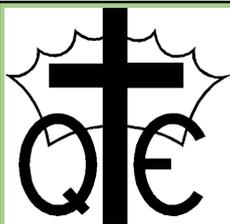
- Listen quietly and know when it's OK to contribute (hands up, talk partner, etc.)
- Sit sensibly
- Be prepared to have a go
- Use their initiative in appropriate ways
- Be responsible, pro-active
- Demonstrate excellent behaviour because it's the right thing to do
- Try to remain calm and patient even when things are difficult
- Give a quick positive response to adults' instructions

### ***Unacceptable behaviour***

- Goading or provoking others and deliberately getting other children into trouble
- Teasing and winding other children up
- Spoiling work
- Not managing temper appropriately
- Being disrespectful
- Using swear words or racist language or calling other children names which upset them (including behind a teacher's back)
- Disrupting lessons and preventing others from learning
- Taking others' belongings
- Needing a lot of reminders to follow instructions (age/need appropriate)

### ***Consequences***

- Positive reinforcement
- Warning / choices & consequences
- Yellow and red cards
- Sit away from others
- Sent to another class / deputy / head teacher (dependent on severity of behaviour)
- Parents informed as appropriate
- Internal/External exclusion at discretion of Headteacher
- Apology (verbal or written)

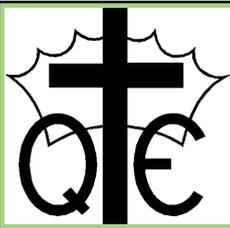


## BEHAVIOUR MANAGEMENT POLICY

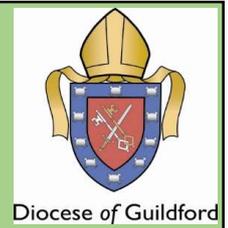
<ul style="list-style-type: none"> <li>• Refusing to follow instructions after two warnings and plenty of encouragement</li> <li>• Chasing people when they don't like it</li> <li>• Calling out</li> <li>• Hurting others</li> <li>• Negative peer pressure</li> <li>• Bringing the school into disrepute</li> </ul>	
<p><b>Dangerous/Severe Behaviour</b></p> <ul style="list-style-type: none"> <li>• Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting)</li> <li>• Violent outbursts of temper in lessons or playground</li> <li>• Swearing directly at members of staff or verbally abusing them</li> <li>• Misusing objects or equipment in ways which put others at risk</li> <li>• Running out of lessons or attempting to leave the premises, without permission</li> <li>• Deliberate and serious acts of stealing</li> <li>• Deliberate, sustained, vindictive bullying/victimisation of another person (including racist incidents)</li> <li>• Wilful damage to property or the work of other children</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Red card for less serious offences</li> <li>• Senior member of staff to be informed and to deal with the incident (restorative approaches to be used)</li> <li>• Parent to be notified</li> </ul> <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as exclusion.</p>

### Time Out

On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or play time. In class, this may mean sitting away from the others for a few minutes, working at a different desk or in another classroom. Sometimes a child might be taken to work in isolation with an adult. If the child will not co-operate and leave the classroom when asked, a member of the SLT is called.



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At lunchtimes, children may be asked to come off the playground or have Time Out on one of the benches. This is overseen by a Midday Supervisor and if necessary a yellow or red card will be shown to the child.

### Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

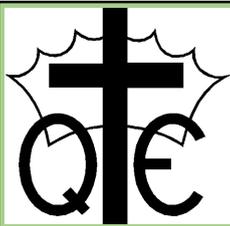
- Searches will be carried out by the Headteacher or Deputy or in their absence a member of the Senior Leadership Team
- Searches will be carried out completed out of sight of other children

Suspicion may be aroused:

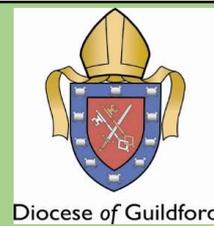
- As a result of a positive screening
- Because a child is acting suspiciously
- Because of something said by the child
- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be 'frisked' or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything
- If pupils refuse to be searched or if they abscond their parents or the police will be informed.
- If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called
- All searches will be logged (to include name, year, sex, ethnicity, grounds of suspicion, time and place, who searched, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow up actions)
- Parents will always be informed if a pupil has been searched and the result of that search

The list of prohibited items set out by the DfE include

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:



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- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

The full DfE guidance can be found using the link below.

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20guidance%20for%20school%20leaders%20staff%20and%20governing%20bodies.pdf>

### Confiscation and Disposal

The staff have the power to confiscate any item which is illegal or banned from school. In most circumstances the staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely at the school office until a parent can make arrangements to collect them