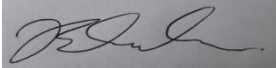


Townhill Junior School



Behaviour Policy

Behaviour Policy			
Date last amended:	3 rd September 2024	Approved by:	Townhill Junior School Full Governing Body
Approval date:	16 th September 2024	Signed:	 Jo Proctor Chair of Governors
Review Date:	September 2025		

Townhill Junior School



Behaviour Policy

Contents

1. Vision and Ethos.....	3
2. Aims and Objectives.....	3
3. School Rules	4
4. Teaching and Learning	4
5. Positive Reinforcement.....	5
6. Consequences	5
7. Behaviour Procedures.....	6
8. Summary of Stages	7
9. Lunchtime Reflection	7
10. Behaviour Management Guidance Flow Chart.....	8
11. Behaviour at Break and Lunch	9
12. Restorative Approach	9
13. Behaviour Management Guidelines	10
14. Roles and Responsibilities.....	10
15. Agreed Rights and Responsibilities	12
16. Bullying.....	13
17. Pupil Welfare and Support.....	14
18. Searching.....	14
19. Confiscation of Property	14
20. Physical Restraint	15
21. Evaluation	15
22. Regulating Pupil's Offsite Conduct.....	15
23. Links with other policies	15
Appendix A: Roles and Responsibilities.....	16
Appendix B: Legislation and Guidance	17
Appendix C: Legislation and Guidance	18

1. Our Vision and Ethos

At Townhill Junior School our central ethos is to develop a love of learning amongst all members of our community. By the time our children leave us, we want them to be confident learners, with high aspirations and motivated to succeed.

We promote positive behaviour and attitudes based on mutual respect between all members of the school community, thus developing in our pupils: self-discipline, personal responsibility, high self-esteem and a pride in the school both inside and outside the classroom environment.

We believe that:

- Each pupil has the right to learn in class.
- Each pupil has the right to move around school without fear of physical danger, hurtful name calling, threats, bullying, racial abuse, sexual harassment, or interference with their property.
- Each teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the pupils in each class, and accordingly, has the right to expect to co-operation of pupils and the support of parents and Governing Body in delivering that Curriculum.

In this school, every child matters. Our Behaviour Policy has been designed to ensure that our Learning Values are well reflected through high expectations for all of our pupils:

- Resilient Rex
- Reflective Rabbit
- Resourceful Rucksack
- Curious Crab
- Sociable Seal
- Positive Panda

2. Aims and Objectives

To encourage pupils to choose responsible behaviour and in so doing, raise their self-esteem, increase their academic success, improve their relationships with others and better prepare them for adult life.

We aim to prepare pupils for adult life by:

- a) helping them understand society's need for responsible behaviour;
- b) helping them understand their rights and responsibilities as members of society;
- c) enabling them to develop with increased confidence and awareness of the needs of others;

We aim to improve the quality of the teaching and learning experience by:

- a) developing relationships between staff and pupils which are marked by reciprocal respect and understanding;
- b) fostering pupil self-confidence, self-esteem and well-being;
- c) creating an environment which is supportive and non-threatening;

To involve parents in the school's management of pupil behaviour by:

- a) Creating an environment in which a genuine partnership exists between home and school;
- b) Ensuring that parents are kept aware of their children's behaviour, both responsible and irresponsible, at school;
- c) Seeking parents' support of the school's policies and actions with respect to pupil behaviour;
- d) Providing advice and support where appropriate and when requested.

3. School Rules

Our behaviour policy is built around 3 simple school rules:

- **Be Responsible**
- **Be Respectful**
- **Be the best me I can be**

The details of these rules are discussed with the children and regularly referred to. For example, “Stop swinging on your chair, you’re breaking the rule about being responsible. Thank you.”

Teachers will decide on specific Learning Values and / or one of the school’s 3 simple rules and use these as a positive focus within lessons and successful application of these will be rewarded through Marvellous Me, House Points and verbal praise.

To support the rules around school, ‘wonderful walking’ has been introduced, where all children and staff walk with their hands behind their backs at a measured pace. This reminds the children not to run or push when walking around the building and so they are safe and caring.

4. Teaching and Learning

We seek to establish an environment that encourages individual and collective flourishing. Therefore, we believe that the key to developing effective learning and behaviour in children is to establish a system and environment within which children are secure, motivated and happy and have the appropriate opportunities to develop their skills, talents and abilities – and as such flourish. It is within such an environment that effective behaviour management, which has an emphasis on praise, rewards and responsibilities, through a clear system of conduct with high level expectations which will support the learning and development of our children.

As such, the school has a set of principles and aims upon which it seeks to build both an effective and coherent approach to learning and teaching:

- Build motivation by building capacity, understanding and love of learning
- Increase ownership and responsibility for the activities / actions that we are trying to promote
- Limit the use of ‘if-then’ rewards as although they promote an effect in speeding up the attainment of short-term goals they can decrease long-term motivation and the ability to engage in complex tasks
- Feedback should be learning/task related and comments should be related to the learning/task not the accuracy or completion of the task
- If using rewards use ones that are unexpected and given once tasks are completed so that they become ‘now-that’ rewards
- Positive language should be used on a minimum ratio of 3:1 positive to negative and should relate to specifics where possible
- Increase expectation / level of challenge

Positive behaviour in this school is seen as conduct which assists the school to fulfill its function which is to develop the capacity of all pupils, whereas inappropriate behaviour is conduct which prevents this from happening for the individual or for other members of the school.

The school believes that a positive culture of high expectations which is promoted and modeled by all within it is essential in order for the school to achieve its aims and meet the needs of its children.

As part of the process of establishing high expectations, at the beginning of the year each class teacher works with their class to discuss the expectations of the school, what constitutes positive behaviour and what detracts from it. As an outcome of this discussion, an agreed class charter is created which outlines the rights and responsibilities of all within the class, which will act as a document to inform their day-to-day classroom conduct. This class charter is agreed to and signed by all in the class, then displayed.

5. Positive Reinforcement

Pupils who choose to behave responsibly and show they are able to follow the rules find their efforts are recognised and rewarded.

Children showing the expected behaviours consistently will be rewarded and have those behaviours reinforced with House Points and / or verbal praise.

Children who have gone over and above in any way will be awarded a Marvellous Me badge through the electronic online app which will be automatically sent to their registered parent or carer.

Each half term one child from each class will be selected for the Wonderwall. This is chosen by their class teacher and recognises work or learning behaviour which is of an excellent standard for that child and it will be displayed in the main entrance hall of the school.

Another half termly award is for children who consistently demonstrate our Learning Values positively. They will be rewarded in assembly with a coloured pin badge linked to the value they have been recognised for.

When a child produces outstanding work in class, their teacher may select them for a Headteacher's Award. They will receive a certificate and are allowed to select a prize for their efforts.

The most important thing for developing positive, caring and active children is creating an atmosphere in which the children feel motivated, valued and cared for and it is for these reasons that we believe that praise, reward and responsibility form the cornerstones of generating and supporting positive behaviour.

We understand that everyone works better when they feel that they themselves, and their work, receive consideration and recognition for the effort put in.

6. Consequences

At Townhill Junior School we believe in a system that emphasises and rewards the positive. Therefore, we believe that awards and achievements must not be taken away once given and that all children must be given the opportunity to make the right decisions when displaying inappropriate behaviour and, when necessary, given the opportunity to reflect upon their actions to support them in this process.

Children who are not following the 3 school rules will have a 30 second verbal intervention which is scripted for all staff. This is delivered in a monotone, recognising that emotion is to be reserved for celebration. The script is as follows:

- "I noticed you are (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It was the rule about(being responsible / being respectful) that you broke
- You have chosen to stay behind at the end of the lesson
- Do you remember when you got on brilliantly yesterday? That's what I want to see now
- Thank you for listening.

This uses Restorative Practice strategies about the choice that they made and can be logged in the class Behaviour Book.

If behaviour does not improve they will spend additional time reflecting on this at lunch completing a reflection sheet, in order to further consider how to improve their behaviour in the future. This time in reflection will be logged on Arbor which will in turn notify parents.

If children have an issue with each other, in the first instance staff will encourage them to have a conversation based on Restorative Practices. All learners have this taught and modelled through PSHE lessons and this is further supported by our Restorative Practice Ambassadors (children who are specifically trained in this role).

Children who repeatedly need this intervention or who display any of the following behaviours will be referred to a member of the SLT (in accordance with the school's Suspension and Exclusion Policy):

- Physical Violence
- Offensive language (racist, homophobic or otherwise)
- Bullying
- Behaviour which puts other staff / children at risk

These behaviours may result in internal or external suspensions and an IBP will be written jointly by the class teacher and a member of SLT. This will be shared at a formal meeting with parents. The school will investigate whether further external support would be beneficial from, for example: Schools Advisory Outreach Service (SAOS), Primary Heads Inclusion Group (PHIG) or Educational Psychologists (EP). It is vital that parents are aware of any significant poor behaviour choices and the sanctions that have been given and are enabled to engage with any further support offered.

All behaviour incidents are logged on CPOMS and may be referred to when considering future sanctions. Parents will be informed if their child has demonstrated significant behaviour concerns and it is vital that parents are aware of the choices and sanctions that have been given and are enabled to engage with any further support offered.

7. Behaviour Procedures

The school has a clear procedure through which it responds to behaviour which it perceives to be inappropriate (see behavioural incident flow chart). The aim of this procedure is to make sure all children are given the opportunity to change or cease inappropriate behaviour and to understand that there are outcomes to choosing to engage in inappropriate behaviours which negatively affect themselves and others. Within it, we acknowledge that sanctions should be used in conjunction with the praise, rewards and responsibilities already outlined, within a positive and productive atmosphere.

We do not keep whole classes in and instead we focus on the individuals who may have caused disruption. We do not send children to stand outside the classroom door as this can cause further distraction where they are no longer monitored, so they go to the Rainbow Room or other agreed safe space. We recognise that writing a child's name on the board may escalate the situation for some key children so this is done discretely using class Behaviour Books, whilst later reminding other children of this strategy.

If a child continues to show distressed behaviour, despite appropriate sanctions being in place, SLT in conjunction with the class teacher will develop an Individual Behaviour Plan (IBP) for that child. This may include seeking advice from outside agencies and will involve parent discussion and awareness of their child's issues.

Any incidents of sexual harassment will be recorded and logged on CPOMS under the Sexual Harassment Continuum definitions: Normal, Inappropriate, Problematic, Abusive and Violent. Parents will be informed and sanctions will be decided on a case-by-case basis.

8. Summary of Stages:

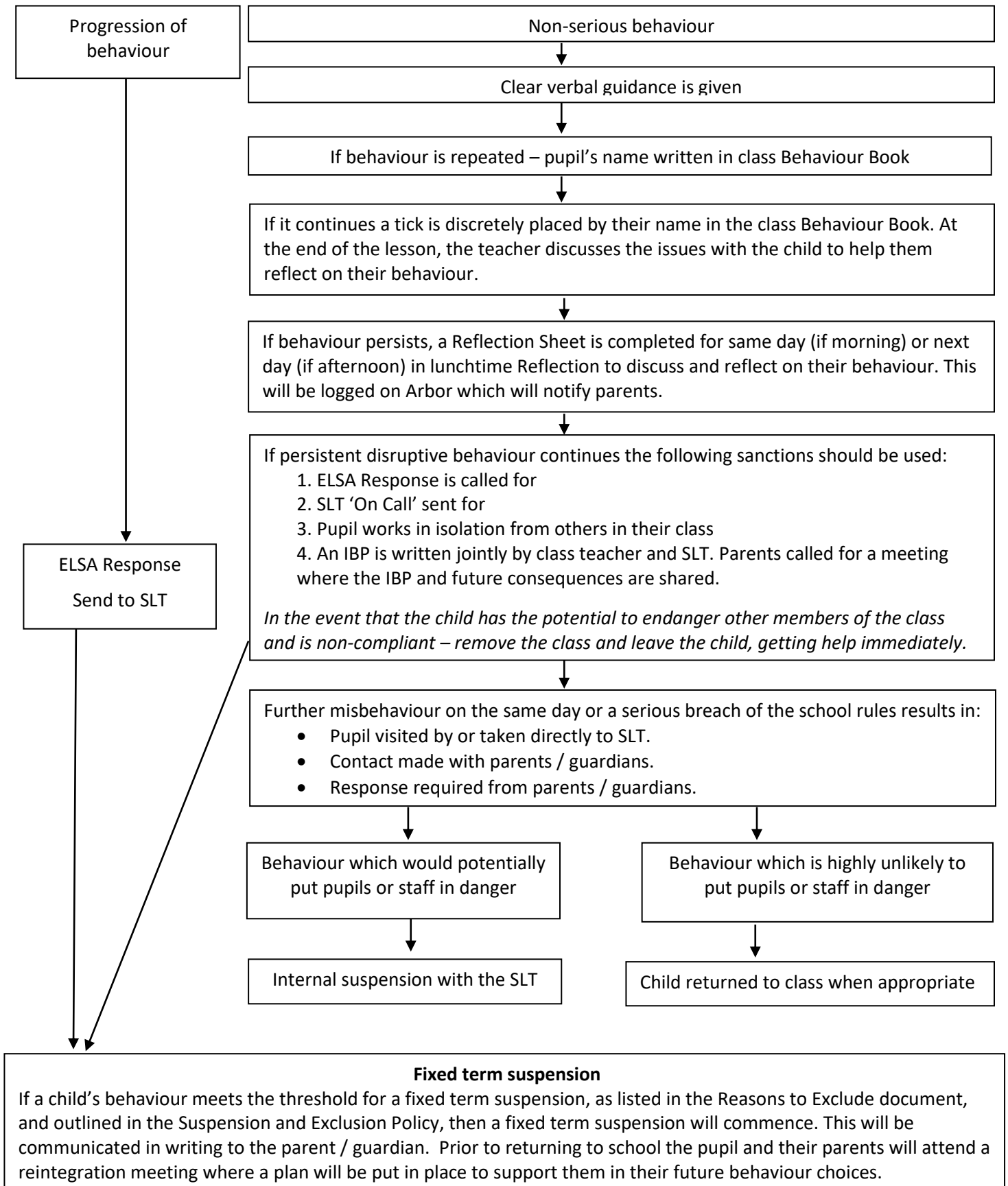
- All children will be given a clear verbal warning when exhibiting behaviour which is seen as inappropriate.
- Once a warning is given, a child's name will be written discretely in the class Behaviour Book by the class teacher.
- If this behaviour persists, a tick is discretely put by the child's name in the class Behaviour Book.
- At the end of the lesson, the child should be spoken to by the teacher in question to explain and immediately reflect on their behaviour.
- If the issue cannot be rectified through this discussion, the child in question must attend lunchtime reflection, either with the class teacher in their classroom or with a member of SLT who will have the child delivered to them.

9. Lunchtime Reflection

- a. Pupils complete a Lunchtime Reflection sheet (see Appendix C) or Social Story which is logged on CPoms and also on Arbor so that parents are alerted.
 - b. Whilst there, pupils will either discuss the incident and reflect verbally with the teacher who dealt with the issue, or if purposeful will complete a reflection sheet which will be discussed with the teacher involved.
 - c. Pupils must have had time for their lunch and be given time to visit the toilet etc. before afternoon lessons begin. In most situations reflection time should be no longer than half an hour.
 - d. The Reflection sheet or Social Story will be recorded on CPOMS to be monitored by senior staff and logged on Arbor so parents will be informed.
 - e. Persistent need for lunchtime reflection will mean an IBP is written for the child by the class teacher and a member of SLT. If appropriate, a meeting with parents will be held to agree on further action (see behaviour guidance flow chart).
- Further misbehaviour on the same day or a serious breach of school rules leads the child visiting a member of the SLT who then inform the parents.
 - Further incidents in a half term results in a meeting between the Head, the teacher and parents to agree on action.
 - Children who are repeatedly in Lunchtime Reflection will have an IBP created by SLT in conjunction with the Class Teacher.



10. Behaviour Management Guidance Flow Chart



11. Behaviour at break and lunch times

Break and lunchtime can be a challenging time for some pupils therefore there is a clear procedure in place to acknowledge positive behaviour. All Lunchtime Supervisors have been trained in restorative practices and are briefed daily by our Lunchtime Lead who is on duty for the duration of lunchtime. The Lunchtime Supervisors oversee and supervise a range of activities which are timetabled for the children, including some or all of the following: football; basketball; selected daily sports; skipping; go karts and trikes; and activities led by Lunchtime Supervisors and Sports Leaders.

However, if behaviour at lunch or break time is not what we expect, children will have consequences which will involve time off the playground or adult supervision at lunch and break. If, despite these in school interventions behaviour does not improve, we will request that parents support the school, by taking their child home for lunch for a fixed period of time.

Additional Points to Note:

1. School Visits - A child who has caused difficulties on a visit will be given a written warning in a letter to parents stating that bad behaviour on a subsequent visit will lead to exclusion from other visits.
2. Children can be withdrawn from an activity where their behaviour is causing a danger to themselves or others (e.g. PE)

12, Restorative Approach

At Townhill Junior School, we make use of a restorative approach to dealing with behaviour and incidents in school.

Restorative Approaches in Schools (RAiS) is a programme which provides staff with the skills and knowledge to effectively tackle conflict and behavioural issues. The aim of employing restorative practices in schools is to avoid situations in which schools are obliged to resort to more extreme measures of behaviour management such as suspension by empowering teachers, parents and pupils to tackle problems at grass-roots level.

Restorative Justice in education, introduced as a whole school concept, has been widely evidenced as having a major impact on the learning and teaching of the school community, forging more respectful and productive relationships and successfully addressing behaviour and attendance issues.

Staff and Restorative Practise Ambassadors (RPSs) use the following restorative question prompts to support pupils:

Engagement – inviting both pupils into the dialogue

What happened?

Reflection – encouraging thoughtfulness, empathy

What were you thinking at the time?

Understanding – how have people been affected

How were/are you feeling?

Acknowledgement – of the harm done, apology

Who do you think has been affected?

Agreement – making a plan to fix things

What needs to happen next?

Arranging for follow up – make sure plan is working

13. Behaviour Management Guidelines

Developing a positive, consistent and caring approach to your interactions with the children where recognition of the positive actions and efforts they make is essential to establishing an effective learning climate. Therefore, focusing on the positive and giving as little attention as possible to the poor behaviour is always a good starting point.

Other points considered:

- Being aware of and defusing low level problems early on.
- Making clear the expectations of behaviour within the school and explaining the rationale behind these.
- Establishing a classroom charter and a set of classroom routines.
- Using a variety of strategies for motivating pupils.
- Reacting calmly and firmly rather than aggressively to misbehaviour and providing opportunities to make positive decisions to change the behaviour in question
- Clearly differentiating between the pupil and his/her behaviour.
- Recognising the need for awareness of equal opportunities for girls, boys, and pupils from all ethnic and cultural backgrounds.
- Giving opportunities for children to reflect on their own classroom performance and enabling them to learn from it.
- However, it must also be recognised that there are exceptions with some children or incidents. In these situations circumstances often dictate whether active listening, negotiation and empathy etc. can take place.

Any incidents of sexual harassment will be recorded and logged on CPOMS under the Sexual Harassment Continuum definitions: Normal, Inappropriate, Problematic, Abusive and Violent. Parents will be informed and sanctions will be decided on a case-by-case basis.

14. Roles and responsibilities

The Governing Body

- a) The governing body must ensure that a written behaviour policy is in place and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. They must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.
- b) The Governing Body will support the school in maintaining high standards of behaviour of pupils and staff.
- c) The SLT, in consultation with the Chair of Governors, will ensure that new Governors understand the principles of Assertive Discipline and their role in the process.
- d) The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The headteacher must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting positive behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated. The Headteacher and Deputy Head will carry out a Behaviour Audit every 4-5 weeks. This will consider any child who has 3 or more logged behaviour incidences (or has received an internal suspension or fixed term suspension) and plan actions in order to support the child to make better behaviour choices moving forwards. This action plan is shared with relevant staff. The summarised results of this audit are shared with all staff and governors in order for governors to provide challenge.

Staff

All staff will follow the school policy based on Restorative Approaches. Staff are responsible for ensuring the policy is applied consistently and fairly:

- a) Year teams will follow the classroom behaviour flow chart;
- b) Staff will ensure the school policy on behaviour extends to school fixtures and educational visits. Misbehaviour in the community, whilst travelling to and from school or any action which brings the school into disrepute or disrupts the smooth running of the school may be sanctioned as per the behaviour policy;
- c) Staff will monitor behaviour and a record of misbehaviour could result in a pupil being refused to be allowed to go on an educational visit during or after school hours;
- d) Parents have a responsibility for the appropriate use of electronic devices and social media outside of school hours. The school reserves the right to intervene and sanction in any instance which affects the smooth running of the school or the child's learning;
- e) The Senior Leadership Team will ensure that all new staff, particularly newly qualified teachers, understand the behaviour policy and procedures as part of their induction to the school;
- f) The Senior Leadership Team will ensure that any new admissions understand the principles and practice of the Behaviour Policy as it will affect them;
- g) Child-on-child abuse: all staff receive training on measures to prevent child-on-child abuse as part of their broader safeguarding training. Incidences of child-on-child abuse are logged under specific categories on CPOMS. Further details on this process can be found in the Child-on-Child abuse policy.
- h) Pupil support: those staff who are responsible for pupils with additional needs where those needs might affect behaviour are supported to ensure that specific and tailored programmes and interventions are put in place to meet the individual needs of those pupils. This may include Emotional Literacy Support (ELSA) support sessions, working with the Family Inclusion Support Officer (FISO) or working with specialist behaviour outreach services (eg: SAOS – Southampton Advisory Outreach Service)

Staff Induction: As part of their induction, all new staff receive training on the school's behaviour, systems and practices. Additionally, all staff receive regular training on behaviour through professional development meetings. Inset training and direct coaching when appropriate.

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will be encouraged to report any incidents of undesirable behaviour. No pupil has the right to disturb the learning of others. Pupils will be consulted through Pupil Voice surveys and the School Council.

Pupil transition – All pupils are inducted into the school's rules, expectations and values, including rewards and sanctions at the start of the academic year. Any new pupils joining the school have this information shared with them on their first day. Children transitioning up to Townhill Junior School also receive input on this on their transfer day prior to joining the school.

Parents and Carers

Parents play a critical role in shaping pupil attitudes in school. The school will aim to keep parents informed of both positive and negative behaviours. The school will communicate with parents via letters, website notifications, notes in the pupil planner, email and phone calls. Parents will be expected to contact their child's class teacher or if they have any concerns. Parents are expected to support their child by:

- a) Signing and actively engaging in the home school agreement which will be shared via Arbor.
- b) Supporting the school policy on behaviour and working with staff in respectful manner.
- c) Notifying the school of any concerns or problems that might affect their child's behaviour.
- d) Supporting their child with the completion of home learning.
- e) Ensuring their child behaves in a manner consistent with the school values when in the wider community; this includes the responsible use of social media and electronic devices.

15. Agreed Rights and Responsibilities for our Rules

Be Responsible	
What can I do to achieve this?	How will the school help you achieve this?
<p>I know that I am in charge of my own choices I know that actions have consequences for myself and others I think about what would be the 'right' thing to do I get help when myself or others need it I think about what I can do to make a situation better</p>	<p>Adults will... Give you the chance to reflect on your actions and consider alternative choices Help you explore what the consequences of your actions are Use opportunities in class and PSHE to explore what is right and wrong Listen to you if you have a problem and help you find a solution Give you choices on how to improve situations</p>
Be Respectful	
What can I do to achieve this?	How will the school help you achieve this?
<p>I consider the thoughts and feelings of others I allow others to learn I keep myself safe and allow others to feel safe I am ready and willing to learn I give opinions in a constructive manner I listen to others</p>	<p>Adults will... Discuss how our decisions can affect the thoughts and feelings of others in PSHE Provide a calm and productive classroom environment Talk about how to make everyone at school safe and provide a safe environment Provide the equipment and resources needed for you to learn Allow opportunities for opinions to be shared and respected Ensure everyone is listened to and encourage positive listening and communication strategies</p>
Be the best me I can be	
What can I do to achieve this?	How will the school help you achieve this?
<p>I try to be the best I can be at all times I do not allow the decisions of others to influence me I make my own mind up to enable informed choices I accept the consequences of my actions I attend school regularly</p>	<p>Adults will... Encourage you to be your best and be aspirational in bettering yourself Support and encourage independent learners and thinkers Explain the differences between right and wrong Tell me the consequences of the decisions I might make Support you to attend school and explain the importance of school in giving the best possible future for those who attend</p>

These agreed Rights and Responsibilities support the children to access the school's core Learning Values.

16. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The acronym we use to teach this definition to children is S.T.O.P:

Several
Times
On
Purpose

The school seeks to:

- Educate pupils, and all adults responsible for the children's welfare, of the nature of bullying in its many forms. Incorporate a 'raising of awareness' theme within the curriculum which teaches children strategies for coping. (PSHE lessons and year group assemblies)
- Actively encourage victims and witnesses to speak out about occasions where bullying has occurred, or to communicate their concerns in confidence to the teacher.

Procedures for recording and monitoring bullying is undertaken in the following way:

- A bullying record will be maintained by all staff recording reported instances of bullying so that repeated offenders will be recognised. This will be recorded on CPOMS.
- Staff will investigate the circumstances surrounding any incident so that a judgement can be made.
- Children responsible for bullying will be subject to the school's sanctions procedures. In addition to this staff will try to ascertain why the child is bullying, and work with colleagues, pupils and parents to try to resolve this.
- The School Council will meet on a regular basis with staff representatives to discuss problems and suggest appropriate solutions.

- “Spot checks” will be carried out by duty teachers and teaching assistants in those areas of the school deemed by the children to be problem areas.
- Termly each class will review the issue of bullying with their class teacher (just ahead of the representatives meeting) to highlight continuing problems and suggest solutions or ideas. Posters and leaflets concerning bullying will be displayed in school from time to time.

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

17. Pupil Welfare and Support

All pupils at Townhill Junior School have access to a wide support network in school. Pupils with concerns can speak to any member of staff. Pupils will be made aware of the school’s Designated Safeguarding Officers. All staff receive regular safeguarding training from the school Designated Safeguarding Lead (DSL) who is the Headteacher and is identified in Appendix A.

There may be occasions when you are concerned about a child and wish to make a confidential note for future reference rather than taking further action at that stage. As we are all in a position where we will not know all the details surrounding any specific individual’s circumstances, all concerns must be recorded upon a school concern sheet, with the information being passed directly onto the CPLO/ DCPL0 who are identified in Appendix A.

Where there are concerns about a pupil’s welfare (see Safeguarding Policy), a referral will be made. Where there are serious concerns about a pupil’s conduct and behaviour a referral will be made and a pupil will be placed on a Behaviour Support Plan (BSP). Where there are concerns about a pupil’s educational needs a referral will be completed to the SENCO/Learning Support Department.

The school works with a wide range of external agencies to support pupil behaviour including: CAMHS, educational psychologist, social services, the Southampton MASH, local police, Educational Welfare Officer and No Limits. This list is not exhaustive.

18. Searching

Townhill Junior School will search pupils in line with “Searching, Screening and confiscation – Advice for Headteachers, School Staff and Governing Body’s” which is available on the school network and by following the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Pupils can be searched at any time by any members of staff. Staff will conduct a search where they feel a pupil is in possession of a prohibited item. Any search of a pupil will be carried out in the presence of another member of staff. School staff can search pupils without their consent if there is a risk that the following banned items are on the person:

1. Knives, weapons, fireworks or stolen items;
2. Alcohol, tobacco, cigarette papers, lighters, E cigarettes, psychoactive substances (legal highs), illegal drugs or drug paraphernalia;
3. Pornographic images;
4. Any item which could be used to commit an offence, cause personal injury or do damage to property.

19. Confiscation of Property

Townhill Junior School will confiscate pupil property (in line with legal guidance) if it is felt the property is detrimental to school discipline or is inappropriate in school. If items, most notably phones, are confiscated parents/carers may be required to come to school to collect them. If any illegal or dangerous items are brought into school the matter will be referred to the police.

20. Physical Restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint should only be carried out by a trained member of staff who has completed the Securicare training programme and must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

21. Evaluation

The success of this policy may be evaluated through:

- Identification of baseline statistics: number of suspensions, number of reflection incidents, accumulation of behaviour points, letters home, behaviour and effort scores, attendance figures, and reward statistics.
- Surveys of parents, pupils and/or staff;
- Inspection by external agencies such as the School Improvement Officer, Advisers and OFSTED Inspectors.

22. Regulating Pupil's Offsite Conduct

Pupils representing the school who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be subject to the same outcomes as any misbehaviour on site. This also applies to pupils who break school rules during trips, activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

In addition pupils who seek outside of school hours to bully or otherwise cause harm to other pupils at the school whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the school itself.

23. Links to other policies

There are links between this policy and the equal opportunities statement as well as the anti-bullying policy, the ICT acceptable use policy, and the safeguarding and child protection policy.

This Behaviour Policy will be reviewed every year, shared with all relevant stakeholders and be visible on the school website.

Appendix A: Key Roles and Responsibilities

Role / Job Title	Name:
Designated Safeguarding Lead (DSL); Child Protection Liaison Officer (CPLO); & School's named "Prevent" lead:	Nick Humphries (Headteacher)
Deputy DSLs (DDSL) & Deputy Child Protection Liaison Officers (DCPLOs);	Jenny Parker (SENCO) Rebecca Austin (FISO) Gemma Salmon (Deputy Head)
Chair of Governors (CoG):	Jo Proctor Contactable through Karen Harrison (Clerk to Chair of Governors) clerk@townhilljuniorschool.co.uk
Nominated Safeguarding Governor:	Penny Orme
Members of Safeguarding Committee:	Carly Sweet (Chair) Penny Orme Phil Milsom Nick Humphries

Children's Services:

02380 832300 and 02380 833336 for children living in Southampton postal codes

01329 225 379 for children living in Hampshire postal codes

Police: 101 or in emergencies 999

Safeguarding advisors / local authority designated officers (LADOs):

Jemma Swann
Southampton LSCB
023 8091 5535
LADO@southampton.gov.uk

Appendix B: Legislation and Statutory Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

My Behaviour Reflection

My name

Date Class:.....

Reasons for My Behaviour

Consequences of My Behaviour

Description of My Behaviour

1.

2.

3.

How has my behaviour made others feel?

How do I feel now?

What might have happened?

How can your teacher help?

My plan for improvement

.....

.....

.....

.....

.....

.....

Signed
(teacher)

Signed
(pupil)

Resolution:

Verbal Apology Written Apology Making Amends: _____