



## **Balfour Junior School**

### **Behaviour Statement**

*Reviewed September 2015*

#### **Achieve your dreams**

*We will build a community in Medway where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community making a positive difference. We will be good role models who inspire through love of learning and be motivated to make a positive impact on each other's lives. Together we will continually strive to remove the barriers to success and fear of failure. We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in Medway on their journey – both educationally and for life: enabling them to drive their own futures to greater success and shape our diverse community for the better.*

***A Balfour Teacher is** respectful, consistent and an inspirational role model. They deliver exciting, vibrant and well -pitched lessons in an optimistic and humorous style. They are honest and able to deliver the hard messages whilst still using praise and positive affirmation wisely to encourage and enthuse. **A Balfour Pupil**, on leaving us at the end of year 6 is a confident, self -motivated and kind individual who is enthusiastic and eager to develop their full potential in both curricula and social areas of their lives. They are a credit to both their families and to their Junior School.*

*January 2015*

At Balfour Juniors, we recognise that everyone has the right to be safe, the right to be heard, the right to fair treatment, the right to be treated with respect and the right to learn without interruption.

To ensure this we will all:

- Provide a well ordered environment in which all are aware of behavioural expectations
- Treat all children and adults as individuals and respect their rights, values and beliefs.
- Foster good relationships and promote a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Encourage and praise good behaviour
- Develop strategies to eliminate undesirable behaviour in the classroom, around the corridors and in the playground.

### **Behaviour Plan - The Five Card System**

Each classroom has a behaviour display chart on a prominent board in their classroom. Every child has a pocket on the board that displays the child's name and has a green card visible in it.

The chart is used in the following manner:

**GREEN CARD:** all children start with a green card at the beginning of every day.

**YELLOW CARD:** the child's card is changed to yellow on the second warning.

**RED CARD:** the child's card is changed to red on the third warning. They are then sent to their exit partner:

Child has a ten minute time out in another class in the year group.  
Children are sent to the Year group leader who will record their names and write in their diaries so Parents are aware of the incident.  
Year group leaders will decide if the incident needs to be reported to the Headteacher.

If further incidents happen during the day the child may be sent to Year Group Leader for the rest of the session and if poor behaviour continues the Parents may be contacted by telephone or letter.. The Headteacher will work in conjunction with the class teacher if poor behaviour escalates.

SILVER CARDS: are issued for good work and attentive learning behaviours. Two or more silver cards result in a gold card.

GOLD CARDS: are awarded for exceptional work, behaviour or attitude to learning. On receipt of a gold card the children go to the Headteacher and are awarded with a certificate and a letter of commendation is posted directly to their Parents.

If a teacher decides to keep a child off the playground to complete work, the work must be completed in the classroom with the teacher's supervision. A child should only be kept in for 15 minutes maximum at lunchtimes with lunch being eaten first.

### **LUNCHTIMES:**

The Mid day Meals Supervisor will warn a child if their behaviour is not acceptable. If a child received two warnings, he/she is sent to the Senior Mid day Meals Supervisor who records this and puts them in the time out area and records this in her record book. The Leadership member on duty will see the book at the end of lunch and sign it. They will inform the class teacher of any issue so that this can be mentioned- to Parents at the end of the day.

Balfour Juniors has an 'open door policy', and we encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties.

If any parent/carer feels that we are not dealing with an issue in a fair way, complaints may be made to the Chair of Governors through the school office.

### **Anti - Bullying:**

At Balfour Junior School we do not tolerate bullying in any form and this will always incur some form of sanction or restorative justice. Any allegations of bullying of any type will be investigated.

We all recognise that those who are being bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in work patterns, lacking concentration or truanting from school. Pupils are always encouraged to report any form of bullying

The Government has made tackling bullying in schools a priority. Bullying can take different forms but it can be fuelled by prejudice – racial or religious special needs or disability.

Bullying may be defined as: behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The school should always be made aware if a child is being bullied or perceives that actions against them may be regarded as bullying.

The school will take the following actions:

- Talk to all the children involved.
- Write up an account of the incident or incidents and give to the class teacher and Year Group Leader
- Inform the Head
- Assure the child who perceives they are being bullied that it will be dealt with and it is not their fault.
- Inform both sets of parents/carers to find a way forward.
- Involve outside agencies when necessary.
- If bullying has occurred then we may discipline the bully by sanctions such as loss of playtimes, letter of apology some form of restorative justice or, in extreme cases, possible fixed term exclusion.
- Staff will be notified of any bullying incident so as to prevent further incidents and to support the child being bullied.

### **Restraint**

In cases where any form of physical restraint is necessary this will only be done by a trained member of staff and will be recorded in the numbered log book situated in the Headteacher's office.

**Exclusion** is used only as a last resort and we adhere to the DfE Guidelines, updated in September 2015.