



# BALFOUR

## JUNIOR SCHOOL

### **Behaviour Procedure**

Approved by the Local Governing Body on 28/9/21

Last reviewed on: September 2021

Next review due by: September 2022

#### **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.*

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. This in an inclusive process and a commitment to establishing and maintaining a high standard of behaviour throughout the school.

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.
- Ensure pupils develop a social and moral awareness and are sensitive to the needs of others.
- Encourage and praise good behaviour
- Develop strategies to eliminate undesirable behaviour in the classroom, around the corridors and in the playground.
- Prevent bullying

#### Balfour Junior Academy Principles of behaviour:

- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- We will seek advice and support from appropriate outside agencies when necessary.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- Close monitoring of the impact of the provision for pupils' spiritual, moral, social and cultural development.
- The school has a "No shouting" policy which must be upheld by all members of staff unless in an emergency i.e. a child is in danger.

**In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.**

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## The role of the Headteacher

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of behaviour in behaviour logs.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children

for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

### The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Behaviour Policy consistently. The teacher treats all children in their class with respect and understanding.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants and Midday Meals Supervisors.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

### Parental involvement

Balfour Juniors has an “open door policy” and staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop and maintain good communication between parents and school.
- Have an ‘open door policy’ and 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 via the stages set out in the Trust’s complaints policy.

### Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate uniform for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- By discussing any concerns with a relevant member of staff in a calm and civil manner and not in front of their child.

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

Each class 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.

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

**YELLOW CARD:** the child's card is changed to yellow on the second warning. Their name is recorded in the Yellow card log book, kept in the classroom. The log books will be monitored weekly by SLT and parents will be notified if a pupil's name appears more than 10 times in a 6 week period.

**RED CARD:** the child's card is changed to red on the third warning. They are then sent to the Phase Leader with their diaries.

The class teacher will record the incident on CPOMS and write in the pupil's diary, so parents are aware of the incident.

Phase leaders will decide if the incident needs to be reported to the Headteacher or other member of SLT in her absence.

If further incidents happen during the day the child will be sent to a member of SLT for the rest of the session and if poor behaviour continues the parents will be contacted by telephone or letter.

The Headteacher will work in conjunction with the class teacher and parents if poor behaviour continues or escalates.

Each child will have their card **reset** at the end of lunchtime and the end of each day, in order for them to be given the opportunity to make a fresh start and redeem unacceptable behaviour.

If a teacher needs 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.

### Lunchtime

The Midday Meals Supervisors will follow the four-card system and behaviour principles in the same way as all other school staff

If a child receives two warnings (yellow card) he/she is sent to the Senior Midday Meals Supervisor who will ask them to go to the time out area and she will record this in the class yellow card log book. The yellow card log books will be returned to the class teacher at the end of lunchtime

### 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

### Anti-Bullying Strategy

In common with all other schools, we recognise that some pupils at the school could experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of Balfour Junior Academy are committed to ensuring children have a happy time at school, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively.

All children have a right to a secure and safe environment, free from fear and abuse. All children at Balfour Juniors will be made aware of the issues of bullying through assemblies and our Personal and Social Education curriculum (PSHE), Circle Times and participation in National Anti-Bullying Week.

Several forms of bullying can be identified:

- Physical abuse – pushing, hitting, kicking, biting, spitting etc.;
- Verbal abuse – name calling, taunting, teasing etc.;
- Emotional abuse – non-verbal signals, being left out of activities;
- Cyber - bullying via phone, internet.
- Taking other people's possessions without asking;
- Damaging property;
- Intimidation of any kind;
- Extortion;
- Racist;
- Homophobic;

- Sexual;
- Faith based;

Bullying is a series of repeated incidents against one child by one or several other children.

All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher.

In cases of reported bullying:

**The person who the incident is reported to will:**

- Reassure the victim that it is right to tell and that the matter will be handled sensitively. Assure them that it will be dealt with and fully investigated.
- Listen carefully to both parties recording as many details as possible
- Affirm the victim's self-worth offering comfort and support.
- Confirm the School's firm policy towards such behaviour.
- Inform a member of the Senior Leadership Team about the incident.

**The Senior Leadership Team Member will:**

- Conference with the pupils involved to deal with the Perpetrator and give the Victim a voice.
- Draw up a contract of agreed actions which will be monitored on a regular basis with all involved.
- Alert all staff as appropriate.
- Speak to parents as appropriate.

**The Headteacher will:**

- Make arrangements for support programmes when they are deemed to be appropriate.
- Discuss incidents with parents as appropriate.
- Exclude pupils internally or externally from school for serious or repeat offences.

**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.**

## Use of reasonable force

### Key Points Regarding Reasonable Force

- School staff have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who Can Use Reasonable Force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When Can Reasonable Force be Used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Examples where Reasonable Force Might be Used**

- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

SCHOOLS CANNOT use force as a punishment – it is always unlawful to use force as a punishment.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and by staff who have received the appropriate training.
- 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

**Where a pupil attempts or is seen to be leaving school premises without authorisation the following procedure should be followed:**

1. A member of staff will alert the headteacher (in her absence) the deputy headteacher or the deputising Senior Leader; this lead person will direct the course of action.
2. A member of Staff who knows the pupil well and has a good relationship with the pupil will follow the pupil to the perimeter fence, exit or gate and will try to persuade the pupil to stay in the school.
3. As active pursuit may encourage a child to leave the site and may also cause the pupil to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.
4. The lead member of the SLT may request additional staff to join the search in a vehicle, taking a mobile phone to contact the school.
5. A member of the SLT will contact the pupil's parents/carers. The call or attempted calls will be recorded.
6. If the searching staff member loses sight of the pupil they must contact the school office giving details of their location and the clothes that the pupil is wearing.
7. If the pupil has left the immediate vicinity of the school grounds and is no longer visible then the lead SLT member will make a decision as to how to take matters further, which will take into account the age of the pupil, the nature of the incident which led to the pupil absconding, the pupils previous history of being involved in episodes of absconding and their outcomes. If the pupil returns of their own volition, parents/carers will be informed.
8. Upon his or her return to school, and when the pupil is calm, the pupil will meet with a member of the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

**Pupils who abscond from school but remain on the school grounds:**

In these circumstances, school staff will not pursue a pupil or force him/her back into the school building. The CCTV will be monitored and staff placed in key viewpoints in order to gather information. School staff will use their judgement, knowledge of the pupil and assessment of the pupil's safety in deciding what to do. This will include taking into account the pupil's age and vulnerability. The demeanour of the pupil will need to be taken into account. If the pupil is upset or angry, care should be taken in approaching the child. In all cases, staff should not place themselves or pupils in situations of potential danger of injury.

## Exclusion

Our exclusion procedure is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of themselves or others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

#### **Informing the governing board and local authority**

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board once a term.

### **Returning from a fixed-term exclusion**

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Reinforcing the school's expectations of behaviour
- Determining additional support the pupil may require to meet the behaviour expectations