

TEMPLE GROVE ACADEMY TRUST
BEHAVIOUR AND DISCIPLINE POLICY



Approved by Governors Summer 2018
Review Summer 2021

Our school code of conduct is:
“Try, Grow, Achieve”

At Temple Grove, we aim to create a positive atmosphere where pupils, staff and parents feel they are known, secure and valued members of the school community; where all are committed to promoting good behaviour, and motivated to learn.

We believe that good behaviour is the key to a good education.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

We aim to promote high standards by modelling positive behaviours at all times.

We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.

We aim to ensure that all adults and children treat each other with mutual respect and consideration.

The Behaviour Policy includes policies on:

- Anti-Bullying Policy
- Positive Handling and Restraint

Rights & responsibilities

Everyone within both of our school communities has rights and responsibilities to ensure that Temple Grove is a safe place in which to learn, work and play.

Children have the right to learn, work and play in a friendly, safe and helpful school.

Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.

Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Children should be valued, and their good behaviour positively encouraged and rewarded. All staff need to highlight children's strengths rather than weaknesses. We accentuate the positive through a range of measures, including:

- Giving praise
- Awarding do-jo points
- Awarding stickers
- Showing good work to SLT
- Highlighting good work in STAR Assemblies
- Informing parents
- Display
- Top Table

Our aim is for the children to develop awareness and respect of self as well as being sensitive to others; to acquire a set of moral values and to develop habits of self discipline and acceptable behaviour so everyone can work and play together safely and happily.

All staff are expected to accept responsibility for maintaining good behaviour throughout the school and model the types of behaviour encouraged by the school policy. Negative and sarcastic responses from adults will establish unacceptable behaviour as the norm and encourage children to behave anti-socially.

Classroom management and organisation has a direct result on pupil behaviour: –

Apparatus and equipment should be easily accessible.

Children should be able to move around easily when required to.

Work should be at appropriate levels – misbehaviour may be a strategy to avoid work which is too difficult or easy.

There should be clear objectives to the set task and these should be explained to the children in language which is simple to understand.

There should be a range of rewards accessible to pupils of all abilities.

Classroom behaviour

The policy at Temple Grove is for each class teacher at the start of the academic year to formulate clear, positive classroom rules with the children. These should be complementary to the school code of conduct and rules. They should be clearly displayed within the classroom, may be signed by the whole class and a copy sent home. These rules should be referred to throughout the year to support the expectations of behaviour within the class.

Behaviour within the School building

Children are to move around in an orderly and sensible manner. They should **never** run. All staff, when moving about the school, should be aware of and take responsibility for pupils' behaviour.

Playground rules

Children's behaviour in the playground should be in line with the school's code of conduct.

Benches and seats around the plants are for sitting on.

If a child is hurt, then he/she should report to an adult on duty from a First Aider.

A rota will be drawn up by the Senior Midday Supervisor (SDS) states which year groups may use all the various areas of the school during lunch play.

Dangerous or rough games are forbidden.

Aggressive behaviour either physical or verbal is not allowed.

Fighting is forbidden; this includes play fighting.

Serious playground incidents (bullying, racism, aggressive and violent behaviour) are to be recorded on SIMS . Persistent anti-social behaviour by a particular child will be reported to members of SLT or Consultant Head Teacher who will bring the incident to the attention of the child's parents.

Staff must record this information on SIMS.

Racial incidents

All incidents of racially motivated behaviour necessitate the completion of a Racial Incident form. If an incident occurs at lunchtime the SMD/MDS is responsible for informing a member of SLT. All completed forms should be given to the Anti-Racial Harassment Officer who collates the information as part of the LA's audit of racial incidents.

Sanctions

No form of corporal punishment is to be used. *Furthermore, Temple Grove endorses the Trust's position on physical control. The school endeavours to develop an ethos where the use of physical control is not necessary. If it does become necessary in exceptional circumstances to use physical control, it will be an act of care. Such action is known as positive and protective handling. It is the positive application of force with the intention of controlling the pupil's behaviour in order to protect him/her from harming him/herself or others or seriously damaging property. Positive and protective handling occurs whenever a member/s of staff intentionally uses physical force to restrict a pupil's movement against his/her will.*

Within the classroom, teachers should ensure that positive responses outweigh the negative, and that any sanctions used are consistent with the offence. Although it may occasionally be appropriate, persistent punishment of whole groups should be avoided.

Children with Autism

Difficulties associated with Autism include: communication, social understanding, rigidity of thought and actions and sensory sensitivity. Some children will have mental health and self-esteem issues. Challenging behaviour may be a reaction to these difficulties and an attempt for the child to control a situation or communicate distress or frustration. We aim to teach appropriate social skills and coping strategies. We will provide structures and strategies to

enable the child to regulate their emotions, promote independence, and enhance communication and social skills.

Strategies implemented might include:

- Visual prompts
- Redirecting/ignoring
- Time out to a safe place, such as the wave room or outside of the classroom
- Deescalating strategies
- Explaining behaviour on whiteboards
- Social stories

When the child, other children or staff are at risk of getting harmed, the child or other children and staff will exit the room to prevent injury or an escalation in behaviour. When managing the child there should be an ideal of two members of staff. At times children might need to be moved if they are committing a criminal offence, injuring themselves or others, causing damage to property and engaging in any behaviour that jeopardises good order and discipline at the school. This should be with the class teacher, SLT or Head Teacher's approval and with sufficient members of staff available. Any behaviour that requires physical intervention shall be logged and parents informed.

On rare occasions children and adults may require first aid from injuries caused by children; these might include biting, pinching, kicking etc. The incident should be logged in the accident book, behaviour book and both sets of parents informed. If a child or adult has a bite or pinch that breaks the skin they should be advised to seek medical assistance from a doctor or pharmacy. This is all outlined in the school's biting risk assessment.

An individual risk assessment will be drawn up if the child is displaying consistent behaviour which puts themselves or others at risk. This will be done with collaboration with the class team and parents and then reviewed.

The school has a detailed Behaviour ladder which outlines the stages of behaviours and when they are reported to SLT or the Consultant Head Teacher. Any negative behaviours are recorded on SIMS and if needed put on a White Form for the FSW to investigate further.

EYFS

The Nursery and Reception Classes use positive praise, stickers as rewarding pupils. The Traffic Light System provides a scheme for sanctions should this be required, usually staff talk to pupils on a one to one basis.

Year 1 and Year 2

Year 1 and 2 use Do-Jo rewards in class to reinforce positive behaviour, once 10 do-jo's are earned pupils receive a sticker, when 10 stickers are received pupils choose a prize from the box. Pupils may also receive a class certificate for outstandingly good behaviour. The Traffic Light system of Green, Amber and Red for sanctions in class.

If a pupil has been on the red light three times this pupil will go to another class with work, accompanied by an adult.

Key Stage 2

Discipline problems should be dealt with by the class teacher. This may be in the form of a verbal reprimand (care should be taken not to humiliate the pupil); or in the loss of a privilege.

All rewards are given via Do-jo's in class. Classes reward the collection of do-jo's by Freedom Friday's, Celebration Certificates, Postcards to Parents, Class playlists, Lucky dips, small prizes.

The Traffic Light system is used in all Key Stage 2 classes as a warning system for poor behaviour. If a pupil has been on the red light three times a red mark will be issued, three red marks will result in a lunchtime detention. This will be timetabled three times a week, and parents will be informed.

Sometimes part of playtime may be lost, parents will be informed.

Poor behaviour is not permitted.

Some examples are given below:

- Repeated talking during class (when having been spoken to by a teacher)
- Being unkind to another child
- Speaking rudely or inappropriately to a member of staff
- Acts of physical behaviour to another child (This may well be accompanied by another sanction depending on severity)

A serious misdemeanour which contravenes the school's Code of Conduct may result in an instant detention. Parents are always informed that their child has been placed in detention, by the Office.

If a child's behaviour continues to cause concern, then the parents must be consulted so that the problem can be discussed, and strategies agreed upon to solve the problem.

Strategies may include:

- Home/school Diary
- Regular contact between parents and school
- A written contract
- Report card for the Phase Leader, Assistant Headteacher to sign
- A positive sticker chart
- Exclusion at lunchtime

Internal exclusion

The child will be removed from the classroom for half of the school day and complete work that has been allocated by the class teacher with a member PSM and FSW or SLT. The child's parents will be informed before the internal exclusion takes place.

External exclusion

If a child receives three internal exclusions in a term then the child may be considered for an external exclusion. A meeting with the child's parent or carer, class teacher and SLT /Head will be scheduled to discuss this further.

An external exclusion may be given for one off incidents of extreme behaviour which may put pupils or other staff in an unsafe position at school.

External exclusion may be given for a one-off act of violence towards a pupil or member of staff.

NB Chair of Governors to be advised of all events regarding external exclusions

Vulnerable pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils.

In some cases, where pupil's behaviour is not improving a referral will be made to the Primary Behaviour Support Team. This will be done after discussion with the parents /carers.

A calm learning environment is of paramount importance. If a child's behaviour continually impairs the quality of learning and does not respond to the sanctions listed above it may be necessary to exclude that child for a set number of days. In certain extreme circumstances, it may even be deemed necessary to exclude the child permanently.