



## **TEMPLE GROVE ACADEMY TRUST**

### **BEHAVIOUR AND RELATIONSHIPS POLICY**

Approved by Governors:

Review:

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 positive behaviour is the key to a good education.

We firmly believe that every member of our school community has a responsibility to teach pupils 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 pupils treat each other with mutual respect and consideration.
- We aim to create a positive and nurturing classroom environment where behaviour is recognised as a form of communication and can be situational; therefore accepting that pupil's behaviour may, on occasions need to be addressed using a more personalised approach.

**The Behaviour and Relationship Policy also makes reference to policies on:**

- SEND and Inclusion Policy

#### **Rights and Responsibilities**

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

- Pupils 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 their pupils will be learning to work and play in a friendly, safe and helpful school.

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

- Praising positive behaviour, effort and attainment
- Awarding Dojo points
- Highlighting good work in STAR Assemblies (which will take place in individual Bubbles)
- Informing parents through telephone calls home and post-cards every Friday

Our aim is for the pupils to develop awareness of themselves and their emotions as well as being sensitive to the feelings of others and to acquire a set of moral values so that everyone can work and play together safely and happily.

All staff are expected to accept responsibility for maintaining good behaviour throughout the school and to model the positive behaviour that is encouraged through our school policy. All staff must recognise that good behaviour is the outcome of positive relationships, built between members of staff and pupils.

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

- \* Apparatus and equipment is assigned to individuals and is not to be shared.
- \* Seating plans are implemented at the start of the academic year and must remain unchanged unless authorised by SLT.
- \* Pupils should maintain social distancing in the classroom and stay in their seats as much as possible.
- \* Work should be at appropriate levels – avoidant behaviour may be an indication that work is not differentiated appropriately.
- \* There should be clear objectives to the set task and these should be explained to the pupils in language which is simple to understand.
- \* Rewards, listed within the policy, to be implemented consistently.

### **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 pupils to help reintegrate them and ensure that they are aware of what is expected of them. 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 so that parents are also aware. These rules should be referred to routinely to support the expectations of behaviour within the class. The expectation is that class teachers support pupils to manage their behaviour in the classroom, using the traffic light system and support pupils to take ownership of their behaviour. More serious incidents, outlined within the school's behaviour ladder, will be reported to members of SLT who will bring the incident to the attention of the pupil's parents – an appropriate sanction to be agreed and implemented. Class teachers must be consistent in their expectations of behaviour and rewards/sanctions implemented.

## **Playground Rules**

- \* Benches and seats around the plants are for sitting on.
- \* Only one bubble to be on a playground at any one time. Bubble LSA to cover the duty.
- \* Dangerous or rough games are forbidden.
- \* Aggressive behaviour either physical or verbal is not allowed.
- \* Fighting is forbidden; this includes play fighting.
- \* Social distancing must be encouraged by the member of staff on duty.

Serious playground incidents (bullying, racism, aggressive and violent behaviour) are to be recorded on SIMS by the witnessing member of staff. Persistent negative behaviours exhibited by a particular pupil will be reported to members of SLT who will bring the incident to the attention of the pupil's parents - an appropriate sanction to be agreed and implemented. Staff must record this information on SIMS. Behaviour that risks transmission of C-19 (deliberate spitting or coughing towards another) is classified as a serious incident.

## **Racial Incidents**

All racially motivated incidents must be logged on SIMs and a member of SLT must be informed. Parents also to be informed and appropriate sanction to be decided upon. All racial incidents to be reported to LA once per academic year.

## **Internal Exclusion**

The pupil will be removed from the classroom for half of the school day and complete work that has been allocated by the class teacher, supervised a member of SLT. Internal exclusions will take place on set days depending upon SLT teaching responsibilities. The pupil's parents will be informed before the internal exclusion takes place.

## **External Exclusion**

If a pupil receives three internal exclusions in a term then the pupil may be considered for an external exclusion. A meeting with the pupil'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

If a pupil's behaviour continually impairs the quality of learning and he/she does not respond to the sanctions listed above, it may be necessary to exclude that pupil for a set number of days. In certain extreme circumstances, it may even be deemed necessary to exclude the pupil permanently.

## **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 West Kent Inclusion 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.