



TEMPLE GROVE ACADEMY TRUST

BEHAVIOUR AND RELATIONSHIPS POLICY

Approved by Governors: January 2022

Review: January 2023

Our school code of conduct is:

'To be **respectful** to ourselves, others and the environment. To be **ready** for learning and to stay **safe**'

At Temple Grove, we aim to create a positive atmosphere where pupils, staff and parents feel that they are known, secure and valued members of the school community, where all are committed to promoting good behaviour, and motivated to learn. Some of the strategies in this policy are based on those suggested by Paul Dix, a well renowned behaviour specialist and Executive Director and founder of Pivotal Education.

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 promote high standards by modelling consistent, calm and positive adult behaviours at all times.
- We encourage high standards of work and behaviour, emphasising praise and positive reinforcement. We give first attention to best behaviour for learning.
- We ensure that all adults and pupils treat each other with mutual respect and consideration.
- We have clear, repetitive and consistent routines.
- We use restorative approaches and scripts to follow up incidents.
- We 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
- Safeguarding and Child Protection
- Social Emotional and Mental Health

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.

Adults in our school shape and have impact on, the behaviour for learning of our children. It is our responsibility to ensure that we adhere to this policy and that our practice is simple, highly effective and most importantly, consistent.

Classroom

- We meet every child as they come into the class with a 'hello' and a smile.
- We make children feel important and valued.
- Rules are clear and appropriate.
- We refuse to shout.
- We give first attention to those doing the 'right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We never humiliate those who demonstrate negative behaviour.
- Children who disrupt learning are dealt with discreetly and respectfully.
- Any consequence for poor behaviour is dealt with quickly so that children can start afresh.
- We communicate good news home regularly.
- Planning is devised with the needs of the children in mind.
- Classrooms are always tidy, well-resourced and well organised.

Around school

- We always greet others with a smile and 'hello'.
- We give first attention to those doing 'the right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We always deal with behaviour (positive or negative), rather than walking past.
- We deal with poor behaviour at lunch time and/ break time discreetly

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

- Ensuring positive behaviours are always identified and praised
- Awarding DOJO points
- Stickers

- Highlighting good work in STAR Assemblies
- Informing parents through telephone calls home and postcards every Friday.
- Recognition boards in classes which focus on one behaviour a week/ day
- Recognising the 'over and above'. i.e. 'Thanks for helping me with 'x'. You weren't asked to, you've done over and above.'
- Over and Above Club - This is for those children who always do 'over and above'. One child from each class, each week is invited for drinks and cake with SLT.
- In class strategies such as 'secret student'.

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. We use Zones of Regulation as part of the curriculum which provides a framework for our children to develop self-regulation.

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, therefore:

- Seating plans are not ability organised and are subject to regular change
- Work is set at the appropriate level: avoidant behaviour may be an indication that work is either too easy or too difficult
- Clear objectives are set and these are explained to the pupils in language which is simple to understand
- Rewards and consequences, listed within the behaviour system, are implemented consistently.

Classes understand what 'ready for learning' looks like. Adults use strategies such as:

- Countdown (5, I need all eyes on me, 4, I can see nearly everyone is listening, 3 etc.)
- 1, 2, 3, Eyes on me. Children say back, '1, 2, eyes on you.'
- Jingle of bells
- Tactical ignoring of low-level behaviours such as: disengagement, slouching etc.
- Teachers set the class to work using clear instructions, linked with the learning outcomes and success criteria. Children are clear on how much time they have; what the task is; who they are working with; and what signal the teacher will use to pause their learning.

There is always a time for positive reflection and praise built into the lesson. We also use assertive behaviour strategies such as these sentence openers:

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for ...

Classroom Behaviour

The policy at Temple Grove is for each class teacher at the start of the academic year in order to formulate clear, positive classroom rules with the pupils to help ensure that they are aware of what is expected of them. These should run parallel to the school code of conduct. 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 make the right choices in the classroom, using Zones of Regulation to support pupils in taking ownership of their own behaviour and use tools and strategies to support them. Class teachers must be consistent in their expectations of behaviour and the rewards/consequences they implement. More serious incidents, outlined within the TGA behaviour system, will be reported to members of the Senior Leadership Team, who will bring the incident to the attention of the pupil's parents. The appropriate consequence will be implemented.

Playground Rules

- * Benches and seats are for sitting on
- * Dangerous or rough games are not tolerated
- * Aggressive behaviour, either physical or verbal, is not allowed
- * Fighting, inclusive of play fighting, is not tolerated.

Serious playground incidents, such as bullying, racism, aggressive and violent behaviour, are to be recorded on Arbor by the witnessing member of staff and reported to a member of the Senior Leadership Team. Persistent negative behaviours exhibited by a pupil may result in a meeting with the pupil's parent/carer, where an appropriate consequence will be implemented. Witnessing staff must record all incidents on Arbor.

De-escalation Strategies

A range of de-escalation techniques are deployed. These include diversion, humour, peer support and choices and are used whenever possible. These include:

Diversion/Distraction

Often pupils enter a period of emotional hijacking, where they find it difficult to break out of a train of thought or pattern of behaviour. Distracting the pupil with a job (even if made up by the adult – such as going to give a message to a teacher or moving some resources) can be enough to break the pattern. Younger children can often be set back on track by being given a new task to do or being asked to look at something interesting.

Humour

Often a child can be supported to make good choices with humour. This relies on the pupil and staff member having a good relationship. The staff member has to use careful verbal and body language to ensure this is used appropriately without using sarcasm.

Peer Support

Sometimes, pupils can be asked to support another child in making good choices. This is often works with pupils who are good friends or when an older child supports a younger one.

Choices

For some pupils who refuse to follow instructions, receiving two choices can help them to move forward. The choices need to achieve what the teacher would like the child to do but gives ownership of decisions to the child.

Supporting negative behaviour for learning

We know that all children struggle at times and it is our role to remain positive, clear and consistent when dealing with negative behaviours. The Temple Grove Academy Behaviour System can be applied anywhere in the school and used by all staff:

Minor incident

Whole class reminder of expectations (not singling any child out) e.g. "I love the enthusiasm this shows but in our class, we respect everyone's chance to speak."

Behaviour not improved after reminder

Individual warning (quiet word) to child. State behaviour noticed, the impact of the behaviour and how to get back on track. "Think about your next choice, I know you can make the right one." Give them an opportunity to engage, offer a positive choice and refer to previous examples of good behaviour. Use the script below to support this.

"I can see that you are [angry, upset, frustrated etc].

It's OK to be [angry etc] but it's not OK to ...

It was the rule about [being SAFE, being READY, being RESPECTFUL] that you broke.

Do you remember last week/ yesterday when you [name something positive].

That's who I want to see today, and I know that you can do it."

Behaviour has not improved after previous 2 warnings

The individual misses 5 minutes of their playtime. There is a restorative conversation with staff involved. The incident is recorded on Arbor.

- 5 mins using a timer.
- Child is sat in silence.
- If the child makes noises, the timer is paused. It restarts, with a reminder after the child is quiet.
- After 5 minutes, talk to the child and use the steps outlined below.

Restorative Approaches

The conversation needs to include:

- What happened?
- What were you thinking at the time?
- What do you think now?
- How do you think that made 'X' feel?
- Who has been affected by this and how?
- What should we do now?

Internal Suspension

The pupil will work outside of their classroom for half of the school day and complete work that has been allocated by their respective class teacher, supervised by a member of the Senior Leadership Team or a more senior member of the school's teaching staff. The pupil's parents/carers will be informed. Depending upon the seriousness of the behaviour, a whole day internal suspension may be issued.

External Suspension

If a pupil receives three internal suspensions in a term, then the pupil may be considered for an external suspension. A meeting with the pupil's parent/carer, class teacher and member of the Senior Leadership Team will be scheduled to discuss further.

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

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

Supporting challenging behaviour

For children showing very challenging behaviours in our school, the following strategies (in addition to the strategies outlined above) are used:

1. Contact with the parent – This is frequent and purposeful. The parent needs to hear positive comments as well as negative. The conversation should not be in front of other parents, but discreet. Give a balanced view of behaviour and show understanding of different needs.
2. Individual Support Plan – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and the Inclusion Manager and will involve parents from the start.
3. Reward sheet – this will be set up in agreement with SLT and the parents. It will be reported back to SLT and parents on a regular basis.
4. Outside professionals – where necessary and in agreement with parents and the Inclusion Manager

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 pupils deemed to be vulnerable.

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 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 consequences listed above, it may be necessary to suspend that child for a set number of days. In certain extreme circumstances, it may even be deemed necessary to suspend the child permanently.

Physical restraint

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
- 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

Racial Incidents

All racially motivated incidents must be logged on Arbor and a member of the Senior Leadership Team must be informed. Parents will also be informed, and the appropriate consequence will be implemented. All racial incidents will be reported to the Local Authority.

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

All bullying incidents must be logged on Arbor and a member of the Senior Leadership Team must be informed. Parents will also be informed and the appropriate consequence will be implemented.

Sexual Harassment and Sexual Violent

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in

need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Staff development and Support

Staff access a range of training opportunities, depending on role and need. These include staff meetings and specific training provided by specialist teachers.