



# Relationships and Behaviour Policy

Policy Type:	Relationships and Behaviour
Updated:	September 2024
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# Relationships and Behaviour Policy

## 1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE Behaviour in Schools 2024
- DfE Keeping Children Safe in Education 2024
- DfE Behaviour and Discipline in Schools Guidance for Governing Bodies 2015
- DfE Mental Health and Behaviour in Schools Guidance 2024
- DfE Use of Reasonable Force in Schools 2013
- DfE Searching, Screening and Confiscation in Schools 2022
- DfE Suspension and Permanent Exclusion from Schools 2023
- EEF Improving Behaviour in Schools 2021

## 2. Policy rationale and aims

At the James Montgomery Academy Trust (JMAT) we believe that, good behaviour stems from positive relationships and mutual respect between adults and children. The Trust has high expectations for behaviour and believe that positive learning environments and enjoyable school experiences stem from this as well as ultimately enabling children to contribute efficiently to society as responsible citizens.

In order to achieve our aspirations and to enable effective teaching and learning to take place every school has effective strategies to establish good relationships and each staff member has a responsibility to ensure these strategies are upheld and fostered. Rather than focussing on unwanted behaviours, the value is put on positive behaviours, which enable and maximise learning. This approach helps children understand the behavioural skills they need, what the adult wants them to do, and why this will help them to learn. We do not presume that children will instinctively know how to behave well and as such behaviour is taught through a well thought out structure linked to each schools' behaviour expectations. Where children struggle to understand and acquire the appropriate behavioural skills, schools will offer high challenge alongside high support. Through the effective teaching of good behaviour children will be guided to develop a moral compass alongside social awareness where they appreciate different view-points, values and choices. This in turn will empower children to recognise and make the right choices throughout their lives with empathy and respect for diversity.

The aim is that the policy will ensure clear expectations are given for the highest standards of behaviour, that this behaviour is taught and then standards are consistently applied across all settings. In addition to this the aim is that children will ultimately take responsibility for their own behaviour and appreciate success from doing this. Children will develop an understanding of accountability including natural consequences of wrong decisions. We recognise that clear structures with predictable outcomes have the best impact on behaviour. Our approach to behaviour is based upon rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely, rather than just rewarded. Children are praised publicly and reminded in private.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships*

*with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

**Paul Dix, Pivotal Education**

Our Relationships and Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all children can learn.
- Provide a safe school environment for all.
- Teach an understanding of what appropriate behaviours are.
- Define a framework for recognising success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation and positive relationships with all staff members acting as emotionally available adults.
- Involve parents/carers, children and staff in the application of this policy and establish strong communication.

This policy underpins the Trust’s commitment to ensuring that all JMAT schools are communities in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment.

In the implementation of this policy The Trust acknowledges its legal duties under the Equality Act 2010, in respect of:

- Safeguarding.
- Children with special educational needs and disabilities (SEND) and in preventing students with additional needs from being at a disadvantage.

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke plans which are based on individual needs, positive relationships and may include rewards or further recognition to reinforce positive behaviour. When necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and other professionals, to identify specific support needed. Schools will work with parents and carers to create plans and review them on a regular basis.

### **3. Scope of the policy**

This policy applies to all children taught within JMAT schools and school staff and other professionals responsible for their care. The policy will be applied fairly across all schools without discrimination. The policy applies throughout all school or academy organised activities.

### **4. Responsibility for the implementation of the policy**

#### **4.1 Children will:**

- Follow school routines for learning good behaviour.
- Display good behaviour at all times.

#### **4.2 Adults in school will:**

- Implement the aims of JMAT’s Relationships and Behaviour Policy at all times.
- Be emotionally available adults.
- Positively notice exceptional behaviour that is linked to the school rules.
- Develop and maintain positive relationships and a well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Treat all children fairly and respectfully, seeking to raise their self-esteem and develop their full potential.
- Take into account and follow any bespoke plans for children with Special Educational Needs.
- Record significant behaviour incidents on RecordMy by following the correct reporting procedure so SLT and the Trust can offer support when required.
- Contact parents/carers regarding their child’s behaviour where necessary.

#### **4.3 JMAT will encourage adults at home to:**

- Ensure the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour in their child and for their child to be an ambassador of their school at all times, in line with the Relationships and Behaviour Policy.
- Be positive role models for their children through their own good behaviour and conduct.

**At Kiveton Park Meadows Junior School, our Relationships and Behaviour ethos is founded on the use of relentless positivity, having mutual respect and showing unconditional positive regard.**

#### **RELATIONSHIPS ARE EVERYTHING.**

**We aim to establish secure, trusting relationships and a positive, calm ethos in school through:**

- Providing a safe, positive, nurturing and caring environment where optimum learning takes place.
- Providing clear guidance for pupils, staff and parents of expected levels of behaviour.
- Encouraging pupils to recognise that they can and should make the 'right' choices.
- Using a consistent and calm approach with unconditional positive regard.
- Recognising individual behavioural norms and responding appropriately.
- Ensuring all adults take responsibility for managing behaviour and following up incidents personally.
- Ensuring all adults use consistent language to promote positive behaviour.
- Using restorative approaches alongside sanctions.
- Adopting a trauma-informed approach and understanding the 'bigger picture' for individuals.
- Ensuring all adults value the importance of relationships with all of our children.
- Being aware that relational practice will foster secure attachments for them, providing a safe and secure base for learning and success.

**We keep our expectations of behaviour simple but ambitious:**

- Ready
- Respectful
- Safe

All behaviour related conversations should be based on these three rules, used consistently by all adults, every time.

All staff follow the same routine to get the class ready for instruction;

**One – STOP.**

**Two – Everything out of hands.**

**Three – Eyes on me.**

**We teach what good behaviour looks like by:**

- Speaking calmly and respectfully to children.
- Using PIP and RIP (Praise in Public, Reprimand in Private).
- Creating safe environments.
- Offering equal challenge and support to work 'with' children.
- Trying to prevent undesirable behaviours, using knowledge of the child/children.
- Supporting children to put right what went wrong through reflection and restorative practice.
- Listening, empathising and trying to understand.
- Recognising that all behaviour is communication.
- Reassuring those pupils who have witnessed/been the victim of other children's poor choices that the behaviour has been taken seriously and addressed.
- Considering children's individual special educational needs when supporting, challenging or reassuring about the behaviour of themselves or others.
- Providing clear rules, routines and boundaries for all children.

- Creating bespoke plans for children who may find managing their behaviour challenging.
- Utilising Team Teach training strategies where relevant to support all the above.
- Keeping accurate records around behaviour, using RecordMy.
- Working in partnership with parents/carers.

**We recognise and reward positive behaviour by:**

- Verbal praise
- Dojo points linked to school rules
- Conversations with parents/carers
- Recognition board
- Recognition awards
- Headteacher awards

**If needed, we will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:**

- Visual prompts such as a hand gesture to be quiet or sit down
- Verbal reminders
- Use of de-escalation techniques if required such as distraction or sensory output
- Time out of class or playtime to talk to an adult to address the behaviour which needs to improve
- Completion of missed learning as the result of negative behaviour
- Removal from class to continue learning separately for safety reasons for a limited period of time

**We follow a clear escalation:**

**At Lunchtime**

**One:** Quiet word

Be clear about what behaviour is now expected. Used for intentional unwanted behaviour. Keep it positive!

**Two:** Two minute reflection

Accompanying the staff member quietly. This becomes five minutes if the pupil is uncooperative or cheeky. Used for intentional/knowingly unwanted behaviour or breach of rules.

**Three:** Referred to on duty SLT member

Appropriate action taken before returning the pupil to the referring staff member for Step 2. Used for 'red line' behaviours: bullying, prejudice, violence and when authority is not respected.

**In Lessons**

**One:** Quiet word

Be clear about what behaviour is now expected. Used for intentional unwanted behaviour. Keep it positive!

**Two:** Reflection at the next break time (timing decided by staff member based on the severity of the situation)

Reflection time with the staff member issuing the sanction. Used for intentional/knowingly unwanted behaviour or breach of rules. Discussion around what when wrong, how we can repair it, expectations for the future.

**Three:** Referred to SLT member

Appropriate action taken before returning the pupil to the referring staff member for Step 2. Used for 'red line' behaviours: bullying, prejudice, violence and when authority is not respected.

In extreme cases of a serious incident, where despite all intervention and evidence of a sustained graduated response, the headteacher may take the decision to exclude a pupil for a fixed amount of time, as deemed appropriate based on context.

**We restore and repair relationships and positive behaviour by:**

- Using restorative practice, ensuring all significant breaches of the behaviour policy are followed up with restorative conversation.
- Restorative conversations are a short (5-10 minute) dialogue between the parties involved in the incident and are always facilitated by a member of school staff.
- These conversations may need to happen at a later stage, once all parties are receptive.
- Restorative conversations should explore emotions on all sides, repair any damage done with a proportionate, logical response and encourage reflection and problem solving so that the children involved in the incident have the opportunity to learn and modify their future behaviours.

This approach encourages children to take responsibility for their actions and behaviours and hopefully, adapt their approaches in future.

**Implementation of this policy is the responsibility of the entire staff team;**

SLT – Teachers - Teaching Assistants – SMSAs - Administrative Staff - Site Staff - ELSA - Family Support



**Building relationships is a whole school priority.**

**Our policy was created by the whole staff team and in consultation with our Parent/Carer forum. Pupil voice features heavily throughout.**

**This policy has been written in line with the following JMAT policies:**

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Suspensions, Exclusions and Amended Timetables Policy
- Physical Intervention Policy and Individual Risk Assessments
- SEND Policy