



Relationships and Behaviour Policy

Policy Type:	Relationships and Behaviour
Updated:	September 2024
Next Review:	September 2025

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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.
- 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 or other recording system where this is not yet available, 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:

- Abide by the Home-School Agreement (if applicable), ensuring 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.

Each school will adopt personalised steps to implementing the policy with the following key headings being addressed below:

1) At Wath Curch of England Primary School we aim to establish relationships and a positive, calm ethos in school through:

- Senior leaders and other school staff greeting pupils and families at the school gates each morning
- Class teachers and other staff welcoming children into the classroom each morning with a personal greeting eg. good morning and the child's name
- School staff taking time in class and unstructured times to talk to pupils about their interests
- School staff making time to listen to pupils and letting them know when they can talk to adults about any concerns
- Adults always using a calm and respectful tone of voice
- Use Zones of Regulation in each class to give children an emotionally literate voice
- A system in each class for children to check in and have the opportunity to say how they are feeling daily (any issues to then be acted upon promptly)

2) At Wath Curch of England Primary School our expectations of behaviour are:

- We have high expectations of ourselves and of all pupils
- Adults and pupils walk in and around the school building in a calm and sensible manner
- Pupils line up quietly and sensibly and adults ensure this always happens
- Safe behaviour at all times
- No behaviour that would harm another person physically or emotionally
- To always be ready to learn
- 100% effort in learning at all times
- Respect for all members of the school and community
- To uphold the Christian values of the school of love, hope, joy, peace and forgiveness.

3) At Wath Curch of England Primary School we teach behaviour and what good behaviour looks like by:

- Having clear school and class rules and routines
- Modelling expected behaviour
- Recognising and highlighting good behaviour
- Weekly PSHE lessons in all classes
- Adult presence in all parts of the school day to remind pupils of expectations and model what these look like.
- Bespoke interventions when children are struggling to maintain good behaviour standards.

4) At Wath Curch of England Primary School we recognise or reward positive behaviour by:

- Recognition boards in every class
- Consistent verbal praise for positive behaviour
- Teacher and Headteacher recognition through dojos or phone calls home to families or other methods of recognition.

5) If needed Wath Church of England Primary School 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

6) At Wath Church of England Primary School we restore and repair relationships and positive behaviour by:

- Restorative conversations
- Self-esteem building such as trusted job roles
- Recognising and acknowledging positive behaviour quickly

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

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