



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 Thurcroft Infant School we aim to establish relationships and a positive, calm ethos in school through:

All staff having a quiet, calm approach, voices which are rarely raised and genuine authentic care and daily positive regard for all our children. This common approach constantly promotes positive behaviour in school within our warm and nurturing environment.

Expecting children to treat all adults and children with respect (both in and out of school)

- Greeting children with a smile at the door each morning.
- Using positive, specific praise.
- Promoting our school rules and encouraging children to follow them at all times.
- Modelling procedures and expectations to children e.g. walking around school to their phonics group/back into school from playtime or visiting our school library.
- Having high expectations of children and correcting undesirable behaviour using positive language and saying the desired behaviour (e.g. “safe walking, thank you” as opposed to “stop running, please”)

2) At Thurcroft Infant School our expectations of behaviour are:

Our School Rules

To be: Ready, Respectful and Safe

3) At Thurcroft Infant School we teach behaviour and what good behaviour looks like by:

Staff promote good behaviour by using consistent positive strategies. Staff are positive ambassadors of the school at all times, through their professional behaviour and conduct (following the JMAT policies).

- Giving repeated positive reinforcement and praise
- Consistently modelling and reinforcing appropriate behaviour, including visual prompts
- Explicitly teaching children about their emotions through the Zones of Regulation.
- Having conversations/discussions with the whole class, small groups or individuals where appropriate.
- PHSCE

4) At Thurcroft Infant School we recognise or reward positive behaviour by:

Certificates

Head Teacher awards

Verbal praise

Dojo points for Positive Attitude to Learning

Green cards (for exceptional behaviour and manners – 5 Green cards result in a headteacher award)

Stickers

Verbal positive comment to parents – daily and parents evening

End of year 2 awards – certificates and medals for some subjects and behaviours.

Weekly Special Mention assemblies.

Always Good Reward

5) If needed Thurcroft Infant School will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

De-escalation techniques.

Verbal warning / reprimand.

Red card for – threatening, hurting, bullying another child / persistent inappropriate behaviour.

Removal from the classroom or specific area of the classroom.

Repeating work of an unacceptable standard.

Removal of privileges.

Missing break or part of lunchtime.

Meeting with the headteacher or other members of SLT

Exclusion including internal / fixed term and permanent exclusion.

- Positive reminders
- Warnings
- Conversations with teacher or member of SLT
- Proportion consequences

6) At Thurcroft Infant School we restore and repair relationships and positive behaviour by:

Discussion with children to devise strategies to improve positive behaviour and how to make the correct choices.

Once behaviour has been discussed, children are aware and given the opportunity to make changes.

Emotion coaching.

Self-regulation areas

Where more challenging behaviours have been displayed the Pupil Wellbeing & Family Support Worker will work with children to understand the roots of the behaviour.

Pupil Wellbeing & Family Support Worker to offer therapy / 1:1 and group work when needed.

- Restorative conversations to repair and restore relationships and positive behaviour
- Agreeing with children that we will “turn it around” and have a “fresh start”.

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