



Relationships and Behaviour Policy

September 2023

To be reviewed September 2024





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'
- DfE 'Keeping Children Safe in Education'
- DfE 'Behaviour and Discipline in Schools Guidance for Governing Bodies' 2012
- DfE 'Mental Health and Behaviour in Schools Guidance' 2018
- DfE 'Use of Reasonable Force in Schools' 2013
- DfE 'Searching, Screening and Confiscation in Schools' 2022
- DfE 'Suspension and Permanent Exclusion from Schools' 2022
- EEF Improving Behaviour in Schools 2021

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
- pupils 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.

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.

Responsibility for the implementation of the policy

Children will:

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

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

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.

How do we implement the policy here at KPMJ?

1) At KPMJ, we aim to establish relationships and a positive, calm ethos in school through:

- Greeting pupils and families at the school gates each morning.
- Welcoming children into the classroom each morning with a personal greeting eg. good morning and the child's name.
- Taking time to form relationships with pupils, both in class and during unstructured times.
- Making time to listen to pupils and letting them know when they can talk to adults about any concerns.
- Always using a calm and respectful tone of voice.
- Encouraging children to explore emotions and support them in having an emotionally literate voice.



- Providing emotional 'check ins', giving children and adults the opportunity to say how they are feeling (any issues to then be acted upon promptly).

2) At KPMJ our expectations of behaviour are:

- To always be READY

Ready to listen. Ready to learn. Ready to help. Ready to move.

- To always be SAFE

Safe when moving around school. Safe when using equipment. Safe whilst playing. Safe whilst online. Safe in all environments.

- To always be RESPECTFUL

Respectful to peers. Respectful to adults. Respectful to the environment. Respectful to property. Respectful to oneself.

3) At KPMJ we teach behaviour and what good behaviour looks like by:

- Having clear school and class rules and routines.
- 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 KPMJ we recognise or reward positive behaviour by:

- Using consistent PIP (praise in public), giving verbal praise for positive behaviour.
- Giving staff recognition through Dojo points, messages home, Headteacher award stickers, face to face conversations or phone calls home to families.
- Awarding pompoms for lunchtime achievements (these contribute to Happy Lunchtimes whole class rewards).
- Issuing certificates in our Friday recognition assembly.

5) If needed, KPMJ 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.
- 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 always RIP (reprimand in private).

6) At KPMJ we restore and repair relationships and positive behaviour by:

- Using restorative conversations.
- Self-esteem building such as giving trusted job roles.
- Recognising and acknowledging positive behaviour quickly.
- Investing time in strengthening relationships.

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

- Safeguarding and Child Protection
- Peer on Peer Abuse
- Exclusions and Amended Timetables
- Positive Handling and Individual Risk Assessments
- SEND Policy

The scheduled review date for this policy is September 2024.