



Relationships and Behaviour Policy

Updated for:	September 2025
Next review:	September 2026

James Montgomery Academy Trust



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
- 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. Support strategies may include personalised interventions and targeted social-emotional learning. 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. Children are encouraged to take responsibility for their school community by contributing to decisions on behaviour expectations through child leadership roles and/or school councils.

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.

Behaviour is a form of communication. Staff are expected to consider the context of a child’s behaviour and respond with curiosity and compassion, especially where there may be trauma, unmet needs, or safeguarding concerns. All staff are trained to de-escalate and manage behaviour in a calm, predictable, and emotionally regulated way.

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 in line with the school’s expectations.

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 / Arbor, safeguarding concerns, or persistent disruptive behaviours on or other recording systems.
- Follow 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.
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5. School specific implementation (To be completed by each JMAT school)

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

5.1 At Wath Central we aim to establish relationships and a positive, calm ethos in school through:

Trauma Informed Approaches

Our approach is holistic; we deal with the whole child and our TI approaches are threaded through everything we do in school. We strive to support all children to navigate life's challenges by providing a secure base, connections, a sense of belonging so children can thrive. This is particularly important for those who have experienced trauma, adverse childhood experiences (ACEs) and mental health problems which can act as barriers to learning. Relationships are key, underpinned by many policies, systems, structures and routines in school which all enable us to provide the support needed.

We want every child to feel welcome in school and that they **belong** here. We work hard to facilitate every child to form authentic connections with pupils and staff as we feel this is the foundation of success.

Unconditional Positive Regard

We advocate an unconditional positive regard, a concept developed by the humanistic psychologist Carl Rogers, which is the basic acceptance and support of a person regardless of what the person says or does. We believe that, whilst we learn from the past, each day is a new day with a fresh start and new adventures.

Relevant and meaningful Curriculum,

We strive to ensure that children are engaged in learning and that our curriculum pathways are relevant and meaningful for all. We strive for children to fully involve themselves in their learning and we seek to create connections or relevance to pupils' lives. We are committed to supporting children to truly understand themselves and, have the wider perspective, to understand their place in the world.

We commit to provide each child with the right level of challenge to help them grow in both knowledge and skills throughout their time at school. Teaching is adapted to meet individual needs, with targeted support and scaffolding offered where necessary. At the same time, we actively foster independence by teaching it directly when appropriate.

Clear and consistent expectations.

This policy and supporting documents outline consistent expectations for staff and pupils. We revisit key aspects such as our living values on a weekly basis to ensure children reflect on their behaviour and attitudes in school. They are also the focus of monitoring by senior leaders. We have high standards for every child in school.

We strive to communicate clearly and consistently, **and ensure routines and boundaries** are clear so that everyone understands what is expected of them.

Neurodivergent Friendly Environment

Our environment sets a deliberately neutral backdrop in support of our aspiration for a calm and supportive school. This draws on research from Reggio Emilia in the way we aim to use natural resources, awe and wonder of the natural world and light. We have also drawn from research about Therapeutic classroom environments and how they positively impact learning and support sensory loading and processing, and in turn co regulation.

5.2 At Wath Central, our expectations for behaviour are that:

All Behaviour is communication of an emotional need (conscious or unconscious):

We believe that any behaviour communicates information about need. Staff use PACE and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, exploring what drives certain behaviour, rather than the behaviour itself. Children who struggle to regulate are regarded as vulnerable, and we all have a duty to explore this vulnerability.

Behaviour is about everyone

We value **every** child; we promote respect and acceptance for all. Through our pupil-centred and inclusive approach based on positive relationships, pupils will learn to understand their own emotions and apply the strategies given to co and self-regulate.

We believe that modelling, supporting and managing behaviour through positive relationships and unconditional positive regard is a shared responsibility. As a team we understand that our actions should exemplify our Living Values to pupils with on-going clear examples.

Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

It takes a community to raise a child and partnership working is key. It is expected that our parents and carers engage with the Code of Conduct for parents and carers and in turn set a good example in their own speech and behaviour and support the school in the implementation of this policy. We work hand in hand with a multi-disciplinary team to ensure that all children are well supported within school and support is sought when necessary to move forward.

Good attendance. Good behaviour is established through regular attendance at school to enable learning through experience, and the fostering of supportive relationships. Good attendance will be expected for all children and will be actively sought as in order to establish good behaviour. In instances of decreasing attendance, or sustained low attendance, both pupil and parent voice will be sought in order to facilitate us in targeting support accordingly.

5.3 At Wath Central we teach behaviour and what good behaviour looks like by:

Specifically, all staff will:

- Get to know each child individually and holistically, without judgement. Show them they belong and they are cared for unconditionally.

- Have high expectations for all.
- Model positive relationships and treat all pupils with equal respect and dignity, keeping our word and modelling how to apologise if we make a mistake.
- Ensure children know who their trusted adults are and parents/carers know who they can talk to.
- Provide a welcoming environment, including meeting and greeting all children (and families) as they enter school.
- Model expectations through their own behaviour, regulation of emotions, moral standards, demeanour, organisation and appearance.
- Pay first attention to positives, good examples of behaviour and effort for that child.
- Considering what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- Seeing things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Ensure expectations and structures around behaviour are clear and consistent. Staff quietly, calmly and firmly hold appropriate boundaries for all children.
- Routines are explicitly taught and communicated in a way the child can understand
- Promote progress toward independence
- Refer to expectations embodied in Our Living Values. Celebrate the fulfilment of these living values.
- Effective teaching of the PSHE curriculum – Jigsaw.
- Feel Good Friday assemblies to celebrate expectations and an assembly after holidays to reset expectations.
- High levels of supervision and staff presence, particularly in unstructured time.
- Be calm and allow take up time when moving through intervention steps to prevent escalation and sanctions.
- Take shared responsibility for inappropriate behaviour seen through school and follow up every time, retain ownership and engage in reflective dialogue with learners. They will never ignore or walk past learners who are failing to meet expectations.
- Work together, in partnership with families, community and by forging strong links between Safeguarding, SEND, Pupil Pastoral Support, Health and Safety and Teaching and Learning teams.
- Effective partnerships with external professionals (JMAT SEND, Fusion, Educational Psychologist, Occupational Health, Police, Fire Service, Early Help, Social Worker, WithMeInMind) and with National and Local SEND partnerships (Evidence 4 Learning, Whole School SEND etc)
- Explicitly teaching behaviour expectations of our living values in day to day routines, through weekly value assemblies and embedded through the curriculum and the behaviour code.

The Headteacher and SLT will:

- Meet and greet pupils at school gates.
- Be a visible presence around school.
- Support teachers in managing students with more complex or challenging behaviours.
- Use staff feedback, community intelligence and data from RecordMy to form a bespoke plan around pupils who need additional support at fortnightly Vulnerable Pupil meetings

5.4 At Wath Central we recognise or reward positive behaviour by:

Recognising the little things. We tend to praise in public, if the child is comfortable with this. Our Learning Culture is designed to promote positive behaviour and allows overlearning of key skills. We take key points from this strategy on a weekly basis in direct teaching. In development is our Growth Curriculum which will bring together our holistic offer to support the personal development of our children.

5.41 Learning or Social Behaviour of the week

We select a desired learning or social behaviour, broken down from one of our values every week which is outlined in assembly on a Monday, with the intention that we catch each child in the class demonstrating this quality. A recognition Board will be used to encourage such social or learning behaviours. Once the whole class have been 'caught' demonstrating his, a token/marble will be placed in the 'Jar of Joy'

'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

5.42 A Star in Jar (Values in Action). At FS and KS1, a star is put in the jar time when the class work as a team to demonstrate the taught learning behaviour from Mondays' assembly. The relevant values dojo is also given to each child. At Y4-6, the teacher defines at the start of the week what they are looking for (independence, team work, specific parts of lessons) to earn stars. If star jar is complete, children will receive 20 minute reward session on Friday afternoon. This will be structured and the class will create a menu of activities (not extra playtime). Ideas include board games, mini disco, Lego session, team games, etc.

5.43 Postcard or message home – Above and Beyond

This message is a high-level recognition for going over and above. It can be given to/from any member of the school community including a child, an adult in the school, staff members or visitors. There is no set amount each week – it must be sincere to keep its value. Messages are written and given to the Headteacher who reads before sending to the parent. 'Pick of the messages' will be chosen and read out in assembly on Fridays. Emails, Dojo messages or phone calls home can also be made by the Headteacher to recognise outstanding children.

This earns the child 3 Dojo points.

5.44 Feel Good Fridays

This assembly is a celebration of children who demonstrate our values and children who have achieved a milestone during the week. Senior leaders talk about demonstrating our values and certificates are given. In the class, adults talk positively about the children and explain why they have been recognised. Peers also contribute to the discussion and recognition of the winners.

The Learning and Values Champions earn 3 Dojo points.

Champions receive the following:

- Certificates and a choice from prize box.
- Classroom cushion for the week.
- First for dinner pass.
- Picture placed on dojo and on spotlight wall.
- Special seat in following week's assembly.
- Involvement in weekly music choices.

5.45 Awarding Dojo Points Summer FS2 to Y6

We award the following Dojo points as recognition of children demonstrating our three values:

1 Dojo Point – Any example of:

- **Kindness/ Empathy.**
- **'Keeping trying'/'Resilience'**
- **'Helping myself'/'Independence'**
- **'Working together'/'Collaboration'**
- **'Curiosity' moving into 'Critical Thinking'**
- **Excellent work!** Any example of this. For example, this can be awarded when a child produces a very good piece of work, is proud of a step of learning verbally or written, or performs well in an assessment.
- **Contribution.** This should be awarded to anyone who has represented school and fulfilled expectation e.g May Day Festival, Sport teams etc

In the Nest, FS1 and the first two terms in FS2, stickers will replace Dojos and will be given for Values and good contribution/ work in learning time and lunch.

3 Dojo Points

- **Postcard – Above and Beyond**

- **Learning and Values Champion**

Accumulating Class Dojo Rewards

- **Bronze** – Children should be given a bronze certificate and a small prize when they achieve 50 dojos. A photo should be celebrated on the Class Dojo. When ALL children achieve Bronze the class are rewarded with an extended extra playtime.
- **Silver** – This will be awarded at the end of term. Children will receive a certificate and a reward session organised by class teacher. This should be a structured reward lesson such as a movie, baking, craft session etc. Children should be involved in the decision.
- **Gold** – This will be rewarded at the end of term. Children will receive a gold certificate and a gold pin badge. Children will be celebrated in assembly and photos posted on school story. Children's photos will be placed on the 'spotlight' wall. The children receiving gold will have a whole afternoon out of class taking part in a reward afternoon.
- **Ruby** – This will be rewarded to children to achieve gold in term 1 and term 2. The outcome will be as above but they will receive a ruby certificate and pin badge.
- **Diamond** – This to children who achieve gold in terms 1, 2 and 3. Children will receive a diamond certificate and pin badge. Parents will be invited to a special end of year assembly. Children will be celebrated as previous gold winners but will also have a trip out of school.

5.46 We also celebrate **Attendance Improvements** and **success** as a class and at times, individually. Each week, good class attendance (where the school target is celebrated and the winning classes receive trophy and small treat to take home on Friday afternoon and whole class dojo).

5.47 Reading Percentages

Each week, every child that reads 4 or more times gains a raffle ticket and at the end of each half term, a name is drawn from each class' box. The winning child receives a small reading prize.

During our Monday assembly, class reading percentages are shared and the winning class receives a 15 minute activity of their choice e.g. 15 minutes of board games, 15 sports activity game.

The winning class also receive the reading trophy which they then keep for the full week.

5.48 Pupil Voice

We use pupil voice as a mechanism to inform school improvement and feed into practice in school.

5.48 Leadership – responsibility

We empower children and those who lead by example are given responsibility.

5.5 Any child presenting with SEMH/ challenging behaviour is on our inclusion register with holistic work undertaken to understand the child fully.

SEND Graduated Response is in place.

As part of supporting and promoting positive behaviour, a graduated response is used.

- **Universal Provision Step 1 Class Profile** – As part of Quality First Teaching for children who respond and can be managed through school systems, structures and rewards
- **Targeted Support Step 2 Personal Support Plan** – Additional support with time limited impactful interventions such as 1:1 or small group provided by trained school staff
- **Bespoke Support Step 3 - Enhanced Provision** – Additional provision, including support from external agencies including AP or educated offsite.

5.51 Targeted support – Step 2 – At this level, we monitor behaviour for a period of time, and diagnostic work is undertaken to identify trends to aim to understand the possible causes or triggers and identify actions and further adaptations to support. For example, we may rag rate timetable and complete an ABC chart. If appropriate, a reporting mechanism such as a dot chart is introduced to increase vigilance and drill down to specific factors. At every stage, we aim to engage parents.

If appropriate, the child will be discussed at our fortnightly **Vulnerable Pupil Meeting** and/ or with the SEND team. From there, we may arrange a Team Around meeting and provide Early Help. Adaptations in class, Pastoral involvement, support to negotiate unstructured times,

De-escalation techniques are used to reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil.

5.52 Bespoke Support Step 3 - When de-escalation techniques have been unsuccessful or there is an emergency situation evolving in school to keep a child or children safe, further bespoke support will be given. The child will have an individual Risk Assessment, that details mitigation measures for risks presented, additional support, strategies and expectations.

Individual Behaviour Plans/ Emotional Regulation Plans

Should a child's behaviour demand a level of bespoke support, a personal behaviour plan may be constructed and implemented making full use of experienced staff, learning areas and school resources, whilst also working closely with other relevant professionals. We will signpost the most appropriate intervention to best support each individual learner. All behaviour plans are reviewed and evaluated termly but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. Parents/ carers are always involved in the process and usually co construct the plan. A behaviour plan will only continue if there is impact and should this not be seen, further guidance will be sought from external partners. A positive handling plan will also be written and implemented should it be deemed necessary. Section 550a of the Education Act 1996 allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property.

The school will record all incidents on our central system, Record My.

Child on Child abuse

All reports of Child on Child abuse will be made on a case by case basis with the designated safeguarding leads or their deputies taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.

Suspensions and Exclusions may occur following extreme incidents, in line with policy should the child have put themselves or others at significant risk. They are seen to be a last resort once all adaptations have been made in school and school has exhausted all measures possible.

5.6 At Wath Central we restore and repair relationships and positive behaviour by:

Connecting before Correcting

We aim to give pupils the opportunity to reflect about an incident afterwards. This is done on an individual basis through a structured restorative conversation, using a standard set of sentence starts or visual prompts for consistency. This is part of our restorative work in school. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate.

Staff Debrief

In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally at the end of the day and a Senior Leader will be present should it be deemed necessary.

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

5. Document history

Previous versions now deleted from system

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	No changes from 2024-25.

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee