



# Relationships and Behaviour Policy

Policy Type:	Relationships and Behaviour
Updated:	September 2024
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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 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.

**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 each day is a new day with a fresh start and new adventures.

**Flexible Consistency**

We offer a consistent approach when supporting behaviour based on this policy and underpinned by our vision and values. Our expectations for learning behaviours are always high. We consistently provide authentic care and promote calm, positivity, nurture and empathy. However, our approach is tailored to the individual and their needs so in this way, we can be flexible in our consistency. Where necessary, we will adapt to meet the needs of the pupil and increase the engagement and involvement of pupils, whilst maintaining our values and fulfilling our vision. For example, we may adapt teaching style or structure, the way we communicate, the way we praise or sanction, our environment, our resources.

**Excellent Teaching**

As a school we recognise our Relationships and Behaviour Policy is only as good as the curriculum offer and the quality of our teaching and learning. In the classroom, therefore, we strive to build a relevant, meaningful curriculum that meets the needs of pupils. In this way, our aim over the next three years is to broaden our curriculum offer to three pathways to ensure that all pupils can fully involve themselves in learning. To support pupils, we strive to communicate clearly and consistently, ensure routines and boundaries are clear so that everyone understands what is expected of them.

We have high expectations in terms of punctuality, attendance, behaviour and effort. We lead and guide individuals in the development of new behaviour skills and model alternatives. We recognise that some pupils require additional and individual support to help them with their development and are proactive in detecting and responding to changes in behaviour and attitude, staggering our expectations for improvement.

Our school curriculum is enquiry based and philosophical. It has a global dimension which aims to broaden pupils' understanding of their place in their community and the world. We aim to create connections or relevance to pupils' lives in order for children to understand themselves and their place in the world as well as having a wider perspective.

**2) Our expectations for behaviour are high. At Wath Central, we aim to create a safe, positive and calm school culture which embodies connection, inclusion, respect and value for all. We do this by:**

- Our Living Values which are threaded through our curriculum and day to day practice in school. Respect – Responsibility – Resilience. Please refer to our Vision and Culture Matrix.
- Promoting a strong relational approach and embedding restorative practice across school. We promote the strong relationships between staff, pupils and their families. Children know who their trusted adults are and parents/carers know who they can talk to.
- Giving authentic care. Getting to know each pupil individually and holistically so that our understanding of the whole child is good. We personalise our approach to ensure provision and care is matched.
- Ensuring expectations and structures around behaviour are clear and consistent.
- Working together by forging strong links between Safeguarding, SEND, Nurture, Health and Safety and Teaching and Learning teams.
- Providing a welcoming environment, including meeting and greeting all children (and families) as they enter school.

**At Wath Central, we believe 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. We believe that all not behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.

**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, self-regulate and improve their own behaviour, and to build positive relationships their peers and the wider community.

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 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.

**Behaviour can change:**

We strongly believe that behaviour is a learnt response that can be changed when pupils feel safe, which brings down their toxic stress levels. It can be changed by repairing damage through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences.

### **Behaviour is about British Values:**

We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **3) At Wath Central, we teach behaviour and what good behaviour looks like by:**

- Trauma Informed Practice is embedded through all practice and policy.
- Direct teaching of our living values in day to day routines, through weekly value assemblies and embedded through the curriculum and the behaviour code.
- Direct teaching of specific behaviour expectations across all aspects of school life through the teaching of our new Behaviour Code in lessons and assemblies. This outlines the clear and consistent routines used in school.
- Consistent language, expectations and routines by all stakeholders.
- All adults in schools modelling expectations through their own moral standards, demeanor, behaviour, organisation and appearance.
- The PSHE curriculum – Jigsaw.
- Week assemblies to explore expectations and values and an assembly after holidays to reset expectations.
- High levels of supervision to rigorously model, remind, and manage behaviour.
- Effective partnerships with school SEND, Safeguarding and pupil support teams,
- Effective partnerships with external professionals (JMAT SEND, Fusion, Educational Psychologist, Occupational Health, Police, Fire Service, Early Help, Social Worker)
- Effective liaison with National and Local SEND partnerships (Evidence 4 Learning, Whole School SEND etc)

### **4) At Wath Central we recognise or reward positive behaviour by:**

- Recognising the little things. We constantly praise for good choices - verbal and non verbal. We tend to praise in public, if the child is comfortable with this.
- We empower children and those who lead by example are given responsibility.
- We use pupil voice as a mechanism to inform school improvement and feed into practice in school.
- We recognise and celebrate good work, good effort and improvement in quieter ways in the classroom, via Dojo and more publicly as awards in assembly. Weekly Celebration Assemblies are held to celebrate Learning and Values Champions as well as positive contributions to school life. We also recognise good work through project displays through school.
- Dojo Points are awarded for adherence to Living Values as well as exemplary effort, attainment, engagement, involvement, and improvement.
- Positive Postcards are sent home for those children who have gone 'Over and Above'.

### **5) If needed, Wath Central will provide the following challenge and support to children who struggle to demonstrate the appropriate behaviour skills:**

For those children who struggle to regulate or demonstrate appropriate behaviour, we offer both support and challenge in a tiered approach. We have a Levelled Response which provides a clear structure and a consistency of approach, but this can be adapted to the needs of a child, as part of our holistic approach. This approach draws on the 3Rs - **reflect, repair and rebuild** but also highlights our stepped sanctions (1,2 and 3), details the staff involved and the actions taken by school.

Firstly we provide a social narrative around positive behaviours, within class or using designated staff members. This links with our Living Values. From there, we monitor behaviour carefully so that provision is well targeted and outcome defining. If appropriate, we will work with our SEND team and adopt a graduated response to meeting the needs of pupils, 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.

#### **6) At Wath Central, we restore and repair relationships and positive behaviour by:**

##### **Connecting before Correcting**

Following an incident, there are rigorous procedures which follow our model of Reflect, Repair, Rebuild. Structured restorative conversations are held, using a standard set of sentence starts for consistency. This is part of our restorative work in school. Further support is given by class staff as we believe nurture and authentic care begins within the classroom. If we feel further support is needed, a child is referred for our tiered nurture support. This is coordinated by our SENDco, liaising with our Mental Health Lead and Nurture Leads. We also support families further with our school based Early Help.

##### **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