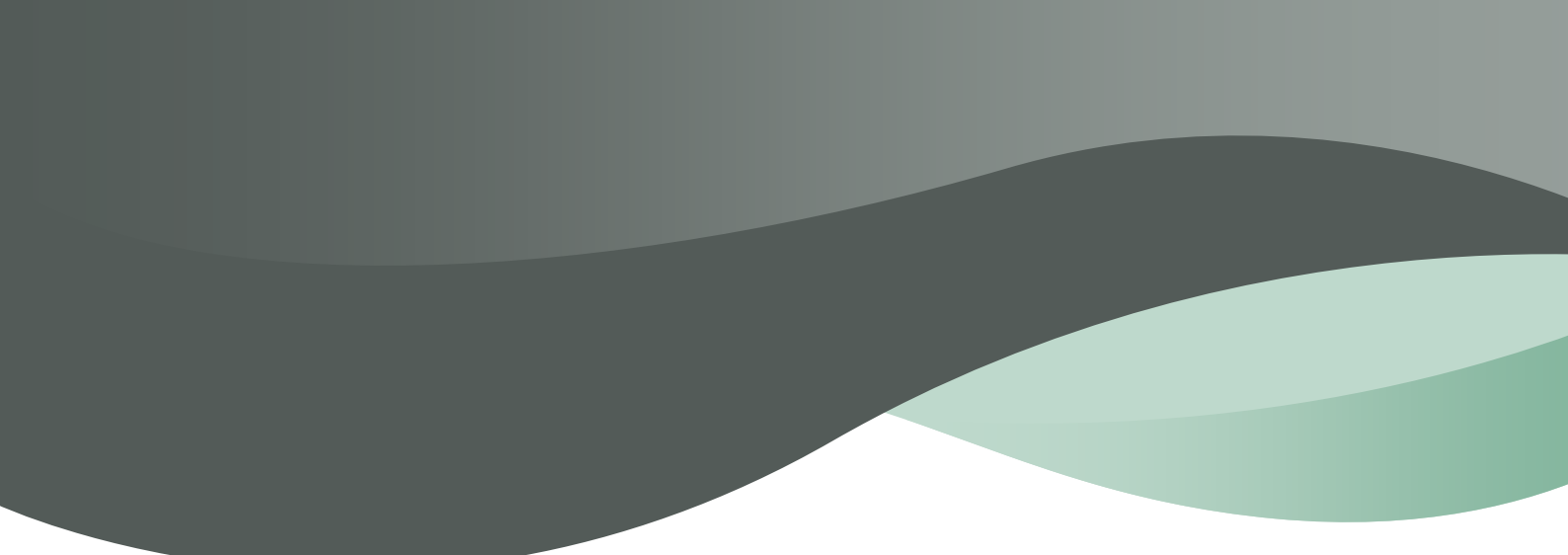




Relationships and Behaviour Policy

Updated for:	September 2026
Next review:	September 2027

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 2009
- The School Information (England) Regulations 2008, and the amendments made in 2015 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE Behaviour in Schools February 2024
- DfE Keeping Children Safe in Education - Latest guidance
- DfE Mental Health and Behaviour in Schools Guidance November 2018
- DfE Restrictive Interventions Including use of Reasonable Force in Schools April 2026
- DfE Searching, Screening and Confiscation in Schools July 2023
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England. July 2026
- EEF Improving Behaviour in Schools June 2019
- Equality Act 2010
- SEND Code of Practice 0-25 years 2015
- UN Convention on the Rights of the Child (UNCRC)

2. Policy rationale and aims

Our Relationships and Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all pupils 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, pupils 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 pupil'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.

- 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 pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils 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 pupils 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.

Schools will implement a clearly defined and consistently applied system of behaviour responses, which is understood by pupils, staff, visitors, contractors and parents / carers.

This will include:

- Positive recognition of appropriate behaviour
- Clearly structured reminder and warning stages
- Restorative approaches to repair relationships
- Reasonable, proportionate and consistently applied sanctions (e.g. loss of privileges, time-out, internal removal)
- Senior leadership involvement where required

Each school will set out the specific detail of its behaviour system, ensuring responses are applied fairly, consistently and with appropriate consideration for pupils' individual needs, including those with SEND.

The school will follow the DfE guidance 'Restrictive interventions, including use of reasonable force' (April 2026). Any restrictive intervention must be reasonable, necessary, proportionate and the least restrictive option. All incidents must be recorded immediately, reviewed by senior leaders, and reported in line with DfE and Trust reporting requirements on Arbor. Staff will receive regular, written training and there will be post-incident reviews which include the pupil's voice, consideration of reasonable adjustments, and actions to reduce future risk.

4. Suspensions and Permanent Exclusions

Decisions on suspension and permanent exclusion will follow DfE guidance. The school will: (a) take into account contextual factors including SEND and safeguarding; (b) ensure suitable full-time education provision is arranged from the sixth school day of a suspension that exceeds five days; and (c) record and evidence the rationale for any exclusion demonstrating that alternatives were considered.

Suspensions and permanent exclusions are last-resort measures applied only where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Decisions will be lawful, reasonable and proportionate and will explicitly take into account contextual factors including SEND, safeguarding concerns and any reasonable adjustments required under the Equality Act 2010. For any suspension lasting longer than five school days, the school will arrange suitable full-time education from day six. Where a pupil has an EHC plan, the

school will contact the local authority at an early stage and consider an early annual review prior to any decision to permanently exclude.

5. Behaviour Outside School / Online

The school may take proportionate action in response to behaviour outside school (including online) where it poses a risk to the safety, welfare or education of pupils or staff, or could reasonably be expected to have significant impact on the school community. Responses will focus on safeguarding and restorative measures first and will be proportionate to the behaviour and context. All decisions will be made with the involvement of the pupil's parents/carers.

6. Searching, Screening and Confiscation

Searches will be conducted lawfully and with respect for pupil dignity; staff will not carry out intimate searches. Where statutory search powers apply, the school may search a pupil or their possessions and may confiscate prohibited or harmful items in line with DfE guidance. All searches and subsequent confiscations will be recorded, and parents will be informed unless doing so would increase risk. The school will follow clear procedures for the storage, return or disposal of confiscated items.

7. Recording, data use and linkage with safeguarding

Significant behaviour incidents, searches, restrictive interventions and exclusions will be recorded on the school's behaviour system (RecordMy/Arbor) and, where relevant, on the safeguarding record. Records will be retained in accordance with Trust retention guidance. The school will use anonymised behaviour data termly to identify trends, inform training, evaluate interventions.

8. Staff training, post-incident review and governance oversight

All staff receive mandatory behaviour training annually, with refreshed training on restrictive interventions and recording. Senior leaders will review all serious incidents within 48 hours and undertake a post-incident learning review. The Trust will analyse behaviour, restrictive-intervention and exclusion data termly and will scrutinise patterns and actions taken to reduce inequality and risk.

9. Responsibility for the implementation of the policy sits at school level

The school will make reasonable adjustments for pupils with SEND or disabilities and will not apply sanctions in a way that discriminates. When behaviour is affected by SEND the school will review provision and reasonable adjustments, co-produce specific behaviour plans or risk assessment with parents/carers and, where appropriate, request specialist advice or an EHC needs assessment. The school will record how reasonable adjustments influenced decisions about sanctions, support and next steps.

9.1 Pupils will:

- Follow school routines for learning good behaviour.
- Display good behaviour at all times in line with the school's expectations.

9.2 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 pupils fairly and respectfully, seeking to raise their self-esteem and develop their full potential.

- Take into account and follow any bespoke plans for pupils with Special Educational Needs.
- Record significant behaviour incidents on RecordMy / Arbor, safeguarding concerns, or persistent disruptive behaviours.
- 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.

9.3 JMAT will encourage adults at home to:

- Abide by a 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 child through their own good behaviour and conduct.

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:

- 1) At Brinsworth Howarth Primary School our expectations of behaviour are:
 - To always use respectful language, including good manners
 - To respect the school environment, adults and each other
 - To actively listen and participate in lessons
 - To always work to our full potential and welcome challenge in our learning
 - To keep ourselves and others safe in school and on social media sites
- 2) At Brinsworth Howarth we recognise or reward positive behaviour by:
 - Use of a reward chart to celebrate positive relationships and behaviours
 - Verbal praise
 - Head Teacher Awards
 - Terrific tickets
 - Bronze, silver and gold awards
- 3) If needed Brinsworth Howarth Primary Staff will provide challenge and support to children who struggle to acquire the appropriate behaviour skills as highlighted in Appendices 1.
- 4) At Brinsworth Howarth Primary we restore and repair relationships and positive behaviour through the use of self-regulation time/space supervised by appropriate staff member, reminder of strategies from Zones of Regulation toolbox and behaviour meetings to reflect on choices (Appendices 2).

10. Policy review and links to statutory guidance

This policy will be reviewed annually and updated promptly to reflect changes in statutory guidance (including DfE guidance on restrictive interventions, exclusions, searching and KCSIE). The policy cross-references the Trust's Safeguarding, SEND and Physical Intervention and positive Handling policies.

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

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Suspensions, Exclusions, Managed Moves and Adapted Timetables Policy

- Physical Intervention and Positive Handling Policy and Individual Risk Assessments
- SEND Policy

8. Document history

Previous versions archived in accordance with document retention requirements.

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.
V2	JMAT	July 2026	PRG	09/07/26	• Section 3 – additional wording added • Section 4 – new section – suspensions and permanent exclusions • Section 5 – new section - behaviour outside school / online • Section 6 – new section – searching, screening and confiscation

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee

School Procedures for dealing with unacceptable behaviours

<u>Stage</u>	<u>Behaviour of Example</u>	<u>Examples of Interventions</u>	<u>Who Guides /Supports This Behaviour</u>	<u>Recording/ Reporting Methods</u>
1: Reminder	Low level disruption in class – chatting, making inappropriate noises, interrupting/ shouting out Lack of focus on task Not following instructions Use of unacceptable/ Minor offensive language e.g. idiot, stupid Mis use of school equipment e.g. doodling on work	Use of positive praise to those demonstrating the correct behaviour – e.g. not shouting out, sitting quietly, getting on with their work Use restorative conversation r.e. their choices Verbal/non-verbal reminder of the expected behaviour	Class Teacher Staff Member Involved	
2: Warning	Mid-level disruption in class continued despite reminder Misuse of school property e.g. breaking pencil / ruler, purposeful damage to books Refusal to follow instructions/complete task Lack of respect, continued defiance Abusive to others: verbal, physical or in-school cyber bullying behaviour Bullying behaviours Swearing	Repeat previous interventions Restorative conversation at classroom level (behaviour meeting) Parents informed of classroom meeting (behaviour meeting) Time out to regulate / reflect Moved within the classroom Loss of classroom/ playground/school privilege	Class teacher Parents	Classroom Meeting (behaviour meeting) Phone call / text message home Log on RecordMy (if parental phone call takes place)

3: Referral	Failure to respond to previous interventions Aggressive / violent behaviour towards pupils or staff Prejudiced behaviours e.g. racism, sexism Ongoing Bullying behaviours Behaviour likely to injure self or others Offensive language towards staff or pupils Deliberate theft Serious misuse of services (e.g. internet)	Restorative conversation at classroom level (behaviour meeting) Restorative conversation with Head Teacher (behaviour meeting) Phone call home to inform of behaviours Time out to regulate / reflect Moved within the classroom Loss of classroom/ playground/school privilege	SLT Class Teacher Parents Other agencies as required	Head Teacher Meeting (behaviour meeting) Parents invited in / phone call home Log on RecordMy Behaviour plan started if necessary
4: Serious Concern	Serious and continued disruption Serious or continued abuse or bullying Assault on pupil or staff member	Loss of playtime / lunchtime over an extended period of time Internal exclusion Short term exclusion Permanent exclusion Removal from school register	Head teacher Parents Other agencies	RecordMy logs Behaviour plans



Behaviour Meeting

Have you made the right choices this lesson/breaktime/_____? What happened? (member of staff to paraphrase). Explain why you did that.

When you did _____, how did that make you feel?

How do you think I/they/_____ are feeling now? Do you know why they are feeling like that? (explain if necessary)

If you had this time again, what would you do differently? (Member of staff to give strategy for 'next time...')

What do you think you need to do/needs to happen now?

Does this issue need to be referred to SLT?

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Learner-centered practices adopted from person-centered therapy

Genuineness	Being a real person - Kind (friendly and caring) instead nice (pleasing and agreeable) - Open-minded and approachable Asking real questions - How are you today? How have you been? - What can I do to help you in your studies today?
Unconditional Positive Regard Students do not have to achieve to feel accepted!	Welcoming questions and worries - Struggles are very common in this class/subject/course. - I'd be happy to answer your questions! Trying to see the world through other people's eyes - What do you think about this? - What is on your mind? Help for voicing out worries and struggles - You seem to be xxx about this. What can I do to help you?
Empathetic Understanding	Acknowledging struggle: - This must be hard to talk about, thanks for telling me this. - That sounds really challenging. Expressing gratitude that they shared their struggle: - Thank you for sharing this with me. - Thank you for trusting me with this. Supporting and encouraging: - What can I do to help you? - What do you need right now?

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified