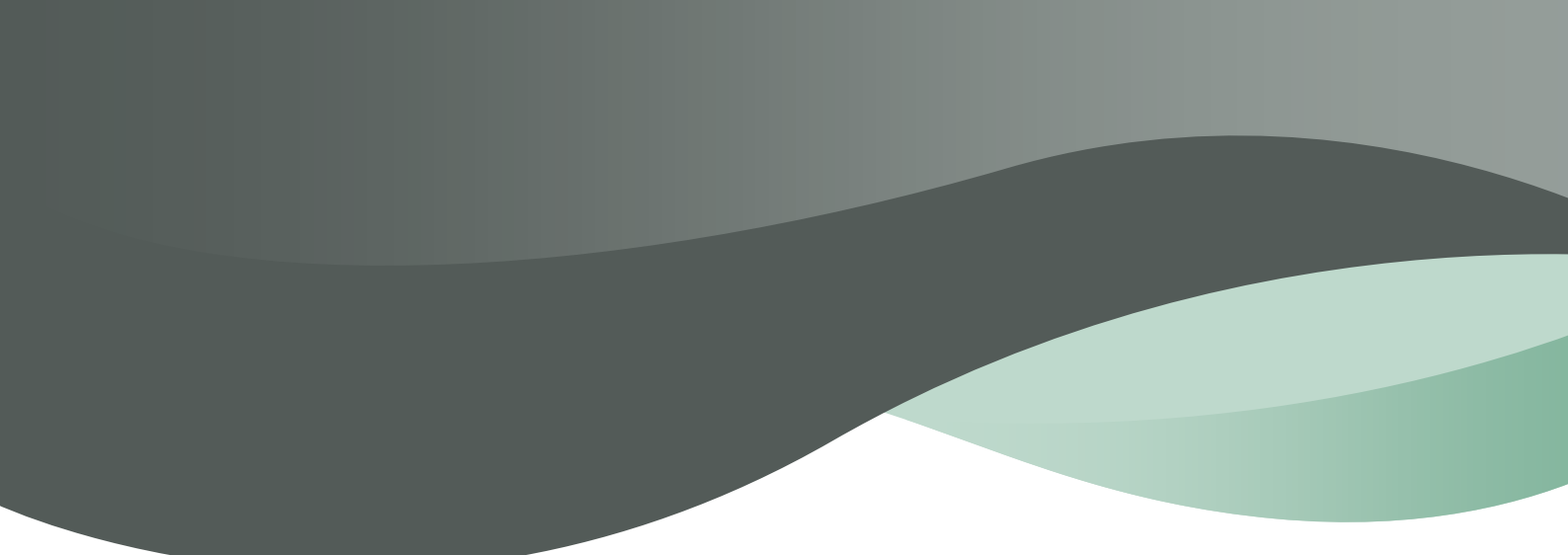




Relationships and Behaviour Policy

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.

At Brinsworth Howarth Primary School we aim to establish relationships and a positive, calm ethos in school through the following:

- 1) At Brinsworth Howarth Primary School our expectations of behaviour are:
 - To use respectful language at all times, 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).

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

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