



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:

- 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

At Wath Central, we aim to establish relationships and a positive, calm ethos in school through our restorative approach.

Together, we believe in:

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.

At Wath Central, we teach behaviour and what good behaviour looks like through:

- Our Living Values

'Together We Can' Living Values	Respect	Kindness	Courage
Linked concepts and characteristics	Responsibility Tolerance Acceptance Diversity/Representation Politeness Fairness Loyalty Individuality Honour	Empathy Love Generosity Friendship Forgiveness Honesty Trust Truth Connection	Confidence Determination Independence Heroism Ambition Hope Belief

- Our PSHE curriculum, delivered through ‘Jigsaw’
- Clear modelling by all adults
- Direct teaching of our Learning Behaviours

Learning Behaviours	I am ready	I am resilient	I am creative	I collaborate	I am reflective
Recognised through Dojo awards	<ul style="list-style-type: none"> - I listen, actively - I am motivated - I participate - I focus on the task in hand - I organise my resources - I organise my time - I set goals - I have a go - I follow instructions 	<ul style="list-style-type: none"> - I ask for help when appropriate - I am determined - I learn from mistakes - I persevere - I use thinking time well - I accept constructive criticism 	<ul style="list-style-type: none"> - I am curious - I ask sensible questions - I predict - I am independent - I see challenges positively - I take risks when solving problems or thinking differently - I am flexible - I am imaginative - I show initiative - I apply my knowledge and skills to different contexts - I present my learning in many ways 	<ul style="list-style-type: none"> - I communicate clearly with others (adults and peers) - I explain my working - I put across my ideas and views - I listen - I take turns - I give constructive feedback - I mediate discussions 	<ul style="list-style-type: none"> - I am open in my thinking - I monitor my progress - I show pride in my good work - I act on feedback - I check my work
<p>← I am challenged and supported →</p>					

We focus on the positive

We have an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

We want all our pupils to be the very best version of themselves. We concentrate on providing our pupils with what positive behaviour looks like, making clear our high expectations. We focus on our three **Living Values, ‘Respect, Kindness and Courage.’** We ensure that there is an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. PIP (Praise in Public) but RIP (Reprimand in Private). We ensure all adults use consistent language to promote positive behaviour and use restorative approaches.

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 empower children, giving them responsibility and allowing them a voice.
- Project displays through school celebrate good work and Learning Behaviours.
- Make Yourself Famous Boards are used for immediate praise of good work and living values.



- Dojo Points are awarded for adherence to Living Values and Learning Behaviours (see Be Proud initiative) as well as for children who go over and above.
- Weekly Celebration Assemblies are held to celebrate Learning and Values Champions as well as positive contributions to school life.
- Positive Postcards are sent home for those children who have gone 'Over and Above'.
- Termly Champion Assemblies are held for recognition of sustained effort and application.
- Commitment to reading and other key learning skills.

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:

- Promoting a strong relational approach and embedding restorative practice across school
- 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.

We constantly promote the strong relationships between staff, pupils and their families.

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.

We:

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Use an attachment / trauma informed approach to understand behaviours.
- Demonstrate unconditional positive regard.
- Empathise.
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Allow space and time and support with this.
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Will manage transitions effectively
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide structured activities at breaktime to help manage social time.



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. Firstly we provide a social narrative around positive behaviours, within class or using designated staff members. This links with our Living Values and Learning Behaviours. 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.

There is a clear structure in place which allows for clear actions following an incident which calls for children to **reflect, repair and rebuild** (*see attached Levelled Response*). This structure allows for flexibility within the three stages but also maps out clear expectations and predictability for children about how incidents will be dealt with.

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

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