



# 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.

## Steps to implementing the policy

- 1) At Hooton Pagnell All Saints C of E Primary School, we aim to establish relationships and a positive, calm ethos in school through:
  - Implementing the JMAT's Relationships and Behaviour Policy at all times.
  - Maintaining a positive and well-managed learning environment.
  - Being positive ambassadors of the school at all times, through our professional behaviour and conduct.
  - Unconditional positive regard for all.
  - Good classroom management including well-defined routines.
  - Use of age appropriate visual timetables /now and next boards.
  - Whole class sensory circuit time where appropriate.
  - Undertaking comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
  - Treating all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential. (Being calm, fair, firm, clear, consistent, positive and understanding).
  - Explicitly praising good behaviour as it occurs with reasons.
  - Explaining and role modelling the behaviour we want to see.
  - Encouraging the pupils to use and reflect on our Christian pathways.
  - Using the school's reward system and sanctions to promote good behaviour and explaining any reasons for sanctions.
  - Encouraging pupils to self-regulate and use the Zones of Regulation to help manage their emotions.
  - Using the rules and consequences outlined in this policy clearly and consistently.
  - Recording significant incidents on the school's management information system, by following the correct reporting procedure.
  - Raising any concerns regarding pupils' behaviour with the relevant staff member i.e. Headteacher, SENCo.
  - Taking the necessary steps to effectively manage pupil behaviour.
  - Supporting other members of staff with behavioural issues involving individual pupils or groups of pupils.
  - Liaising with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
  - Intervening promptly when we encounter poor behaviour or unexplained absence.
  - Immediately contacting the DSL/DDSL/ CoG when there has been a serious breach of the school's Code of Conduct, including child-on-child abuse.
  - Contacting parents/carers regarding their child's behaviour where necessary.
  - Continuously keeping parents/carers informed of any behavioural management issues concerning their child.
  - Monitoring the attitude, effort and quality of the pupils' work.
  - Making referrals to external agencies where necessary, e.g. the behaviour support service.
  - Informing the SLT of relevant behaviour data and trends.
  - Ensuring that all records are kept up-to-date, such as using the correct logging procedure (tags) on the electronic safeguarding system, specific to such incidents as racist/homophobic bullying, child-on-child abuse, etc.
  - Consistently developing staff understanding of behaviour for learning and relevant techniques as part of their CPD.
  - Understanding that, in reporting child on child abuse, all incidents must be reported, even those that may be considered 'low level'.

2) At Hooton Pagnell All Saints C of E Primary School, our expectations of behaviour are:

'Ready, Respectful, Safe'.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to all situations and are taught and modelled explicitly as part of our school ethos, behaviour and attitudes learning.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which are based on individual needs, positive relationships and may include rewards to reinforce positive behaviour.

3) At Hooton Pagnell All Saints C of E Primary School, we teach behaviour and what good behaviour looks like by:

- IDENTIFYING the behaviour we expect
- Explicitly TEACHING behaviour
- MODELLING the behaviour we expect
- PRACTISING behaviour
- NOTICING excellent behaviour
- CREATING conditions for excellent behaviour
- Having a common and consistent use of language around behaviour (ready, respectful safe)
- Remaining professional and calm, at all times.

4) At Hooton Pagnell All Saints C of E Primary School, we recognise or reward positive behaviour by:

- Giving praise in relation to a specific task or action, ensuring that the recipient is clear about what they are being praised for.
- Reinforcing our school's core values and ethos.
- Not rewarding vague accomplishments or giving praise too easily and spread too widely.
- Not giving praise in a manner which is selective, exclusive or causes the recipient embarrassment.
- Using praise to motivate pupils and help them to feel valued.

At Hooton Pagnell, we have a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Certificates
- Headteacher awards
- Verbal praise
- Dojo system
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- Stickers
- Extra playtime
- End of term whole-class rewards
- Weekly assemblies to praise and reward pupils' achievements and effort.

- 5) If needed, staff members will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

#### During Class Time

1. Verbal reminder with clear instruction as to what behaviour needs to change
2. Second verbal reminder with clear instruction as to what behaviour needs to change
3. Verbal reminder with a support suggestion for example moving seats
4. Verbal warning (if this ..... does not stop you will have a time out)
5. Timeout within the classroom with timer
6. Repeat steps 1-4.
7. Timeout to another classroom (with a member of SLT)
8. Repeat stages 1-4
9. Meeting/ timeout with the Headteacher

#### During playtime/Lunch

1. Verbal reminder with clear instruction as to what behaviour needs to change
2. Second verbal reminder with clear instruction as to what behaviour needs to change
3. Verbal reminder with a support suggestion for example playing another game/with other children.
4. Verbal warning (if this ..... does not stop you will have a time out)
5. Timeout either at Hub Club, seated on a bench or with a member of staff.
6. Repeat steps 1-4.
7. Timeout to the member of SLT on call.
8. Repeat stages 1-4
9. Meeting/ timeout with the Headteacher

The following may also be implemented:

- Repeating work of an unacceptable standard
- Withdrawal of privileges
- Missing break or part of lunchtime
- Behaviour concern entry on the management information system if pupils gets to step 5
- Class teacher informs parents (at collection or on dojo) if pupil has reached stage 7

Where the inappropriate behaviour persists (i.e there are 3 entries on the management information system within one term), the following may be implemented:

- Parent meeting with a member of SLT
- Parent meeting with the Headteacher
- Changes to the pupil's (victim or alleged perpetrator's) school day in cases of child-on-child abuse, if appropriate
- Referral to an external agency or inclusion support
- Internal exclusion, suspension, fixed-term and permanent exclusion

The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

Unacceptable and dangerous behaviour includes:

- Ignoring reasonable instructions.
- Answering back, rudeness or aggression.
- Making unkind/ derogatory remarks.
- Damaging property.
- Stealing
- Biting, spitting, hitting and kicking (towards adults or children)
- Swearing.
- Racist comments.

- Harassment and/or bullying linked to the protected characteristics
- Bullying
- Touching other pupils inappropriately (including genitals, bottom)
- Inappropriate online behaviour

When a pupil is showing dysregulated behaviour, we will use:

- Zones of Regulation

Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful to a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour. When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop.

We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour

Unacceptable behaviour or dangerous behaviour will always be challenged and sanctioned, no matter how small. This sanction may be delayed and applied once the pupils is calm and able to talk about the incident (see section 6 for out restorative approach).

Where sanction/interventions are used, these should be given in a quiet, non-public and low key way, to protect the dignity of the child.

- TeamTeach de-escalation strategies

We recognise that some pupils may require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils.

- 6) At Hooton Pagnell All Saints C of E Primary School, we restore and repair relationships and positive behaviour by conducting restorative follow-up conversations:
- What happened to you? (neutral dispassionate language)
  - What were you feeling at the time?
  - What have you felt since?
  - How did this make other people feel?
  - Who has been affected?
  - What should we do to put things right?
  - How can we do things differently?
  - What might be a good choice?

Our policy and procedures guide decision making by staff. The headteacher and/or Senior Leaders may use their discretion to adjust the implementation of this policy and procedures on a pupil-by-pupil and/or incident-by-incident basis.

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

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Exclusions and Amended Timetables Policy
- Physical Intervention Policy and Individual Risk Assessments
- SEND Policy