



# 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 **Anston Hillcrest Primary School** we aim to establish relationships and a positive, calm ethos in school through:
  - Greeting children and families at the school gates/ doors each morning.
  - Welcoming children into the classroom each morning with a smile and a greeting.
  - Taking time to form positive relationships with children, both in class and during unstructured times.
  - Making time to listen to children and letting them know when they can talk to all adults about any concerns.
  - Always using a calm and respectful tone of voice.
  - Encouraging children to explore emotions and support them in having an emotionally literate voice.
  - Providing emotional 'check ins', giving children and adults the opportunity to say how they are feeling (any issues to then be acted upon promptly using reflect- restore- repair).
  - Regular positive reinforcements of the school vision, values and motto 'Make a Difference' and how all stakeholders can exemplify this.
  - Rewarding our children through Dojo points, stickers, certificates and texts home.
  - Empowering our children to recognise their emotions, know when they can self-regulate or when support from others is needed.
- 2) At **Anston Hillcrest Primary School** our expectations of behaviour are:
  - **To always be READY.**
  - Ready to listen. Ready to learn. Ready to help. Ready to 'Make a Difference'.
  - **To always be SAFE**
  - Safe when moving around school. Safe when using equipment. Safe whilst interacting with others. Safe whilst online. Safe in all environments.
  - **To always be RESPECTFUL**
  - Respectful to peers. Respectful to adults. Respectful to the environment. Respectful to property. Respectful to oneself.

We talk to the children regularly about the 3 'school rules' as well as reinforcing our 5 school values (respect, resilience, teamwork, aspiration and kindness) and our motto.

- 3) At **Anston Hillcrest Primary School** we teach behaviour and what good behaviour looks like by:
  - Having high expectations of our children in class and as they move around school
  - Having clear school and class rules and routines.
  - Referencing school values when positive behaviour is displayed
  - Recognising and highlighting good behaviour (PIP- Praise in Public)
  - Adult presence in all parts of the school day to remind pupils of expectations and model what these look like (RIP- Remind in Private)
  - Weekly PSHE lessons in all classes and whole school and key stage assemblies highlighting the school vision, values, rules and motto

- Bespoke interventions when children are struggling to maintain good behaviour standards.
- 4) At **Anston Hillcrest Primary School** we recognise or reward positive behaviour by:
- Using consistent PIP (Praise in Public), giving verbal praise for positive behaviour.
  - Giving recognition through Dojo points, messages home, Headteacher award stickers/ certificates, face to face conversations, social media shout outs or phone calls home to families.
  - Issuing certificates in our Friday Celebration assembly; Sporting Superstar (chosen from across school by PE lead teacher), Lunchtime Lovely (selected by SMSAs), Wraparound Wonder (chosen by WAC staff) and Star of the Week (chosen by class teacher) reflecting one or more of the school values of ASPIRATION, RESPECT, RESILIENCE, TEAMWORK and KINDNESS. Values awards are given to children who are demonstrating this in an exceptional way.
  - Celebration assembly on a Friday is where teachers remind children of the need to model and demonstrate values and why they are important to the school community.

**Class Dojo:** We use Class Dojo in all classes to promote and reward positive behaviour and learning choices. Points for each class are totaled up and feed into our Team Point systems ensuring the individual behaviour impacts on whole school achievement, making a difference for all. Single points are awarded for demonstrating the school values, following the 3 rules and engaging with learning.

### **In EYFS we have 'Give me 5'**

Children are supported in learning positive behaviours by following the key principles of:

- Eyes looking
- Ears listening
- Lips quiet
- Hands still
- Minds awake

**Team Points:** These are totalled up at the end of each week, using the Class Dojo system, shared and celebrated with the whole school. Teams are all inspirational people in history who exemplify our motto '**Make a Difference.**'

**Prefects:** Year 6 work throughout the year earning rewards to become prefects. By earning 10 stars, they are a prefect, they then progress through, Bronze, Silver and Gold Prefect Awards. Each award comes with progressive responsibilities to '**Make a Difference**':

**Bronze- (20 stars)** Role model to others/ Playleader/ Respect Ranger/ School Councillor (School Community)

**Silver- (30 stars)** Continuing to act as a role model within school eg. E-Safety/Play leaders (School Community)

**Gold- (40 Stars)** Charitable responsibility (National/Global Responsibility)

Where necessary, **Anston Hillcrest Primary School** will provide the following challenge and support to children who have difficulty in demonstrating positive behaviours:

- Visual prompts such as hand gestures to support children who may need to quieten their voices or to take a seat.
- Verbal reminders (inc. RIP- Remind in Private).
- Use of de-escalation techniques.
- Use universal help scripts (Team Teach protocol) so all staff are managing behaviour using agreed strategies eg. 'Let's make a different choice'.
- Time out of class or playtime to talk to an adult to address the behaviour which needs to

improve.

- A different adult can be called if needed (Change of face/ yellow or red alerts) to support or diffuse a situation.
- Completion (where necessary) of missed learning as the result of negative behaviour.
- Removal from class to continue learning separately (for safety reasons) for a limited period of time.

### **We always RIP (Remind in Private)**

5) At **Anston Hillcrest Primary School** we restore and repair relationships and positive behaviour by:

- Working with our families
- Being consistent with routines and expectations
- Acknowledging effort and achievements
- Giving verbal praise for positive behaviour (PIP)
- Giving recognition through Dojo points, messages home, Headteacher award stickers/ certificates, face to face conversations, social media shout outs or phone calls home to families.

**At Anston Hillcrest Primary School we will support our children to follow the 3 school rules and uphold the vision and values of our school; we will always work to restore and repair relationships and encourage positive behaviour but will ensure we follow the stages below;**

<b>Stage 0</b>	<ul style="list-style-type: none"> <li>• Quality first teaching identifies possible triggers/ supports/ scaffolds and adapts teaching and resourcing accordingly for all children.</li> <li>• Challenge, support and encourage positive learning experiences for all children.</li> <li>• Use of positive distraction and praise.</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Visual prompts/ reminder about expectations.</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Verbal reminder and reinforcement of expectations/ learning/ behaviour (RIP- Remind in Private).</li> <li>• This may be more than once dependent on the activity/ child/ situation and hereby requires staff to reflect on their responses (visual eg body language and voice tone) as well as allowing the time for children to reflect then repair.</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• Time out of class or breaktime with a discussion to remind about 3 rules, expectations and to address the behaviour (class teacher responsibility)- reflection time.</li> <li>• Time to reflect- restore- repair with adult (preferably the class teacher).</li> <li>• Record the account on RecordMy to support child's chronology. Speak with parents where necessary.</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>• Time out of class or breaktime with a discussion to remind about 3 rules, expectations and to address / reflect on the reason for the continued behaviour (SLT responsibility).</li> <li>• Time to reflect- restore- repair with adult (preferably the class teacher alongside SLT)</li> <li>• Regular check in with SLT thereafter as appropriate eg. verbal reminders/ behaviour reminder chart.</li> <li>• Record the account on RecordMy and speak to parents (class teacher responsibility) regarding their involvement / support.</li> </ul>
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>• If this continues, parent/s are invited in for a meeting with the class teacher and a member of the SLT. The class teacher will log all additional actions on RecordMy. (start on this stage if behaviour is more serious)</li> </ul>

<b>Stage 6</b>	<ul style="list-style-type: none"> <li>• If deemed necessary the child is placed on a Behaviour Card/Chart, with specific targets which also includes regular parental meetings (start on this stage if behaviour is more serious)</li> <li>• The child meets SLT each week to discuss targets and outcomes to be reviewed. The report card/chart is repeated if needed. The Behaviour Card/chart is removed if there has been considerable improvement.</li> <li>• Daily/ weekly contact with parents by class teacher and SLT (all recorded on RecordMy).</li> </ul>
<b>Stage 7</b>	<ul style="list-style-type: none"> <li>• Internal suspension, a child will be placed in an alternative classroom away from their peers for a period of time if deemed necessary. They will complete their class-based learning. Parents will be made aware of this stage in supporting their child's behaviour.</li> <li>• External multi agency support (individual support plans, risk assessments, Aspire, specialist SEND teams, Educational Psychologist involvement, Inclusion Pathway advice and referral).</li> <li>• Daily/ weekly contact with parents by class teacher and SLT (all documented on RecordMy).</li> </ul>
<b>Stage 8</b>	<p><b>Fixed Term Suspension / Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>• A suspension for a fixed period can be used for acts of physical aggressions, verbal abuse, brining harmful substances/objects on the premises, acts of vandalism,stealing, racial abuse, peer on peer abuse, sexual misconduct, persistent disruptive behaviours which prevents themselves and others from learning.</li> <li>• Or any behaviour that constitutes a breach of school policy could result in a suspension. In all cases JMAT's Suspensions and Exclusion Policy will be followed at all times, external support accessed and in consultation with parents.</li> </ul>

**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