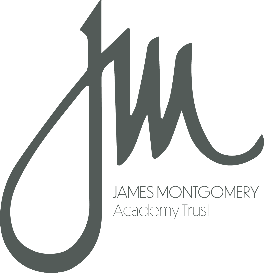
Relationships and Behaviour Policy

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| 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.

**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 St Ann’s Primary School we aim to establish relationships and a positive, calm ethos in school through:

* forming relationships based on mutual respect
* intrinsic and extrinsic praise and reward
* creating safe environments
* developing healthy self-esteem
* learning from mistakes (reflection)
* putting right what went wrong (restorative practice)
* personalised and individual plans for those in need of additional support
* clear lines of communication with parents and carers

1. At St Ann’s Primary School our expectations of behaviour are: We are respectful, we are ready and we are safe.
2. At St Ann’s Primary School we teach behaviour and what good behaviour looks like by:

* Modelling calm and respectful communication, remembering a person’s behaviour is nobody else’s business.
* Offering equal challenge and support to work ‘with’ children, addressing specific gaps in their understanding of expectations through intervention, reminders and support.
* Ensuring we use our knowledge of individual children and our relationships with them to prevent undesirable behaviours.
* Labelling the behaviour and not the child.
* Supporting children to put right what went wrong though reflection and restorative practice
* Use praise, empathy, listening and understanding.
* Promoting positive, mutually respectful relationships.
* Recognising that all behaviour is communication.
* Reassuring those pupils who have witnessed/been the victim of other children’s poor choices that the behaviour has been taken seriously and addressed.
* Taking into account children’s individual special educational needs when supporting, challenging their behaviours or reassuring about the behaviour of themselves or others.
* Providing clear rules, routines and boundaries for all children.
* Utilising Team Teach training strategies where relevant for de-escalation.
* Keeping accurate records around behaviour, using RecordMy.
* Working in partnership with parents/carers.

1. At St Ann’s Primary School we recognise or reward positive behaviour by:

* Using sincere and specific praise and positive feedback
* Celebrating pupils’ attitudes to learning, play and transition through school, both verbally and non-verbally, we reinforce our expectations all of the time (thumbs up, well dones etc)
* Using stickers to instantly reward appropriate behaviour in all classes and shared spaces.
* Using class specific reward systems, developed by teachers to meet the needs of their cohorts.
* Sending notes, emails and calls home to inform families of positive choices.
* Identifying and celebrating weekly Special Mentions in assembly – these children receive certificates, stickers and a spot on the Weekly Winners Table with Ms Cooper every Friday.

1. If needed, St Ann’s Primary School will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

* Opportunities for guided reflection in their break or lunchtime to identify what went wrong and how it can be prevented in future. Breaktime reflection used at the discretion of teachers and Phase Leaders.
* Opportunities for restorative practice and conflict resolution with others to repair relationships and learn from mistakes.
* Use of Team Teach de-escalation strategies (distraction, redirection, reminders).
* Use of visual resources (Communication in Print) to prompt reflection in a systematic way.
* Implementation of strategies to prevent escalation of behaviour (reward charts, reminders, SEND strategies identified on plans such as visual timetables, structured breaktime activities, support from the pastoral team on the yard).
* Conversations and behaviour planning with key staff members:
* Initial incidents to be addressed by staff who are present
* Further incidents to be addressed by classteacher, including conversation with parents
* Repeated incidents or significant incidents (fighting, racist incidents etc) to be addressed by Phase Leaders, including conversation with parents and potential advice sought from SENCO/SLT
* Limited impact of previous action seen and repeated behaviour continued to be addressed by SLT, including conversations with parents.
* Use of breaktime suspension, internal suspensions and fixed term exclusions where appropriate, implemented at the discretion of SLT.
* Consideration of the graduated response and SEND journey to incorporate specialist support.
* Appropriate referrals and engagement with external services.

1. At St Ann’s Primary School we restore and repair relationships and positive behaviour by:

* Opportunities for guided reflection in their break or lunchtime to identify what went wrong and how it can be prevented in future. Breaktime reflection used at the discretion of teachers and Phase Leaders.
* Opportunities for restorative practice and conflict resolution with others to repair relationships and learn from mistakes.
* Ensuring that pupils feel that their behaviour has been challenged but not their relationships with adults; adults actively repair with conscious connection following incidents.

**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

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| 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