



# 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.

**At Highfield Farm Primary School we have adopted personalised steps to implementing this trust-wide policy. These are outlined below:**

**At Highfield Farm Primary School we aim to establish relationships and a positive, calm ethos in school through:**



Creating a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. The staff at Highfield Farm Primary School are committed to maintaining high expectations of outstanding behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. The quality of relationships between all members of the school community is at the heart of a successful school ethos. Highfield Farm Primary School promotes shared values and an agreement about appropriate attitudes and responses between staff, pupils, parents and governors. It is the philosophy of our policy to encourage staff and pupils to learn, play and co-operate with one another.

**At Highfield Farm Primary School our expectations of behaviour are in line with our Core Values:**

- Be kind
- Show respect
- Keep trying

**For the purposes of behaviour and conduct this translates to:**

- Listen to, and follow instructions
- Care for all people and treat them with respect and politeness
- Resolve differences of opinion/views without resorting to negative behaviour
- Care for property of the school and other children
- Ensure that other people are not put at risk by their actions
- Participate fully in the learning and not distract others

**At Highfield Farm Primary School we teach behaviour and what good behaviour looks like through:**

- 'Living' our values.
- Our PSHE curriculum, delivered through 'Jigsaw'
- Clear modelling by all adults
- Direct teaching of our Learning Behaviours

- Our graduated response to wellbeing and mental health

## Our graduated response to wellbeing and mental health

<b>All</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Restorative Practice</li> <li>• My Happy Mind</li> <li>• Trained staff</li> <li>• Access to a range of class-based supports</li> </ul>
<b>Many</b>	<ul style="list-style-type: none"> <li>• Sensory garden</li> <li>• Self-regulation supports</li> <li>• Holiday Activities and Food (HAF)</li> <li>• Bonding through play</li> </ul>
<b>Some</b>	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Family Support Worker (FSW)</li> <li>• Counselling</li> <li>• Bereavement support</li> </ul>

**At Highfield Farm Primary School we recognise or reward positive behaviour:**

It is very important that the positive aspects of praise and reward should have great emphasis. A mutual understanding and respect for agreed standards, must be a high priority. Anything, which acknowledges that children have achieved what has been asked of them, is highly desirable.

There are a number of ways in which we can reward achievement and commendable behaviour. Staff should use their professional judgement, choosing an appropriate reward from the list below to reflect the achievement and to take account of what is likely to best motivate the individual.

- Verbal praise
- Achievement Points system
- Stickers
- Stamps
- Certificates
- Work displayed
- Praise pad notes
- Learner of the week
- Sent to member of Senior Leadership Team for a ‘special mention’

**If needed, Highfield Farm Primary School will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:**



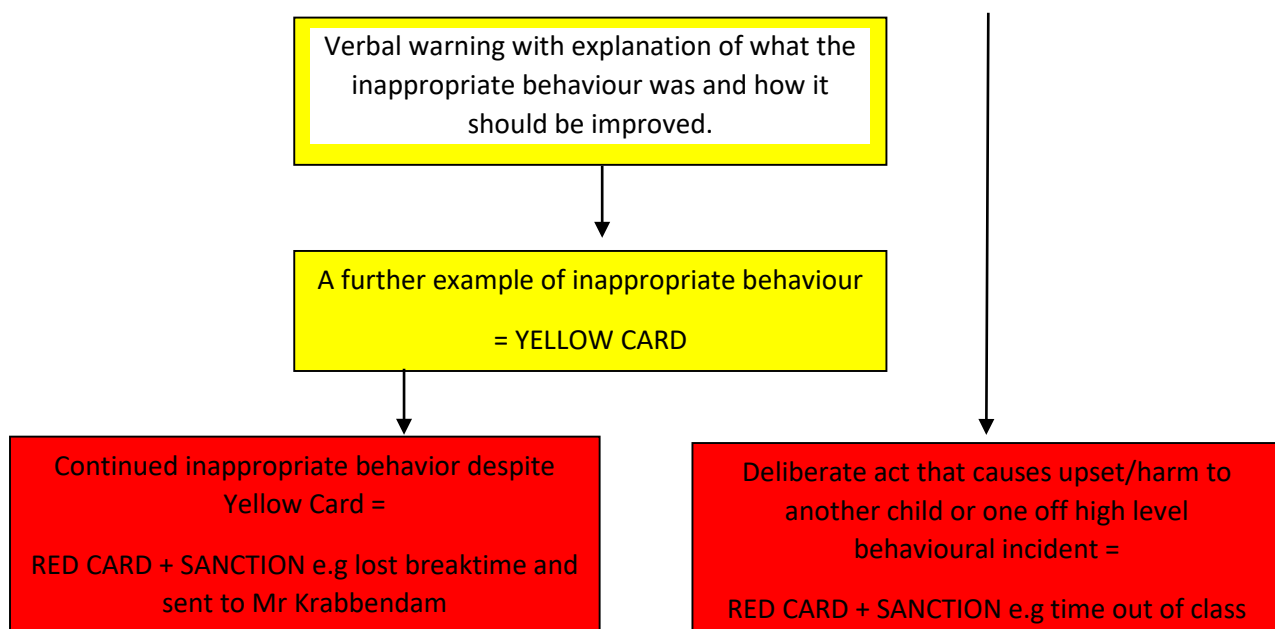
The primary responsibility for maintaining positive behaviour in the classroom lies with the classroom teacher. The maintenance of positive behaviour in and around the school is the collective responsibility of everyone and must be recognised as such. However, when an adult is dealing with a behaviour based issue, other adults should not routinely involve themselves in this. Instead, they should ask the adult if everything is ok and only become involved if the adult dealing with the issue requests this.

In order to support staff and children we have a phased approach to sanctions. It is expected that, in the most part, behaviour will be managed within Phase 1. However, at times some children's behaviour will escalate to Phase 2 and on very rare occasions may meet Phase 3 criteria. All staff will be able to decide between the use of Phase 1 and 2, but only the Head teacher is able to enforce sanctions at Phase 3.

**Phase 1** – for the vast majority of situations, Phase 1 will be employed to challenge and correct behaviour. These include;

- Verbal warning
- Issuing of Yellow cards - So that staff can keep a track of who has a Yellow card, this should be recorded. But, as it is not about 'shaming', this record must be out of sight of children and visitors to the classroom – using a notebook or piece of paper on the teacher's desk is sufficient.
- Change of seat (to remove a child from a situation where they might be distracting)
- Close supervision at playtime
- Loss of part of playtime (under supervision)
- Loss of all of playtime (under supervision)
- Contact with parents/phone call home
- Issuing of Red card - So that staff can keep a track of who has a Red card, this should be recorded. But, as it is not about 'shaming', this record must be out of sight of children and visitors to the classroom – using a notebook or piece of paper on the teacher's desk is sufficient.
- Issuing of an Incident Notice (by SLT only) if a Red card is given for a deliberate act that causes upset/harm to another child or one off high level behavioural incident.

Flow chart to exemplify this system;



INCIDENT NOTICE sent to inform parents of children involved.

NB It is often difficult for a teacher to 'catch' parents face to face at the end of the day. This can be due to; being the only adult with their class, having children collected by other family members instead of parents, children going to after school clubs. Therefore, any INCIDENT NOTICE will be left in a child's bag so it can be read by the parent when they or the child get home. A text message will be sent to the parents to let them know an INCIDENT NOTICE has been issued. The parent will then be able to contact the class teacher or Senior Leadership Member if further explanation is required.

Continued RED CARD and INCIDENT NOTICES =

escalation to Phase 2

**Phase 2** – in some cases, where individual incidents of behaviour begin to build a longer term picture of increasingly poor behaviour, Phase 2 sanctions will be employed to challenge and correct this. These include;

- Removal from class to Senior Leadership Team (SLT)
- Formal meeting with teacher, parents and child
- Home/School Behaviour Book
- Participation in behaviour intervention
- On-going consultation with members of the SLT
- Individual Behaviour Log (Graduated Response Form started)
- Reduced time from class (Internal exclusion)
- Referral to outside agencies – Early Help

**Phase 3** – on rare occasions of serious or repeated unacceptable behaviour, it may be necessary to employ Phase 3 sanctions to challenge or correct behaviour. These include;

- Timetable variation (a bespoke curriculum that better meets individual or complex needs)
- Suspension
- Exclusion

### Suspension and Exclusion

Every case will be judged on merit and exclusions will always involve the pupil's parents/guardians in the re-admission process.

The following breaches will, in exceptional circumstances, lead to exclusion;-





- Serious violence towards another member of the school community;
- The use of excessive foul and abusive language
- Behaviour which threatens the health and safety of the other members of the school community;
- Repeated breaches of the school' rules (after other sanctions have proved unsuccessful);
- Incidents involving drugs, racism or sexual misconduct.

The Head teacher and the Governing Body have the responsibility for authorising fixed term exclusions. In cases where all the school's sanctions have failed to significantly change a pupil's behaviour or where an isolated incident is so serious, a pupil may be permanently excluded. This ultimate sanction is rarely exercised and only concerns pupils who are deemed to be a serious risk to the safety and/or education of others.

The period of suspension can last from half a day up to 15 days per term. Parents/carers will be informed, in writing, of the reasons for exclusion. A date for the pupil's return to school must be specified at the time of exclusion. The letter must inform the parents/carers that they have the right to appeal to the governing body and LA within 7 school days. This course of action will be taken by the Head. The Chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee. The school will make arrangements for work to be sent home during the period of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extreme behaviour or is not prepared to co-operate in any way. The child's parents/carers will have been informed of the possibility of exclusion as part of the consultation process.

**At Highfield Farm Primary School we restore and repair relationships and positive behaviour by:**

#### **Connecting before Correcting**

Following an incident, the SLT follow a model of Reflect, Repair, Rebuild. As part of this, structured restorative conversations are held. Where needed, further support is given by class staff as we believe nurture and authentic care begins within the classroom. On occasions, additional support can be accessed via our internal graduated response to wellbeing and mental health. This is coordinated by the Head teacher, liaising with our SENDCo, Family Support Worker and Mental Health Lead. 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

**The scheduled review date for this policy is September 2024.**