



# 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 Clifford All Saints we aim to establish relationships and a positive, calm ethos in school through:

- Providing a safe, positive, nurturing and caring environment where optimum learning takes place
- Providing clear guidance for pupils, staff and parents of expected levels of behaviour
- Encouraging pupils to recognise that they can and should make the 'right' choices
- Using a consistent and calm approach with unconditional positive regard
- Recognising individual behavioural norms and responding appropriately
- Ensuring all adults take responsibility for managing behaviour
- Ensuring all adults use consistent language to promote positive behaviour
- Using restorative approaches alongside sanctions
- Adopting a child-informed lens to ensure we are fully aware of what constitutes good mental health for all staff, parents and children.
- Investing in staff training and development in order to provide practitioners trained in trauma informed and mentally healthy schools and good mental health.
- Ensuring all adults are committed to practices which protect, relate, regulate and reflect.
- Ensuring all adults value the vital importance of key relational experiences with all of our children.
- Being aware that positive relationships between adults and children will foster secure attachments for them, providing a safe and secure base for learning and success.
- Promoting self-esteem, resilience, self-discipline and self-regulation

2) At Clifford All Saints our expectations of behaviour are in line with our Core Values:



For the purposes of behaviour and conduct this translates to:



These rules are clearly displayed around school and in each classroom. We have created posters that explain how to be Ready, be Respectful and to keep safe both indoors and outdoors

3) At Clifford All Saints we teach behaviour and what good behaviour looks like by:

- School staff always modelling positive behaviour
- School Staff being positive and use praise as much as possible.
- Being consistent at all times and adhering to this Policy.
- Referring to the 'Zones of Regulation' at key points throughout the day
- Always refer to and use the language of; 'Ready, Respectful and Safe'
- Teaching children that all feelings and emotions are ok, but not all behaviours are and help them to see the difference.
- Having the high expectations of good learning behaviours
- Recognising the importance of relationships.

### Zones of Regulation

Throughout school we use the Zones of Regulation to support children in understanding and recognising their emotional responses. The Zones of Regulation provide a common language and framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who may have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

4) At Clifford All Saints we recognise or reward positive behaviour by:

### Daily and more 'ad hoc' rewards given throughout the day and week in classes

Teachers are encouraged to use 'praise postcards' and stickers to recognise and encourage good behaviour. Teachers should be mindful to keep every member of the class in their mind and look for opportunities to catch individuals doing the right thing throughout the day.

### DOJO Points

Class Dojo is a behaviour management tool that is used across school to reward individual children who display our 5 school values and our 3 behaviour rules. Staff working with groups of children have access to the class account but this is managed by class teachers. The headteacher has overall access to all dojo classes to ensure an overview is held of the system. Staff award dojo points to children throughout the day and they can be given for many different behaviours. These could include, but are not limited to:

- Examples of behaviour linked to our school values
- Showing manners and care towards children and staff
- Showing they are ready for learning
- Being kind and considerate on the playground
- Being settled and focussed in the classroom
- Showing care for other children
- Having resources organised
- Helping to tidy and support the classroom
- Completing jobs for staff around school
- Demonstrating perseverance and trying hard

We want to support our children to become more intrinsically motivated and make good choices 'because it's the right thing to do'. However, we recognise that this comes with time. Staff may reward expected behaviours more frequently earlier in the year until good behaviour becomes the standard within the classroom. When the children have received a target number of dojos (30 EYFS & KS1 and 40 KS2), they are given a small 'dojo' prize. When this happens, the class teacher then colours in a square on the class grid. The class teacher then 'redeems' the points on that child's name. This means

they then start to earn the points again from that point. If the teacher does not immediately give the dojo prize, that is fine. They may wait for an appropriate time at the end of the week.

### Weekly Rewards

Each week as part of a Celebration Assembly, a child from each class receives a special mention and certificate for being Learner of the Week. A second child from each class receives a School Values certificate for demonstration of a specific school value.

### Half termly Rewards

Throughout each half term, children will earn dojos. When they have received their dojo target, this will be added to the class chart (as above). The children will receive a raffle ticket for every time they have reached their target. The class teacher will choose one child from this raffle to be invited to a special treat with Mr Krabbendam. The class teacher will also choose one other child (an Always Child) who has demonstrated the school values consistently to attend this treat.

### Annual Rewards

The 14 children chosen for the treat each half term will then have their names added to a raffle that will be drawn at the end of the school year. The winner of this raffle will choose a special prize from a limited number of options.

- 5) If needed Clifford All Saints will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

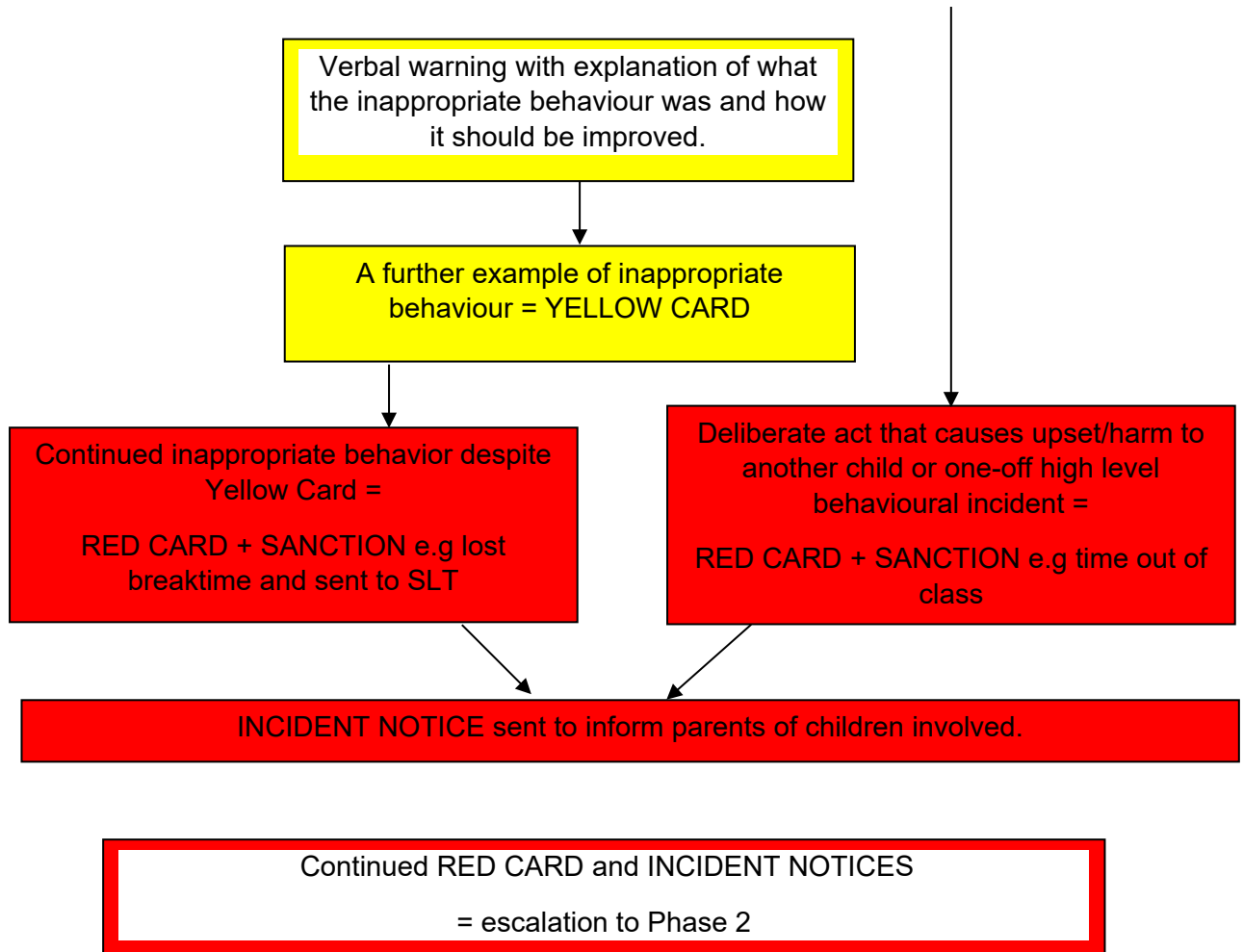
The primary responsibility for maintaining positive behaviour in the classroom lies with the classroom teacher. The maintenance of positive behaviour in and around the school is the collective responsibility of everyone and must be recognised as such.

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;



**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

**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)
- Physical intervention (Positive Handling)
- 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.

## Violence towards adults

At Clifford All Saints Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the pupil safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in line with Team Teach training and should call for support if needed. Only staff who have been trained in physical restraint should restrain a pupil. All staff should report incidents directly to a member of the SLT and they should be recorded on RecordMy and complete a violence to staff report. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each pupil under our care. It is important for adults to reflect on the situation which led to a violent incident, and learn from the incident, its triggers and our actions in response. Pupils who attack adults may do this for several reasons; as adults we need to still show compassion and care for the pupil.

## Behaviour at Lunch Time

Behaviour at lunch time is recorded and monitored by staff. Children who are finding it difficult to behave appropriately at lunch times and have had repeated incidents in a term will be put on report and will be checked on a daily basis by a member of the Senior Leadership Team. Activities and games are provided at lunch time to encourage structure to the free time and develop children's social communication.



## Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school organised or school related activity
- travelling to or from school • wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour

6) At Clifford All Saints we restore and repair relationships and positive behaviour by:

Using Restorative Practice, ensuring all significant breaches of the behaviour policy are followed up with restorative conversation. Restorative conversations are a short (5-10 minute) dialogue between the parties involved in the incident and are always facilitated by a member of school staff. Restorative conversations should explore emotions on all sides, repair any damage done with a proportionate, logical response and encourage reflection and problem solving so that the children involved in the incident and have the opportunity learn and modify their future behaviours. This encourages children to take responsibility for their actions and behaviours.

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 and Mental Health Lead.

**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