



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 and discipline in schools' 2016
- DfE 'Keeping Children Safe in Education' 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 pupils 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 pupils and staff follow. Good behaviour is recognised sincerely, rather than just rewarded. Pupils 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, pupils 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 pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils 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 pupils 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 Brampton Ellis Primary we aim to establish relationships through:

- Positive interactions with all members of the school community
- Inquiry about children's interests
- Catching children being good
- Open ended questions
- Reflective listening
- In-class rewards such as Dojo points
- Positive messages home
- Greet students pleasantly
- Give statements of empathy
- Let go of previous incidents and offer fresh starts (unconditional positive regard)
- Engage in mutual problem solving

At Brampton Ellis Primary we aim to establish a positive, calm ethos in school through:

- In-class rewards such as Dojo points
- Through encouraging children not to be afraid to get things wrong
- To collaborate with and learn from others
- Ensuring every lesson is well organised and that there is no 'downtime'
- Use of classroom checklist (see appendix) to ensure preparedness
- Building in appropriate challenge- every child needs to feel successful
- Developing smooth transitions
- Establishing clear routines
- Considering the use of a class charter
- Developing 'de-escalation' and distraction strategies to nip any potential inappropriate behaviour in the bud
- Using peer praise



At Brampton Ellis Primary our expectations of behaviour are that children will:

- Follow instructions and requests from adult that will keep themselves and other safe
- Exhibit positive learning behaviours in and around school that enable themselves and others to learn

We also expect that children will follow our three values, which underpin our whole school approach to relationships and behaviour. These can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes to learning.

- Be Responsible
- Be Respectful
- Be Resilient

Out of school

- Exhibit good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Demonstrate positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

When issues in the community impact pupils we will support them through targeted curriculum work and the involvement of external agencies if appropriate.

At Brampton Ellis Primary we teach behaviour and what good behaviour looks like by:

- Good behaviour and mutual respect will be modelled consistently by all adults
- Through our PSHE curriculum, collective worships and social interventions
- Establishing routines and learning behaviours in each class
- Establishing school routines that children are aware of and these are consistently referred to and expected
- Teaching and applying Zones of Regulation
- Teaching strategies for managing own emotions/behaviour

At Brampton Ellis Primary we recognise or reward positive behaviour by:

- Instant and specific recognition of positive behaviour choices
- Awarding dojos
- Sending positive messages home
- Awarding Special Mentions
- Sharing good work with other adults including SLT

If needed Brampton Ellis Primary will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

BEHAVIOUR PATHWAY



Reminder

Second Reminder

Consequence

Follow up/Restorative Conversation with class teacher/appropriate adult

As appropriate parents phoned and conversation logged on recordmy

Next steps:

Involvement of Inclusion Team

Member of SLT

Parents phoned and/or invited to school as appropriate. Logged on recordmy.

Internal exclusion

Fixed-term exclusion

Permanent exclusion



<p>This is support for low-level behaviours.</p> <p>Gentle Approach, use pupil's name, pupil level, eye contact, deliver message</p>	
<p>• REMINDER</p>	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Responsible, Respectful, <u>Resilient</u>)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you are shouting out. Remember to be respectful and let others have a turn. Thank you for listening.'</p>
<p>• SECOND REMINDER</p>	<p>I noticed that you have continued to (noticed behaviour)</p> <p>This is the second time I have had to remind you about.....</p> <p>If you don't make the right choice, a natural consequence will be applied.</p> <p>Do you remember when (model of previous good behaviour)? That is the expected behavior. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you have continued to shout out. Remember to be respectful and let others have a turn. I know you can make the right choice. I know you are a good listener and turn taker. If you continue to make the wrong choices this may lead to a natural consequence. Do you remember that yesterday you took your turn and listened <u>well</u>. That is what I need to see today. Thank you for listening.'</p>
<p>• CONSEQUENCES</p>	<p>I noticed you have still chosen to (noticed behaviour)</p> <p>You need to.....<u>Go to quiet area / Go to sit with other class / Go to another table etc</u></p> <p>Playground: You need to<u>(Stand by other staff member/ me)</u></p> <p>I will speak to you when/in</p> <p>Example - 'I have noticed you chose to continue to shout out. You are not being respectful. Therefore, now there will be a consequence of sitting next to Miss Smith. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>The time frame in which children will be spoken to will be age appropriate and follow the repair and restore points below.</p>
<p>FOLLOW UP - REPAIR & RESTORE</p>	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • How were you feeling at the time? • How have you felt since? • How do you think this made other people feel? • Who has been affected? What should we do to put things right? What might have been a good choice? How can we do things differently next time?
<p>Positive relationships are a crucial part of this process. It is not the severity of the consequence, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents.</p> <p>Parents will be informed of any significant incident, away from the pupil, by the class teacher and/or member of the inclusion team. SLT will support these discussions where necessary.</p>	



Extreme Behaviours

As a school we recognise that all behaviour is a form of communication. Some children will have experienced significant trauma, which affects their behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Interaction Plans' and will access enhanced packages of support through outside agencies and the inclusion team, as directed by the SENDco.

When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and all teaching and support staff are fully trained in team teach strategies and have accessed basic trauma-informed training.

Physical Attacks on Adults

At Brampton Ellis 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.

All staff should report incidents directly to the Inclusion Team and they should be recorded on recordmy and a violence to staff report completed. 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.

Exclusions

In cases of exclusions, whether it is internal, fixed-term or permanent, JMAT's Exclusion Policy will be followed. In the event of any type of exclusion, the Headteacher or SLT will inform the pupil's parents/carers of the exclusion, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied. The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other consequences are not sufficient. In the absence of the Headteacher, the Head of School will make the decisions concerning a pupil's exclusion. The Headteacher has the ability to permanently exclude a pupil who has seriously breached the school's Relationship and Behaviour Policy, or who is a persistent offender. Permanent exclusions will be considered by the governing body for authorisation. The exclusion process outlined in the Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.



Permanent Exclusion or School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies in place for the child and the safety and learning of others is being seriously hindered.
- The risk of harm to staff and other pupils is significant
- The impact on staff, pupils and learning is significant
- The child's individual SEND needs have been identified and addressed in a specific support plan in line with the school's SEND offer.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed move, through a graduated response, to a more suitable setting. In all instances, what is best for the pupil will be at the heart of all our decisions.

At Brampton Ellis Primary we restore and repair relationships and positive behaviour by:

- Having restorative conversations
- Having unconditional positive regard
- Using Zones of Regulations
- Teaching strategies for self- regulation
- Teaching children about taking responsibility for their choices

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

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

Monitoring and review

This policy is reviewed annually by the **Trust SEND Lead**

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT website.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

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



Appendix

Classroom Checklist

Adults should consider their preparedness for the children in their classroom. Using a checklist such as The Inclusive Classroom Checklist, adults can identify if they have created a space that allows pupils to be successful. For example:

- **The Room**

Can the children see what they need to see? (teacher/board/learning materials)

- **Relationships**

Does every vulnerable child have a go-to trusted adult they can turn to?

Do you know how to respond to ALL send needs of the children in your classroom, including SEMH?

- **Resources**

Have you discussed resources with the children? Do they know how to use them?

Children who need resources for access to reading and writing, are these readily available and prepared?

- **Relevance**

How well do you adapt the curriculum to your children?

How far does the learning and curriculum relate to the children's own experiences?

- **Response**

Are children encouraged to share their ideas in different ways, including the use of technology?

Are instructions and guidance differentiated to different children?

- **Recall**

Do you use questioning and a variety of prompts to support children in recalling and applying their learning?

- **Retention**

... (more on topic of learning that general classroom strategies but can put it in if needed)

- **Resilience**

Are children supported to feel okay to try and fail and then feel confident enough to try again?

How far does the teacher feedback enable children to identify and celebrate success, rather than just identify areas for development