



Relationships and Behaviour Policy

March 2025

To be reviewed March 2026





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' 2024
- 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 focusing on unwanted behaviours, the value is put on positive behaviors, 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 Wath Victoria Primary we:

- Aim to establish relationships and a positive, calm ethos in school through genuine authentic care and daily positive regard for all our children, in a warm, nurturing environment.
 - We have high expectations of behaviour throughout school. Our golden rules are READY, RESPECTFUL, SAFE.
 - We teach behaviour and what good behaviour looks like by consistently modelling and reinforcing our golden rules and explicitly teaching children about their emotions through the Zones of Regulation.
 - Recognise or reward positive behaviour by praising publicly, awarding Dojos and promoting the positive behaviours and choices we see our children making in school and out of school
- 1) If needed, we will provide challenge and support to children who struggle to acquire the appropriate behaviour skills through re-modelling of behaviours with the child 'hero' in school, allowing children to access appropriate interventions and working in co-production with the family to seek improved outcomes for our children
 - 2) We restore and repair relationships and positive behaviour through acknowledging and validating feelings, offering a listening ear and genuine care. Followed by restorative discussions and opportunities to change bad decisions into positive outcomes.

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 **March 2025**.

At Wath Victoria Primary School we aim to establish relational practice which is predictable,

consistent and habitual by:

- Providing a safe, positive and nurturing 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 and following up incidents personally
- Ensuring all adults use consistent language to promote positive behaviour
- Using restorative approaches alongside sanctions
- Regular check-ins with children
- Teaching children techniques to be resilient through PSHE and individual focused interventions
- Adopting a trauma-informed and attachment aware 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 children.
- Understanding that relational practice will foster secure attachments for students, providing a safe and secure base for learning and success.
- Promoting self-esteem, resilience, self-discipline and self-regulation (initially provided by a robust understanding of co-regulation).
- Ensuring that all children can name at least one member of staff they can trust and speak to.
- Providing relational opportunities for vulnerable children with emotionally available adults.

At Wath Victoria we expect adults to:

1. Meet and greet every child every morning.
2. Refer to 'Ready, Respect, Kind' at every opportunity
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use positive noticing and visible recognition boards for every child
6. Be calm and give thinking time when going through the behaviour steps with a child
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past children who are not displaying our expected behaviours.

At Wath Victoria, our Senior Leaders and Behaviour Support Team will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning when needed
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of Relentless Routines and Positive Notes
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

Senior Leaders and the Behaviour Support Team are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and provide consistency for the children.



Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure that our first attention goes to expected behaviour. The steps create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the Head Teacher on Friday mornings. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

Recognition Board

A Recognition Board will be used to encourage expected social or learning behaviours. For example: Ready, Respectful or Kind may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, for example a special celebration dance or song.

Hall of Fame

The Hall of Fame assembly on Friday afternoon aims to reward individual achievement in each class for children who have gone above and beyond our school expectations. This is a positive celebration for the chosen children and enables them to 'Shine Brightly'. Parents / carers will be invited to join in the celebrations for their child.

Positive Notes Home

Staff will send positive praise home to parents/carers through a Dojo message, phone call or a note home. A weekly class Dojo message from teachers will keep parents/carers informed of what has been happening in their class and give special mention to children going above and beyond our expectations.

When behaviour does not meet our expected standards, we will provide the following challenges:	
Steps	Actions

1. Reminder	A reminder of the rules, delivered privately wherever possible: Ready, Respectful, Safe. <ul style="list-style-type: none"> ○ Gentle encouragement, a 'nudge' in the right direction ○ De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. ○ Praise if the learner is able to model good behaviour as a result of the reminder.
2. Warning	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the script: <ul style="list-style-type: none"> ➤ <i>I have already reminded you about being ready / respectful / safe.</i> ➤ <i>If this behaviour continues we will need take up time</i> ➤ <i>I understand this might be tricky, do you need some calm time?</i> Give the pupil a final opportunity to engage. Offer a positive choice to and refer to examples of expected behaviour.
3. Take up time	'Take up time' - a reflective time following low-level disruption and not following the school rules, where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. Use the script: <ul style="list-style-type: none"> ➤ <i>You are still not showing Ready / Respectful / Safe behaviour.</i> ➤ <i>As a consequence there will be take up time</i> The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
4. Reflection	With more serious levels of behaviour, the circumstances will be assessed by SLT and they will decide upon appropriate consequences, which can include internal or external suspensions. Parents will always be involved at this stage. Serious behaviours can include: physical violence, aggression, threats, bullying, defiance, inappropriate language or showing discriminatory behaviour. All cases of proven child on child abuse are also classed as serious behaviour incidents. <ul style="list-style-type: none"> ○ Reflection for serious levels of behaviour may include removal from the classroom for a period of time, as decided by SLT. Consequences may also include missing breaktimes / lunchtimes for a period of time as decided by SLT. The class teacher will always inform the parent verbally in these circumstances.
5. Repair and Restore	After reflection, a restorative conversation will be held, covering: <ul style="list-style-type: none"> ➤ <i>What happened?</i> ➤ <i>What were you thinking or feeling?</i> ➤ <i>Who has been affected?</i> ➤ <i>What could you do next time?</i> ➤ <i>What are you thinking or feeling now?</i> ➤ <i>What needs to happen to put it right (give appropriate options)?</i> A rational and proportional consequence will be discussed.
Regulation WINE – wonder, imagine, notice, empathise PACE – playfulness, acceptance, curiosity, empathy	This step can be used at any time to prevent further escalation. It might be a short time in the calm corner or, if the child is highly dysregulated, they may benefit from a change of environment and co-regulation until they are ready to return to learning. Co-regulation strategies include using sensory calming techniques, distraction, humour, being present and listening, acknowledgment of how they are feeling. It is important that the adult stays calm, uses a quiet, soothing tone of voice and keeps their body language neutral. Remember to use WINE and PACE.

At Wath Victoria, our vision is
Aspirations soar, Kindness shines and Everyone belongs.
This underpins everything that we do.

Visible adult consistencies

1. Meet and greet
2. Positive noticing at all times
3. Expectations recognition
4. Modelling our values
5. Emotionally available
6. Calm, consistent, caring

Relentless Routines

1. Smart walking
2. Smart lines
3. Look smart, act smart, be smart
4. Silent signal
5. 1, 2, 3 routine
6. Children to be led to and from the playground by an adult

Over and above

Aspirations soar
Excelling in our work

Kindness shines
Going over and above acts of kindness

Everyone belongs
Impacting on the wider community

Expectations
Ready, Respectful, Safe

Stepped Sanctions

1. Reminder of the expectations
2. Warning
3. Take up time
4. Reflection
5. Repair and restore

Regulation

Scripted Warning

- *I've already reminded you about being ready/ respectful/ safe.*
- *If this behaviour continues, we will need take up time / reflection.*
- *I understand that this might be tricky. Do you need some calm time?*

Restorative Conversation

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What could you do next time?
- What are you thinking/feeling now?
- What needs to happen to put it right?