



# 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
- Reflect on the behaviour matrices to ensure that their expectations maintain high standards

**JMAT will encourage adults at home to:**

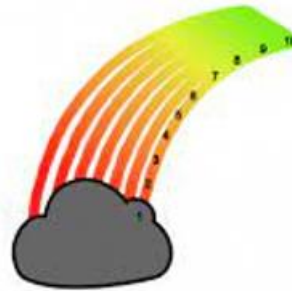
- Abide by the Home-School Agreement (if applicable), ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour in their child and for their child to be an ambassador of their school at all times, in line with the Relationships and Behaviour 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**

**At Meadow View Primary School 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 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 using the ROAR rainbow chart



- Offer individual check-ins with children who scaled at 6 or below on the ROAR rainbow chart and use the ROAR thermometer to measure the intensity of feeling
- Teaching children techniques to be resilient through PSHE, My Happy Mind & Happy breathing and individual ROAR 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 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 (initially provided by a robust understanding of co-regulation) •
- Ensuring that all children know who they can trust and speak to and provide relational opportunities for vulnerable children by ensuring school has a system of emotionally available adults (EAAs). These EAAs will enable children to make the shift from 'blocked trust' and/ or 'toxic shame' to trust and tolerable feelings

## Our expectations at Meadow View Primary School of behaviour are:

### That children follow the school rules – ASK!

- Aim High
- (Be) Safe
- (Be) Kind

### That the children follow the school learning behaviours during teacher input time of



- 3 – good sitting
- 2 – good looking
- 1 - good listening

Posters of these school rules and learning behaviours must be displayed in all classrooms and are consistent with Communicate in Print and multi-sensory actions.

### **At Meadow View Primary School 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.
- Using the ROAR rainbow chart at key points throughout the day
- Increasing 'safety cues' for children i.e., take time to welcome pupils at the start of the day
- Always refer to and use the language of; 'Aim High, Be Safe, Be Kind'
- 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
- Reflect on the behaviour matrices to ensure that good transitions and routines are taught
- Recognising the importance of relationships. All staff are trained in the 4 key relational needs for children to experience safe and secure attachment:
  - Affect attunement (the ability to be with and support children in pain and in joy)
  - Empathy (understanding, affirming and recognising what a child is feeling)
  - Containment (providing clear and consistent security for children through structures, boundaries and carried through consequences)
  - Soothing/ emotional regulation (bringing down levels of stress and helping children to calm following times of being dysregulated)

### **At Meadow View Primary School we recognise or reward positive behaviour by:**

- **Stars** are an individual reward for children in in all classes that display the values of Meadow View's rules. Children will celebrate and take home their completed chart.
- **End of term reward** – In years 1 to 6 each time a child fills in their star chart; their house is entered into a prize draw. At the end of each term, the prize draw will take place and the winning house will receive a reward
- **Positive Texts Home** are an **individual** reward for children in years 1 to 6 who have shown a considerable effort to display Meadow View's rules and good behaviour for learning. Parents are sent a text message home to celebrate their child's positive behaviour.
- **Star of the Week Award** to reward **individual** achievement in each class who have shown a considerable effort to display Meadow View's rules. Stars are awarded each



Friday in a special class assembly to celebrate the award. This is a whole school approach.

- **Positive Praise** Pupils will receive deserved recognition in the moment through regular positive praise from adults in school.

**If needed Meadow View Primary School will provide the following challenge and support to children who struggle to display the appropriate behaviour skills:**

In all classes, children who break our school rules are given a logical consequence alongside a sanction which will result in time lost during their break and lunch time.

Time lost can be accumulated if a child continues to make the ‘wrong choice.’ This will be to a maximum of 30 minutes per day.

Time lost	Behaviour
Two minutes	Shouting out in class (after one warning is given) (aim high) Talking in class when an adult/child is speaking (aim high)
Five minutes	Leaving your seat without permission (aim high) Being unkind to others (be kind) Rudeness (be kind) Defiance (aim high)
Ten minutes	Rudeness (if it happens more than once) (be kind) Inappropriate language/gestures (be kind)
Fifteen minutes (KS1 and 2 only)	Violence (be safe) Racist behaviours (be kind) Disrespect (be kind) Throwing objects/furniture (be safe) Damage to property (aim high) Homophobic language (be kind) Negative gender-based language (be kind)

Any children who have lost minutes during the school day will not participate in the lunch time adult led activity with the sports coach i.e. scooters, grass sledges etc.

Reasonable adjustments may be made to support children with special educational needs or other needs identified through the Inclusion Team. Some children with significant behaviours





may have Positive Handling Plans in place, decided by school's Inclusion Team and in-line with school's Positive Handling Policy.

All children with significant SEMH needs, as identified by the Inclusion Team, will have a bespoke ROAR Regulator. This will be referred to and read to them throughout the day.

## **Parent Meetings**

In some cases, parents will be invited into school to discuss their child's behaviour and to discuss the next steps. Parents and the child will attend this meeting with their class teacher and a member of SLT.

## **Use of REPORT as a high challenge**

Reports should only be used in extreme cases for children identified by the Inclusion Team. The Inclusion Team will consider the support already in place, the acuteness of need, family circumstances, the severity and impact of the behaviours and with careful consideration of school's graduated response.

Once the decision to place the child on report by the Inclusion team it is then the class teacher's responsibility to implement and manage the report. SLT will be available to support upon the teacher's request.

When a child is placed on a behaviour report this will result in the child not being able to represent the school, they will be unable to attend breakfast and/or after school club and will be unable to attend any trips or residential trips (this includes visiting our local library and Forest School).

When a child is placed on report:

- Parents will be invited to a meeting to discuss the use of report and why it is necessary.
- School will set clear, achievable outcomes aimed to modify the pupil's specific behaviour difficulties and write these on the report with parents and the child signing the report.
- Pupils cannot represent the school, attend breakfast club or after school club and will not be able to attend residential/school trips
- Any school responsibilities i.e., school captain, sport leader etc. will have this temporarily removed
- School will ensure consistency of application of the report
- School reserves the right to send work home or expect the pupil to complete work at breaktimes if necessary.
- All reports should be shown to a member of core SLT or Behaviour Leader every day so that success can be celebrated and reflection can take place if necessary.
- Parents are shown reports every day and a member of staff will talk to them about successes and challenges.
- The report will be reviewed after three weeks by the inclusion team in agreement with the parents.

## **Use of Internal suspension as a high challenge**



Internal exclusion should only be used in extreme cases for children identified by the Inclusion Team. The Inclusion Team will consider the support already in place, the acuteness of need, family circumstances, the severity and impact of the behaviours and with careful consideration of school's graduated response.

When a child is placed in internal exclusion:

- Parents will be informed at the earliest possible time.
- The reason for internal exclusion will be discussed with the child and the parents and a reflective conversation around the incident/situation will take place to attempt to modify future behaviors.
- The exclusion will be for a fixed period of time and the child will be welcomed back into class once the exclusion is complete.

### **Responsibility for exclusion and suspension**

Only the Headteacher may authorise exclusion, (or in the absence of the Head Teacher, an Assistant Headteacher or those delegated with the responsibility for the school in the absence of the Headteacher). For further information, please see the school's exclusion policy.

### **Positive Handling**

As a school, we have staff trained in attachment awareness and trauma-informed strategies and practices. Some pupils may require a bespoke 'Positive Handling Plan' and will access enhanced packages of support through the Inclusion Team.

The school will record all behaviour incidents and/or restraints used on RecordMy.

Identified staff are trained in Team Teach strategies. Please see school's Positive Handling Plan for further details.

### **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 (educational visit/ sport activity).

The Head Teacher may also reserve the right to become involved in activities from beyond the school gate that are deemed to have a negative impact on the reputation of the school or relationships within school.

### **Out of School Hours Behaviour**

The same behaviour expectations apply for children who are part of extra-curricular activities. Any children not following school rules repeatedly may be asked to leave the activity.



## **At Meadow View Primary School 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 have the opportunity to learn and modify their future behaviours. This encourages children to take responsibility for their actions and behaviours.

### **Adaptations for Foundation Stage Children**

**Foundation Stage Children** operate slightly differently in that they will be asked to sit on the time in chair if they break school rules. Adults will support this and act as co-regulators for our youngest children.

- Stars are an individual reward for children in Foundation who display the values of Meadow View's rules. Children will celebrate and take home their completed chart.
- Verbal reminders/distraction/praising other children are used to help a child to make the right choices and remind them of expected behaviour rules.
- "Thinking time" on a "time in chair" to be used if a child breaks the school rules and logical consequences will be used where necessary
- Parents are informed and welcomed to discuss.
- Nursery and Reception children will not use the numbered rainbow as this is too abstract for very young children. They will use 4 monsters displayed alongside the rainbow colours – red (angry), orange (sad), yellow (ok), green (happy).

However, F2 children will be introduced to a wider range of emotion words to match the 4 monsters to broaden emotional literacy throughout the year (see below).

### **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.**