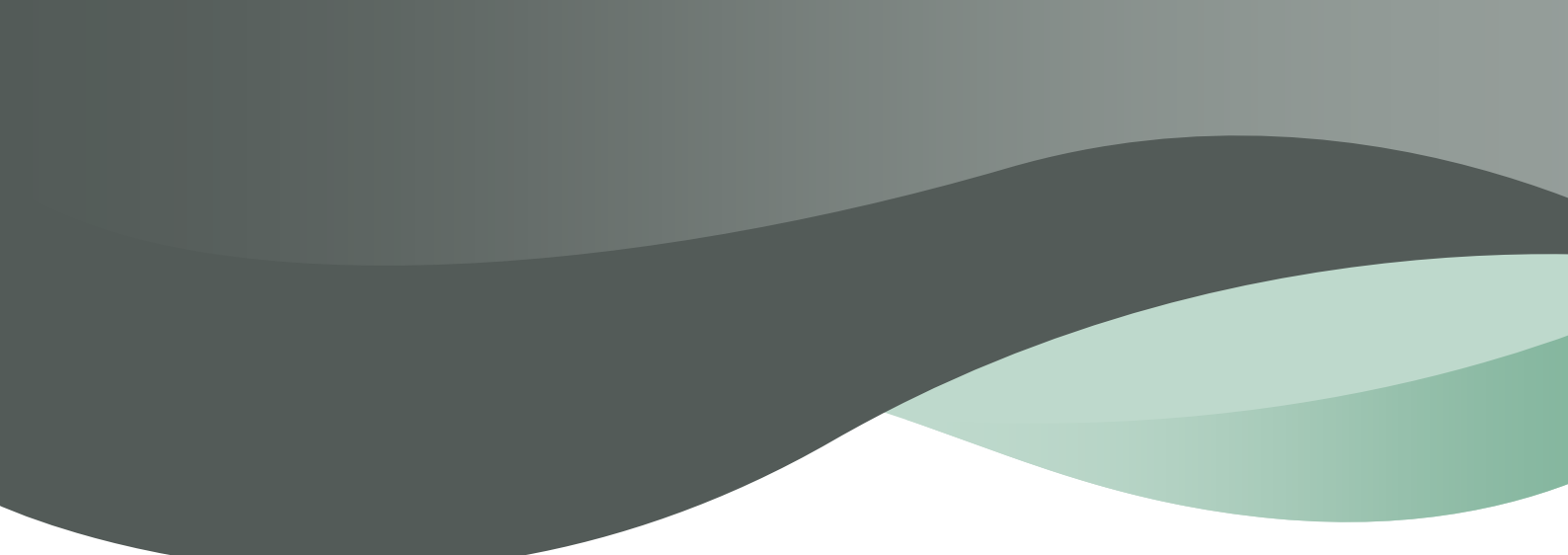




Relationships and Behaviour Policy

Updated for:	September 2026
Next review:	September 2027

James Montgomery Academy Trust



Relationships and Behaviour Policy

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 2009
- The School Information (England) Regulations 2008, and the amendments made in 2015 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE Behaviour in Schools February 2024
- DfE Keeping Children Safe in Education - Latest guidance
- DfE Mental Health and Behaviour in Schools Guidance November 2018
- DfE Restrictive Interventions Including use of Reasonable Force in Schools April 2026
- DfE Searching, Screening and Confiscation in Schools July 2023
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England. July 2026
- EEF Improving Behaviour in Schools June 2019
- Equality Act 2010
- SEND Code of Practice 0-25 years 2015
- UN Convention on the Rights of the Child (UNCRC)

2. Policy rationale and aims

Our Relationships and Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all pupils 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.

Behaviour is a form of communication. Staff are expected to consider the context of a pupil's behaviour and respond with curiosity and compassion, especially where there may be trauma, unmet needs, or safeguarding concerns. All staff are trained to de-escalate and manage behaviour in a calm, predictable, and emotionally regulated way.

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.

3. Scope of the policy

This policy applies to all pupils 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.

Schools will implement a clearly defined and consistently applied system of behaviour responses, which is understood by pupils, staff, visitors, contractors and parents / carers.

This will include:

- Positive recognition of appropriate behaviour
- Clearly structured reminder and warning stages
- Restorative approaches to repair relationships
- Reasonable, proportionate and consistently applied sanctions (e.g. loss of privileges, time-out, internal removal)
- Senior leadership involvement where required

Each school will set out the specific detail of its behaviour system, ensuring responses are applied fairly, consistently and with appropriate consideration for pupils' individual needs, including those with SEND.

The school will follow the DfE guidance 'Restrictive interventions, including use of reasonable force' (April 2026). Any restrictive intervention must be reasonable, necessary, proportionate and the least restrictive option. All incidents must be recorded immediately, reviewed by senior leaders, and reported in line with DfE and Trust reporting requirements on Arbor. Staff will receive regular, written training and there will be post-incident reviews which include the pupil's voice, consideration of reasonable adjustments, and actions to reduce future risk.

4. Suspensions and Permanent Exclusions

Decisions on suspension and permanent exclusion will follow DfE guidance. The school will: (a) take into account contextual factors including SEND and safeguarding; (b) ensure suitable full-time education provision is arranged from the sixth school day of a suspension that exceeds five days; and (c) record and evidence the rationale for any exclusion demonstrating that alternatives were considered.

Suspensions and permanent exclusions are last-resort measures applied only where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Decisions will be lawful, reasonable and proportionate and will explicitly take into account contextual factors including SEND, safeguarding concerns and any reasonable adjustments required under the Equality Act 2010. For any suspension lasting longer than five school days, the school will arrange suitable full-time education from day six. Where a pupil has an EHC plan, the

school will contact the local authority at an early stage and consider an early annual review prior to any decision to permanently exclude.

5. Behaviour Outside School / Online

The school may take proportionate action in response to behaviour outside school (including online) where it poses a risk to the safety, welfare or education of pupils or staff, or could reasonably be expected to have significant impact on the school community. Responses will focus on safeguarding and restorative measures first and will be proportionate to the behaviour and context. All decisions will be made with the involvement of the pupil's parents/carers.

6. Searching, Screening and Confiscation

Searches will be conducted lawfully and with respect for pupil dignity; staff will not carry out intimate searches. Where statutory search powers apply, the school may search a pupil or their possessions and may confiscate prohibited or harmful items in line with DfE guidance. All searches and subsequent confiscations will be recorded, and parents will be informed unless doing so would increase risk. The school will follow clear procedures for the storage, return or disposal of confiscated items.

7. Recording, data use and linkage with safeguarding

Significant behaviour incidents, searches, restrictive interventions and exclusions will be recorded on the school's behaviour system (RecordMy/Arbor) and, where relevant, on the safeguarding record. Records will be retained in accordance with Trust retention guidance. The school will use anonymised behaviour data termly to identify trends, inform training, evaluate interventions.

8. Staff training, post-incident review and governance oversight

All staff receive mandatory behaviour training annually, with refreshed training on restrictive interventions and recording. Senior leaders will review all serious incidents within 48 hours and undertake a post-incident learning review. The Trust will analyse behaviour, restrictive-intervention and exclusion data termly and will scrutinise patterns and actions taken to reduce inequality and risk.

9. Responsibility for the implementation of the policy sits at school level

The school will make reasonable adjustments for pupils with SEND or disabilities and will not apply sanctions in a way that discriminates. When behaviour is affected by SEND the school will review provision and reasonable adjustments, co-produce specific behaviour plans or risk assessment with parents/carers and, where appropriate, request specialist advice or an EHC needs assessment. The school will record how reasonable adjustments influenced decisions about sanctions, support and next steps.

9.1 Pupils will:

- Follow school routines for learning good behaviour.
- Display good behaviour at all times in line with the school's expectations.

9.2 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 pupils fairly and respectfully, seeking to raise their self-esteem and develop their full potential.

- Take into account and follow any bespoke plans for pupils with Special Educational Needs.
- Record significant behaviour incidents on RecordMy / Arbor, safeguarding concerns, or persistent disruptive behaviours.
- Follow the correct reporting procedure so SLT and the Trust can offer support when required.
- Contact parents/carers regarding their child's behaviour where necessary.

9.3 JMAT will encourage adults at home to:

- Abide by a 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 child through their own good behaviour and conduct.

School specific implementation (To be completed by each JMAT school)

Each school will adopt personalised steps to implementing the policy with the following key headings being addressed below:

- ☐ **At Ferham we aim to establish relationships and a positive, calm ethos in school through:**
 - A personal welcome for every child and their family every morning from school staff including Senior Leaders
 - Visible adults.
 - Simple rules which are explained to children, displayed around school and referred to often – Ready, Respectful, Safe.
 - Acknowledging that some pupils who are new to schooling may need extra support and challenge as they learn to meet our expectations.
 - Showing that we care enough to support and to challenge when needed.

- ☐ **At Ferham our expectations of behaviour are:**
 - Consistent - our school is an oasis of warmth and joy; any deviation is addressed.
 - High – all emotions are valid but how we demonstrate them must adhere to Ready, Respectful and Safe.
 - 'Banter' and 'Jokes' are never tolerated.

- ☐ **At Ferham we teach behaviour and what good behaviour looks like by:**
 - ☐ Narrating the positive – the PIP of PIP and RIP.
 - ☐ Modelling it as adults – children copy what they see and we are their behaviour role models.
 - ☐ The books and spoken language techniques in our PSHE curriculum.
 - ☐ In our assemblies which usually feature a picture book to offer a depersonalised context for issues in primary schools and the local community.

- ☐ **At Ferham we recognise or reward positive behaviour by:**
 - Celebrating the pupils who always go Above and Beyond.
 - Home time high five and Postcards home to involve parents in the celebration of excellent behaviour or strides towards it.

- **If needed Mr Tomlinson will provide the following challenge and support to pupils who struggle to acquire the appropriate behaviour skills:**

- Unconditional positive regard - behaviour may be unacceptable but children are never so.

Reminders: Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

- **Warnings:** Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
- **Time Out:** Example - 'I noticed you chose to (noticed behaviour) You need to (Go to quiet area / Go to sit with other class / Go to another table Stay with me for some of this playtime etc.)
- **Follow-up/Repair and Restore:** Restorative Conversations (see below)
- We identify SEMH needs and provide bespoke support and interventions.
- Sensory Circuits to meet proprioceptive needs to ready pupils for learning.
- EAA (Emotionally Available Adult) on a timetabled and ad hoc basis for pupils who need support with painful life experiences.

- **At Ferham we restore and repair relationships and positive behaviour by:**

- RIP – Reprimanding in private
- Restorative Conversations which consider what was thought while 'it' was happening, who has been affected by 'it' and what those involved need to put it right following Appendix A (which is displayed around school)
- Logical Consequences – how we put it right Example - Been offensive – apologise verbal or written, Graffiti/broken something – clean it up/fix it

10. Policy review and links to statutory guidance

This policy will be reviewed annually and updated promptly to reflect changes in statutory guidance (including DfE guidance on restrictive interventions, exclusions, searching and KCSIE). The policy cross-references the Trust's Safeguarding, SEND and Physical Intervention and positive Handling policies.

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

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Suspensions, Exclusions, Managed Moves and Adapted Timetables Policy
- Physical Intervention and Positive Handling Policy and Individual Risk Assessments
- SEND Policy

8. Document history

Previous versions archived in accordance with document retention requirements.

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	No changes from 2024-25.
V2	JMAT	July 2026	PRG	09/07/26	• Section 3 – additional wording added • Section 4 – new section – suspensions and permanent exclusions

					• <i>Section 5 – new section - behaviour outside school / online</i> • <i>Section 6 – new section – searching, screening and confiscation</i>
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Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee