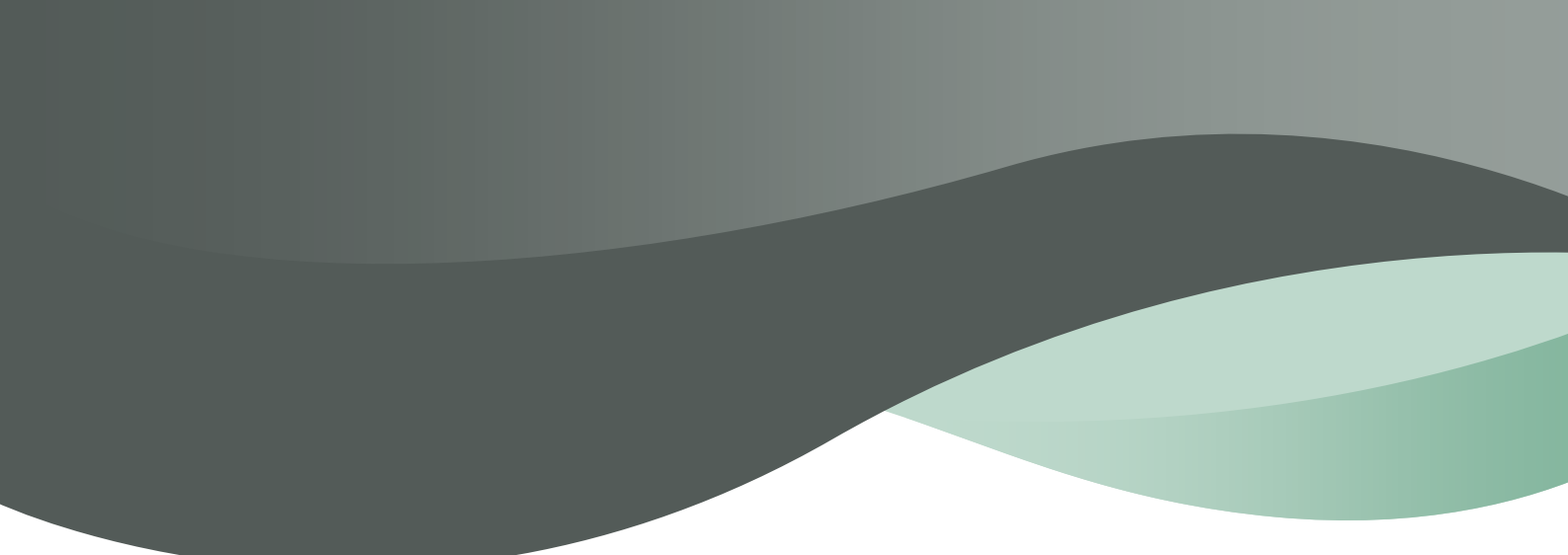




Relationships and Behaviour Policy

Updated for:	September 2025
Next review:	September 2026

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 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
- 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. Support strategies may include personalised interventions and targeted social-emotional learning. Through the effective teaching of good behaviour children will be guided to develop a moral compass alongside social awareness where they appreciate different viewpoints, 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. Children are encouraged to take responsibility for their school community by contributing to decisions on behaviour expectations through child leadership roles and/or school councils.

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.

Behaviour is a form of communication. Staff are expected to consider the context of a child’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.
- 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 in line with the school's expectations.

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 / Arbor, safeguarding concerns, or persistent disruptive behaviours on or other recording systems.
- 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.

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.

Ferham Primary School specific implementation

- 1) At **Ferham Primary School** 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.
- 2) At **Ferham Primary School** 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.

3) At **Ferham Primary School** 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.

4) At **Ferham Primary School** we recognise or reward positive behaviour by:

- Celebrating the pupils who always go Above and Beyond.
- Rate of the Gate and Postcards home to involve parents in the celebration of excellent behaviour or strides towards it.

5) If needed **Ferham Primary School** will provide the following challenge and support to children 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)
- Boxall Profiles are used to identify SEMH needs and relevant strategies – in class and interventions – to meet need.
- 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.

6) At **Ferham Primary School** 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

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

5. Document history

Previous versions now deleted from system

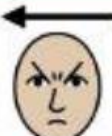
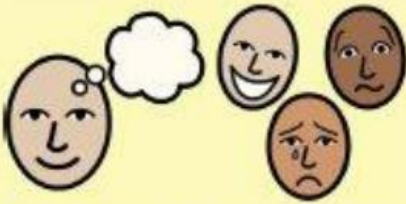
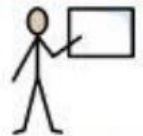
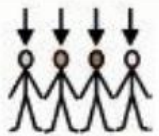
Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	No changes from 2024-25.

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe
 hid from adult	 What happened?			 not being respectful
 using bad language				 being disruptive
 not listening to instructions	 threw something	 ran off	 tore up work	 something different

 worried	 fidgety	 confused	 angry	 sad
 annoyed	 What were you thinking or feeling?			 silly
 scared				 embarrassed
 nervous				 bored
 me	 a friend	 a teacher	 my class	 my mum
 my dad	 Who has been affected?			 other children
 my family				 my sibling
 people in the community	 animals	 everyone	 another adult	 someone else

