



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

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

1) At Brampton Cortonwood Infants we aim to establish relationships and a positive, calm ethos in school through:

- Greeting children at the door each morning.
- Using positive, specific praise.
- Promoting our school, Green Family values and encouraging children to follow them at all times.



- Modelling procedures and expectations to children e.g. walking around school to their phonics group/back into school from playtime or Forest School/independent library time.
- Having high expectations of children and correcting undesirable behaviour using positive language and saying the desired behaviour (e.g. “safe walking, thank you” as opposed to “stop running, please”)

2) At Brampton Cortonwood Infants our expectations of behaviour are:

- Children will follow our Green Family Values
 - We are **kind and helpful**
 - We are **honest**
 - We are **gentle**
 - We are **polite and show good manners**
 - We are **hard working**
 - We are **good listeners**
- At every opportunity, children will aim to be:
 - **Resilient**
 - **Regulated**
 - **Respectful**
- Children will be safe when moving around the classroom and school corridors.

3) At Brampton Cortonwood Infants we teach behaviour and what good behaviour looks like by:

- Giving repeated positive reinforcement and praise
- Modelling appropriate behaviour
- Having conversations/discussions with the whole class, small groups or individuals where appropriate.

4) At Brampton Cortonwood Infants we recognise or reward positive behaviour by:

- Giving positive, specific praise
- Giving out ‘Monster Points’ on Class Dojo
- Giving out whole class gems
- Celebrating whole class achievements

5) If needed Brampton Cortonwood Infants will provide the following challenge and support to children who struggle to acquire the appropriate behaviour skills:

- Positive reminders
- Warnings
- Conversations with teacher or member of SLT



- Proportion consequences
- Conversations with parents/carers

6) At Brampton Cortonwood Infants we restore and repair relationships and positive behaviour by:

- Restorative conversations
- Agreeing with children that we will “turn it around” and have a “fresh start”.

For more information, please see the [Brampton Cortonwood Infant School behaviour policy in full. \(Appendix 1\)](#)

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.

Appendix 1

Brampton Cortonwood Infant School



BEHAVIOUR POLICY

September 2023

To be reviewed: September 2024



The purpose of this policy is to provide a clear code of conduct for all members of our school community. It reflects the values and attitudes we consider to be important and which we strive to foster at all times.

Our Mission:

Our mission is for children, staff and parents to work together; to encourage children to fulfil their hopes and dreams; to nurture their self-belief and confidence and to inspire a love of learning, allowing them to succeed at the highest possible level in all aspects of their lives.

Underpinning Ethos

The core element of our ethos is positivity. Having unconditional positive regard for all pupils is the driving force in supporting the range needs presented by our pupils. At Brampton Cortonwood we recognise that behaviour is driven by feelings and displays of negative behaviour are often a result of a child being unable to identify, understand and communicate those feelings. We aim to provide a safe, nurturing environment that is built on warmth, understanding and trust so our pupils can be supported in self-regulation and managing their feelings to achieve positive behaviours.

School Values

Our values encourage everyone to show care and respect others and the environment and they form the basis of Circle Time / PSHE work in each year group. They are also discussed in assemblies and referred to frequently throughout the day. Our Values are enforced positively with attention focused on adhering to them. Copies of them are displayed in each classroom and at various points around the building.

Our Values:

We are...

Kind and helpful

Honest

Gentle

Polite and show good manners

Hard working

Good listeners

Our Motto:

Believe. Achieve. Succeed.

Our Aim:



Our aim is for all children to leave Brampton Cortonwood with the knowledge and skills to be:

Resilient, regulated and respectful members of the community.

At Brampton Cortonwood Infants all pupils have the right to:

- Learn and work in a safe, calm environment.
- Be treated as unique individuals with respect and dignity.
- Have their individual needs met at every level and aspire to our high expectations.
- Be protected from harm, violence and acts of verbal abuse.
- Feel valued and happy every day.

All staff must:

- Recognise that behaviour is a form of communication and understand that low level disruptive behaviours are a possible indication of a underlying need/issue
- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours with regular reference to our school values.
- Always pick-up on pupils who are failing to meet expectations.
- Be proactive in identifying and addressing low level behaviours/signals to prevent escalation.

The Head Teacher and The Senior Leadership Team must:

- Be a positive, visible presence around the school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home/certificates/stickers etc.
- Ensure staff training needs are identified and met.
- Use available data and staff concerns to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.

Members of staff who manage behaviour well, will:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils and wider family.
- Relentlessly work to build mutual respect
- Remain calm with a professional manner and seek support from SLT if necessary.
 - Be proactive in identifying and addressing low level behaviours/signals to prevent escalation.
- Follow the points outlined in 'all staff must'.

Classroom practise

Within every session staff work tirelessly to ensure that all barriers to learning are minimised so all children are able to fulfil their potential. Therefore, it is our expectation that all children are accessing their learning, in a safe and appropriate manner and space.

<p>Tier 1 Positive Reinforcement</p>	<ul style="list-style-type: none"> • Child addressed by name • Praise explained • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, I love the way that you're showing me that you're ready for learning by having your eyes on me and lips closed, thank you.</i></p>
<p>Tier 2 Positive Reward</p>	<ul style="list-style-type: none"> • Child addressed by name • Reason for reward explained • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, I am giving you a 'Monster Point' because you're following our school values by being kind and helpful to your classmates, thank you.</i></p>
<p>Tier 3 Positive Reminder</p>	<ul style="list-style-type: none"> • Child addressed by name • Short command, using the positive opposed to the negative where possible. • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, eyes on me, thank you vs. X Xxxxx, stop turning round please.</i></p> <p><i>By saying 'stop turning round' you are reinforcing the negative behaviour as opposed to highlighting the positive and using the word 'thank you' at the end gives the expectation that it is going to be done.</i></p>
<p>Tier 4 Warning</p>	<ul style="list-style-type: none"> • Child addressed by name • Expression of non-acceptance. • Positive behaviour reinforced, closed choice* offered where appropriate. • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, this behaviour is not acceptable, I need you to..... thank you.</i></p> <p><i>*Closed choice – offering two choices both of which deliver the outcome you desire. This is most effective when your preferred choice is offered last.</i> <i>E.g.</i> <i>You can do it in 5 minutes or you can do it now.</i> <i>You can finish your learning on the carpet or at your table.</i> <i>You can walk there holding my hand or by my side.</i></p>
<p>Tier 5 Conversation</p>	<ul style="list-style-type: none"> • Child addressed by name • Recognition that something isn't right. • Closed choice issued.

	<ul style="list-style-type: none"> • Appreciation <p><i>Example:</i> <i>Xxxxx, I'm wondering if something is bothering you because you're still not.....would you like to come and have a chat to me about it.</i> <i>If child is still reluctant, closed choice offered:</i> <i>You can either come with me and have a chat or *insert desired behaviour*</i></p>
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Rewards and positive reinforcement

Rewarding pupils

Use of rewards can be effective for motivating most pupils with the focus on positive rewards for positive behaviour; however rewards have to be used with care for some children, particularly those with additional SEMH needs, so that they do not, by default, become punishments.

Some examples of rewards that you may see in school are:

- ‘Monster Points’ (Class Dojo) – when children reach multiples of 50 they receive a small prize.
- Certificates / assembly awards – each week we chose a ‘superhero’ of the week. This means the children have been following all of our ‘Green Family Values’ all week and they get to wear a green cape and mask for the morning. F2 and KS1 Teachers also choose a ‘star of the week’ linked to good learning.
- Sharing good work/behaviour on ‘go and shows’ – children who have demonstrated ‘effort level 5’ work may be chosen to show they work to another class or member of SLT.
- Whole class gem rewards linked being **Resilient, Regulated and Respectful (3Rs)**
- Conversations with parents – positive phone calls / postcards are used on a weekly basis.

Formal rewards are targeted and **individualised** according to the age and need of the pupil, and celebrated with their peers and the whole school as appropriate.

Consequences

In many instances, restorative practise is followed as opposed to sanctioning. However, in circumstances where sanctions are deemed necessary, or have been agreed during the restorative conversation, they must be in proportion to the action and appropriate for the needs of the **individual** child. It should also be made very clear that it is the **behaviour** that is unacceptable and any sanction should address this and not be made personal to the pupil.

For repeated, low-level disruptive behaviour sanctions may be appropriate. Before a sanction is given to a child Tier 1 – 4 of the ‘classroom practise’ will have been followed. Adults may also use the language of ‘first warning’ and ‘second warning’. If the undesired behaviour is still being displayed, despite these reinforcements, ‘time-out’ is most commonly used. This is typically time away from what they are doing and is described to children as ‘thinking time’ and the reason for this will always be given to the children.

Other examples of sanctions used at Brampton Cortonwood may include:

- Minutes missed of playtimes.
- Missed opportunities to achieve monster points



- Child having a conversation with Headteacher or Deputy Head.
- Conversation with parents/phone call home.

Positive reinforcement:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently **applied by all staff** to help to ensure that pupils and staff feel safe, supported and secure.

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, family circumstances or a Special Educational Need or Disability (SEND). As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use staff who are specially trained in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Positive Handling Plans' and will access enhanced packages of support through the inclusion team, as directed by the SENDCo. When dealing with an episode of extreme behaviour, a pupil **may** need to be physically supported* 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 to ensure the safety of all.

Communication with parents

- We remind parents that we operate an open door policy and recommend that parents frequently liaise with the adults in school.
- Where an incident has occurred in school, staff will endeavor to inform parents on the same day, either face-to-face at home time, via a sealed note or phone call.
- Where serious, or numerous, incidents have occurred the SLT will be made aware and may request a meeting with parents to discuss any concerns.
- In addition, if parents have any concerns about their child's behavior at home, we recommend that they seek advice from a member of staff in school.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. For more information on exclusions please see the JMAT Exclusion's Policy on our website.

**Please see the JMAT Physical Intervention Policy on our website.*

This policy will next be reviewed in September 2024.