



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 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.

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 Ferham 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
- Teaching children techniques to be resilient through whole class teaching and/or Therapy Suite 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

2) At Ferham our expectations of behaviour are:

The School Rules – RRS!



These rules are clearly displayed around school and in each classroom.

3) At Ferham we teach behaviour and what good behaviour looks like by:

- School staff always modelling positive behaviour
- School Staff being positive and using praise as much as possible.
- Being consistent at all times and adhering to this policy.
- 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; 'Ready, Respectful and Safe'
- 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
 - Recognising the importance of relationships.

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

- **By being relentlessly positive**

- Exploiting opportunities to celebrate positive behaviour choices
- Daily use of class Recognition Boards including Rate on the Gate (Paul Dix)
- Above and Beyond celebration
- Postcards and stickers, PIP and RIP (Paul Dix)
- Consistent use of Jason Bangbala (Appendix 1)

5) If needed Ferham will provide the following challenge and support to children who need extra support to acquire the appropriate behaviour skills:

Logical Consequences

Stepped Restorative Strategies - Use pupil's name, pupil level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>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.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to (Go to quiet area / Go to sit with other class / Go to another table etc.) Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes EYFS may also use Time In strategies to direct a child to be with an adult to model the behavior expected.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>

<p>4. FOLLOW UP – REPAIR & RESTORE</p>	<p>What happened to you? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make other people feel? Who has been affected? How can we do things differently? What might be a good choice? What should we do to put things right? – Choose a Logical Consequence to repair and restore the negative behaviour e.g. thrown something – pick it up Been offensive – apologise verbal or written Graffiti/broken something – clean it up/fix it</p> <p>Sanctions should</p> <ul style="list-style-type: none"> • 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 supported and secure <p>Sanctions need to be in proportion to the action It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.</p>
<p>Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents. The Ferham Care Team will support Teachers to ensure the conversations are effective. Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</p>	

Use of REPORT as a support tool

Reports should only be used in extreme cases and this should be discussed with the Pastoral Leader or Headteacher prior to set up. It should only be used when teachers are not seeing any impact from the use of the systems above.

REPORTS MUST BE USED IN PRIVATE WITH THE CHILD.

<p>Ferham use of REPORTS in class</p>	
<p>1. REPORT Child in classroom</p>	<p>Ensure you have talked to parents about the use of report and why Ensure that you are clear about the behaviour you are aiming to rectify – is it classroom, playground or both. Teacher to set clear, achievable outcomes and write these on the report with parents and the child signing the report. Ensure consistency of application of the report – if the Learning Target is not met then the learning must be completed at some point. This may be in isolation, in internal exclusion or at home. We do not remove the entirety of playtime or lunchtime as this is the time when they need to regulate. All reports should be shared with the Pastoral Lead /SLT every day</p>

<p>2. REPORT Child in internal inclusion</p>	<p>If a child is repeatedly not achieving Learning Targets, then a decision with SLT may be made for the child to work with their Class TA in internal withdrawal.</p> <p>This decision needs to be explained and communicated with parents and recorded on Record My.</p> <p>Should a child not meet targets in internal inclusion, parents to be notified and fixed term exclusion or even suspension may be considered if the child is being unsafe towards themselves, others or affecting the learning or others.</p>
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Extreme Behaviours - Some pupils exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. 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 our most specially trained Care Team staff in trauma-informed strategies to build relationships with each individual pupil.

These pupils will have bespoke co-constructed (with the pupil) 'Working Together Plans' and will access enhanced packages of support through the Care Team, as directed by the SENDCo/ Pastoral Lead. When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and specified members of staff are authorised by the Headteacher to do this.

The school will record all serious behaviour incidents on Record My and any restraints not in the pupil's Working Together Plan. Parents/Carers will be notified immediately.

Fixed term exclusions and suspensions may occur following extreme incidents at the discretion of the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Physical Attacks on Adults - At Ferham Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the pupil safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves as an absolute last resort and should call for support if needed. Only authorised staff may use positive handling techniques.

All staff should report incidents directly to a member of the SLT and they should be recorded on RecordMy[. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to their composure.

Deliberate and unprovoked violence towards staff and pupils will never be tolerated: consideration is always taken if a child who has become dysregulated has an identified level of need. Whilst we are a caring and nurturing school, with many pupils in our care, we must ensure the safety of our staff and pupils at all times. When a child, has recognised needs - diagnosed or otherwise- it is important for adults to reflect on the situation which led to a violent incident in order that we can provide the necessary support and guidance to prevent further attacks. Staff and pupil safety is paramount.

6) At Ferham 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 and have the opportunity learn and modify their future behaviours. This encourages children to take responsibility for their actions and behaviours.

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

Behaviour Management Tips with Jason Bangbala

1. Always **meet, greet and correct at the door** as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: “Excellent uniform _____”; Great to see you today _____”; “Good start _____”;
2. **REMEMBER NAMES!** If we don’t know every pupil we teach, how can we make them feel accepted? This is also part of us “owning” the classroom as teachers
3. **Catch them being good.** Ignore bad behaviour and **focus on good behaviour:** “Thankyou ___ for being ready to listen”; “Thankyou ___ for looking this way”; “Thankyou ___ for your maturity” etc.
4. **Exude confidence!** How can we impart confidence and self-esteem in our pupils if we are severely lacking it ourselves? Pupils can smell fear a mile off & will capitalise on it!
5. **Boys!** Boys don’t work for the subject – they work for the person. Boys need a positive relationship with the adult.
6. **Calmness** – speak firmly, be assertive. Not fierce.
7. **PIP and RIP – Praise in Public and Reprimand in Private**
8. Set the **expectation:** When setting the expectations at the beginning of each half term, teacher to ask: ‘Why was I so impressed with the start of that lesson?’. Make sure they know what you are expecting of them.
9. Use **non-confrontational techniques:**
 “Is everything alright there _____?” for unfocussed pupils.
 “How can I help you _____?” for pupils off task.
 Stand next to a disruptive pupil
10. Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events – recognise the little things.
11. If pupils don’t respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.
12. **Look beyond the behaviour** – they’re not all evil! Many may have ‘DDD’ – Dad Deficit Disorder, and all pupils need encouragement and acceptance
13. 99% of managing behaviour **is in your head!** Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!
14. **Pupils need praise** like plants need water – unruly classes can be tamed by praise
15. Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. These promote a calm environment and doesn’t disrupt the pace of lesson; boosts pupils’ self-esteem; pupils can’t answer back to a verbal cue!
16. **Acknowledge latecomers** but **don’t let it stop the flow** of the lesson: “Thank you for taking your seat quietly and I’ll speak to you at the end”
17. Pupils **never forget** a good member of staff! “Who do we have next?” is more asked between them than “What do we have next?”
18. **Correct terminology** is crucial! “Well done **team!**” and “**Learning buddy**” promotes inclusion, self-esteem, and an atmosphere of ‘togetherness’
19. **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
20. **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate



21. Have **high expectations** of all pupils e.g. “I expect all pupils in this room reach the expected standard”.
 22. Use a **good sense of humour**: again a great way to engage with pupils e.g. “as Boyzone once told me, if you don’t have anything positive to say, then say nothing at all”
 23. **Smile!** It’s infectious! No one likes a ‘lemon lip’! Generates warmth and a positive learning environment
 24. **Pace** – If you are not dynamic, the children will not be.
 25. **Be prepared**. Ensure you have everything you need to be ready for learning. Don’t allow opportunities for issues to arise.
 26. Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room
 27. **Use rewards/ bribery!** Must be desirable and specific. Use the recognition Board
 28. A **promise** made is a debt unpaid. Relationships need trust – if you promise to read a story or see a child for 5 minutes – do it!
 29. Have **effective time management** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!
 30. A **phone call home** to a parent for **praise** is worth more than a 1,000 negative calls – this is **goldust!** A 1 minute call distributing a pupils’ praise to their parent can have far more impact than many hours of detentions
 31. Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don’t make a mountain out of a mould hill! Will increase self esteem
 32. 4 good strategies to **combat a disruptive pupil**:
 - a) 1) Say their name;
 - 2) Eye contact;
 - 3) Pause;
 - 4) Body language;
 - 5) Action e.g. “look this way”;
 - 6) “Thank you”;
 - 7) Move on
 - b) Ask “**What should you be doing now?**” – refocuses their brain
 - c) **Power of choice** e.g. “If you choose to disrupt the lesson for a 3rd time... it’s your choice”
 - d) **Diversion** – agree and refocus e.g. Pupil: “Sir I’m rubbish on the keyboard”, Teacher: “Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale”
33. Make tasks **competitive** – many children – and adults - thrive on competition!
34. Emphasise **TEAM** – Together Everyone Achieves More!
 35. Ensure you give children the opportunity to rectify their behaviour and turn it around. Take chewing gum out etc. Stand at the door at the beginning of the day, after playtime etc and set expectations as they come in, giving opportunity to rectify.
 36. Don’t be afraid to give pupils **high fives** to let pupils know you care!
 37. A good teacher **brings the curriculum to life!** Work is done when it’s fun!
 38. **No hands up policy!** – consider strategies such as Think, Pair Share; Group, Pair Solo; Ask 3 before me.



39. Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself
40. Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.
41. Continually go round **quietly** and offer **encouraging words/ gentle discipline**
42. Consider your position in the classroom – can you see all the children. If we do not know what is happening, it creates tell-tailing. Position well.
43. Confrontation only occurs if you disagree. If you agree with the child. it stops the conversation Stop the conversation and move on.
44. Sending children out **destroys the relationship** between you and them. Need to bond.
45. Children judge you on the time you give them!
46. Empower yourself and deal with incidents yourself – you have the relationship with the child. Asking SLT to deal with an incident undermines the teacher and shifts the power to SLT. The child will lose respect for the teacher. Empower yourself.
47. Give no more than **3 instructions** at any one time – brain struggles to process
48. **Small marginal gains** – do lots of things 1% better!
49. Lastly, doing all this can be tiring, but **you only get out what you put in!**

6 key qualities of an excellent teacher:

1. Firm, fair and clear boundaries: meet, greet and correct issues at door.
2. Excellent interpersonal skills.
3. Engaging lessons that stretch and challenge learners.
4. High level performance - consistently
5. Exude assertiveness and confidence
6. Reflective

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weathers. As a teacher, I possess tremendous power....”

Remember we all can;

- *Be dynamic at the door*
- *Get resources ready*
- *Use non-verbal cues*
- *Eat once a week with the children*
- *Make 3 phone calls per week*
- *Smile*
- *Consider your position within the classroom*



- *Go on the playground and engage with children – talk to them*
- *Make sure they are looking at you*
- *Use a raised hand to gain attention rather than raising voices*
- *No hands up policy in all lessons*
- *PIP & RIP*