



Relationships and Behaviour Policy

Policy Type:	Relationships and Behaviour
Updated:	September 2025
Next Review:	September 2026

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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 2024
- 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. 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.
- 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.

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 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.

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.

At Harthill Primary School we aim to establish relationships and a positive, calm ethos in school through:

- forming relationships based on mutual respect
- intrinsic and extrinsic praise and reward
- creating safe environments
- developing healthy self-esteem
- learning from mistakes (reflection)
- putting right what went wrong (restorative practice)
- personalised and individual plans for those in need of additional support
- clear lines of communication with parents and carers

We believe this will support pupils to develop good learning attitudes and to succeed in life, growing up to be responsible citizens who make a positive contribution.

We expect all adults who work at our school to embrace our approach and to proactively support it. This approach is the responsibility of **all staff** throughout the school.

Staff will, where they see appropriate, verbally inform parents of their child's behaviour. In every instance where a child has been withdrawn from their class/the playground on the grounds of safety, parents will be informed within the school day or as soon as possible, thereafter. They should also always be informed in cases where someone else has been hurt by their child's actions, where property has been damaged, where they have put themselves at risk or where they have acted in a discriminatory way. Parents need to be informed of the incident including the setting, the actions, the context, what happened immediately afterwards, what consequences have been put in place and plans to support the child to prevent future incidents. Support for a pupil's behaviour and well-being should always be collaborative with the parents.

Low level classroom behaviours will not always need reporting to parents, but parents should be informed if these become regular, initial support for reflection is not working and a further support plan is required.

At Harthill Primary School our expectations of behaviour are:

all children and staff in our school will demonstrate, reinforce and embed the Harthill Values of

belonging ambition resilience kindness

and follow the school rules of

We are respectful, we are ready and we are safe.

At Harthill Primary School we teach behaviour and what good behaviour looks like.

The expectation of adults is that they will:

- Speak calmly, respectfully and privately to children, remembering a person's behaviour is nobody else's business.
- Create safe environments.
- Offer equal challenge and support to work 'with' children.
- Try to prevent undesirable behaviours, using knowledge of the child/children.
- Support children to put right what went wrong through reflection and restorative practice
- Use praise, empathy, listening and understanding.
- Promote positive, mutually respectful relationships.
- Recognise that all behaviour is communication.
- Reassure those pupils who have witnessed/been the victim of other children's poor choices that the behaviour has been taken seriously and addressed.
- Take into account children's individual special educational needs when supporting, challenging or reassuring about the behaviour of themselves or others.
- Provide clear rules, routines and boundaries for all children.
- Create and follow individual plans for children who struggle more with their behaviour.
- Utilise Team Teach training strategies where relevant to support all the above.
- Keep accurate records around behaviour, using RecordMy.
- Work in partnership with parents/carers.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and senior leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible, before habits become established.

We recognise the potential for there to be conflict between the messages sent at school compared to those at home and use our contextual knowledge to personalise pupil support where required. We are also mindful of this when communicating home with families.

At Harthill Primary School we recognise and reward positive behaviour.

We believe in creating intrinsically motivated children who learn how to regulate themselves and manage their choices because it's the right thing to do and not because they are awarded something. With this in mind:

Praise and positive feedback should be specific and sincere to promote autonomy and establish positive behaviours.

Children should feel that this praise is genuine rather than tokenistic or transactional.

They also need to feel informed about exactly what they did to warrant the praise, as this further supports autonomous intrinsic motivation; feedback should be personalised.

By celebrating pupils' attitudes to learning, play and transition through school, both verbally and non-verbally, we reinforce our expectations all of the time.

Adults use specific praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces.

Values Cubes are also used to recognise children following our school values, to work collaboratively for a whole school reward.

Pupils can also share their achievements with Mrs McGrath in order to receive a special 'Headteacher' sticker and personalised text home.

For children who find regulation more difficult and require more personalised motivation we use a range of reward strategies linked to very specific behaviour goals – these plans are specific to the child and are designed with the fact that these specific children find intrinsic motivation for regulate difficult. This may be due to an SEN or SEMH need.

A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition – all forms of positive reinforcement will be specific to what they have achieved.	
Extrinsic	Intrinsic
Values Cubes Values Cubes are awarded to individuals for following our values, both at school and at home. Value Cubes are collected collaboratively to work towards a whole school reward. These are selected by school council.	Smile Thumbs up Handshake High five Pat on the back "Well done for....." "You're great at....." "Wow! (followed by specific)" "You have.....and that makes me feel really happy/proud etc" "You are being a great role model/setting a great example by..." <i>Be mindful of children's social and emotional context; some children need subtle praise.</i>
Hot Choc/Freezer Friday + Star Awards A pupil from each class is presented with the Star Award in assembly with an explanation of why (often linked to our school values). They are then invited to hot chocolate/freezer Friday in the afternoon with Mrs McGrath.	
Star Reader or the Week Readers who have shown special enthusiasm, passion, knowledge, commitment or improvement in reading – special mention in assembly and raffle ticket entered into prize draw (drawn weekly).	
Texts/Notes home Each week, each class sends home at least 5 texts, communicating home something that children have achieved, demonstrated or worked hard on. We try to be explicit in these texts and personal.	
Pupil/Reader of the Term Each term, 2 pupils from each class are awarded Pupil of the Term (one specific to reading) in a special assembly, where they are presented with a certificate and celebrated by both staff and peers. They also receive a prize.	
Go and Show Pupils sent to Mrs McGrath and/or other members of staff to share work/actions that has been recognised as outstanding. These will be recognised with verbal praise, stickers, certificates and texts home.	

If needed, Harthill Primary School staff will provide further challenge and support to children who struggle to acquire the appropriate behaviour skills.

At Harthill Primary School, we acknowledge that children may display challenging behaviours for various reasons. However, despite their choices they are always entitled to positive regard and respect from staff. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstances. (see Appendix 1 for supporting documents).

The restorative process should be more important than the final outcome in terms of addressing the longer term progress of the child. Therefore, any consequences that address undesirable and challenging

behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. Whilst our ethos is to be supportive of children in their development of positive choices, we do still believe in high standards and challenging, disrespectful and unsafe behaviours do not go unchallenged. Pupil well-being is always at the heart of any adult intervention.

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. At Harthill Primary, we believe that relationships make the difference and understand that these take time to develop (see Appendix 2 for strategies). Where instances of persistent, challenging behaviour occur, reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the SENCO - and where appropriate the Headteacher - will meet with parents to discuss the following pathways to success in school.

Parents are required to support the school by attending a meeting to agree a personalised support plan for effectively supporting the pupil to form positive relationships, regulate effectively and engage with restorative practice.

At Harthill Primary School we restore and repair relationships and support positive behaviour.

We recognise that:

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has ‘flipped their lid’ their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

				3 Unsafe (Crisis)	
		2 Escalating (Defensive)			
1 Low level (Communication)					
Behaviour (No an exhaustive list)					
Rocking	Finding it hard to cooperate	Teasing	Use of inappropriate language	Vandalism	Leaving the classroom or school grounds without permission
Tapping	Inappropriate comments	Pushing	Disrespecting school equipment	Physical assault	
Swinging on chair	Failure to complete work	Arguing	Not following instructions	Fighting	
Head on desk	General disrespect to staff or peers	Destroying work	Leaving the classroom	Extensively disrespectful to adults	
Sullen tone		Running indoors		Discriminatory behaviours	
Calling out		Disrupting		Swearing	
		Refusing			

Strategies

• Read the body language of the child • Consider you own body language • Invite the child into your calm don't join them in their chaos, whilst being clear through tone of voice and direct intervention that the behaviour is not ok. • Use child's name to engage and ensure clarity. • Use reflective language... "I can see that... I notice... I am wondering... I imagine." Reflect on words/action/safety. • Use empathy "I understand this is hard for you.... That must be really difficult" while making clear about the acceptability of the choice..."but this is not ok because...." • Match affect – use a low tone of voice (but remain firm and clear that behaviour is unacceptable.) • Consider sensory regulation (deep pressure) and sensory breaks for those with identified need. • Be clear to the children of the natural/logical consequences to their behaviour ("If this continues you will need to finish this work in your time and then you will miss playing with your friends." or "You will need to spend a few lunchtimes not playing football while we help you to reflect on how you can manage your feelings to keep everyone safe.") • Support for replacement behaviours (fiddles, doodle pads, replacement words). • Planned ignoring.	• Continue to use low level strategies if appropriate. • Continue to use low but firm tone of voice for clarity of seriousness of situation. • I need you to....so I can make sure you/they/I are safe. • "What should you be doing now?" • "Name, command, thank you" • Ask "what?" not "why?" • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Affect language... "when you...I feel... I need you to..because" • Remind children of school expectations and values • Ensure strong routines and expectations are in place and that these are communicated consistently (and visually where appropriate.) • Give time and space • Class reset • Restorative conversation (including comic strip conversations.) • Discussion about feelings – those of their own and others. Relate to physical feelings in their body and support to name them (e.g. "that "funny" feeling in their tummy is because you feel bad that you hurt someone – this is called guilt or shame. We can help you put this right and it will help that feeling go away." • Use of Language of Choice (Appendix 1) • Think opportunity for reflection and natural/logical consequences not reprimand (e.g. missing activities to promote regulation/reflection to ensure safety, staying in at break to have a reflective conversation about behaviours in class, use of break time to complete work, a reminder conversation prior to activities/break/lunch with others being resumed etc). Apology is	<u>During crisis:</u> • Change environment/face • Continue to use anxiety and defensive strategies and follow a pupil's plan if one is in place. • Support and closely supervise • Offer a safe space • Focus intervention on supporting back to calm/safe before discussing natural/logical consequences or expecting reflection. <u>After crisis:</u> • All crises should be followed up with a restorative conversation with class staff/SLT/pastoral • Removal from class to carry out conversation to allow time for guided reflection – time period dependent on consequence. • Logical/natural consequences determined by circumstances (apology, tidying up, fixing what was broken, re-doing the work.) • SLT should lead the restorative conversation in the cases of deliberate physical violence, extreme vandalism or discriminatory behaviours with child removed from class. • Support for classroom staff to recover • The child will be taken back to class when safe enough to engage and reflection complete. • Parents informed. <u>Longer term/recurring events:</u> • Personalised plans developed (see stage 2)
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• Staff should use positive recognition to encourage and create a positive culture. • Support for recognising own feelings and feelings of others (Zones of Regulation, 5 point scale or other as appropriate.)	also a key element to the restorative process. • Ask the child what they think they need to do to put things right. • If the behaviour becomes unsafe respond as if it is a crisis behaviour • Ensure reflective conversations remain in private with clarity of expectations and reasons for the conversation but with no shouting. • Restorative conversations, delivery/enforcement of reflection and/or natural/logical consequence time should be done by the staff working with the child/children and not deferred to SLT in the first instance. (SLT can however advise.) • For recurring incidents, a conversation with SLT should occur and a more personalised action plan of support developed collaboratively (including with input from child and parents where appropriate.)	• For those pupils with a plan in place – plan to be reviewed. • Appropriate referrals in place for pupils with an emerging identifiable need relating to SEMH and regulation. • Adapted/Reduced Timetable (see policy).
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Aim

• The purpose of these strategies is to ensure the child feels listened to heard and understood whilst receiving a clear message that the behaviour must change, with support in place for this to happen. • We need to make the child feel safe enough to use their words and equipped with the strategies to make different choices in future.	• Remember that children don't behave for systems - they communicate with people who connect and people who care. • Find a balance of challenge and support to prevent further escalation into crisis, whilst remaining clear about high standards. • Continue to support pupils to use words and strategies to develop appropriate regulation.	• The priority in a crisis is to maintain safety and calm the situation. Safety should be considered for all involved (those in crisis and others present.) • Remember crisis can be communicated in many ways. • Crisis situations may involve the removal of stressors. • All behaviour is communication – extensive support potentially required for those pupils for whom self-regulation is currently unavailable without support.
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Consequences – learning time

Undesirable and challenging behaviour does not go unchallenged.

Logical/natural consequence - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations (including saying sorry – recognise that children can demonstrate they are sorry in different ways and it can be counter-productive to demand this). Logical consequences will only work when the child is ready, should not be discussed during crisis, the child should be involved in reaching the conclusion about the consequence (heavily guided where necessary) and it should be made explicit that the child's initial behaviours/choice has resulted in a need for putting right what has gone wrong.

A natural/logical consequence of a child's behaviour may be that you need to ring parents to inform them – do not use communicating as a threat to children but ensure that they understand that talking to parents is a logical step required.

Consequences – break and lunch times

Unsafe behaviour does not go unchallenged.

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. Consider that safety can also refer to a child's mental health. If the staff cannot keep the child safe the child can be directed to a safe space to have time in with an appropriate member of staff (the person dealing with the situation, another member of staff who knows the child or a member of SLT.) Once calm and safe, they will reflect on their behaviour through the use of restorative practice. Parents will be informed in the form of what has happened and how the child was supported to reflect and restore and the incident will be logged on Record My. (See above about not using parental communication as a threat.) Be explicit with the child/parents that they had to miss some/all break/lunch because of their unsafe actions and that the time was used to reflect on calming down to become safe or working on strategies to be safer in future. For some pupils, a longer period of reflection/support may be required. For some children, removal from a specific game or activity (e.g. football) may be used to give time to reflect on being safe in that specific circumstance. They should only be allowed to return to that activity once they have demonstrated through conversation that they understand how to remain safe in future. This may be later the same day/session, the next day or even the following week but this decision should be measured and based on the age/stage of the child and the context.

Wherever possible, reflection on incidents at break and lunch should not happen during learning time.

Consequences – suspension

In extreme cases of a serious incident where despite all intervention and evidence of a sustained graduated response, the headteacher may take the decision to exclude a pupil for a fixed amount of time, as deemed appropriate based on context. The most common reasons for considering this approach would be (not exclusively): deliberate and malicious violence towards staff or pupils, extreme cases of vandalism or damage to property or deliberate, sustained and targeted discriminatory behaviours. Exclusion should only be used if it will benefit the child (e.g. to all time off site to reflect on behaviours) or if behaviour is such that strategies in place are not effective to keep others safe. Exclusions should be used alongside others strategies detailed above to ensure the child is supported to learn from the event and develop alternative ways of communicating and behaving in future. In cases where exclusion is deemed necessary, should make every attempt to work with families for the benefit of the child. Decision to exclude, nature and length of exclusion is down to headteacher discretion (or the deputy headteacher in the headteacher's absence) and should take into account the extent of the behaviour, its impact, prior incidents, where incidents have happened despite strategies and support already in place. Please see our Suspensions and Exclusions policy for further information.

Bullying

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

We have a whole-school commitment to addressing bullying. All reported or witnessed instances of bullying both within and reported outside of school will be challenged by a member of staff.

For more information, please see our Anti-Bullying Policy, which is deployed in conjunction with this policy.

Pupils with SEN

While we recognise the impact SEN need can have on pupil behaviour, we also have high expectations of all our children. As part of our graduated response, we will initially draw on the strategies outlined in this policy to support pupils in their conduct. However, in some cases we may also draw on external advice.

Assessments, External Advice and Referrals

A range of assessment tools will be used to determine significant areas of SEN need, the outcomes of which may inform our next steps. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

As a school we use Readiness to Learn scales and Boxall Profiles to determine the specific needs of pupils to feed into targets and provision mapping and so that progress can be measured over time.

School may seek the advice of a wide range of external professionals, including Educational Psychologists, Occupational Therapists and colleagues from JMAT, Fusion (SEN support), Positive Regard, SEMH Primary Outreach (Aspire) and SALT (Speech and Language Therapy). The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

Provision

If, following external advice and strategies being implemented, persistent disruptive behaviours continue, consideration will be given to provision for the child in relation to the needs highlighted. This may take the form of personalised provision and/or therapeutic support.

Partial Timetable

The Headteacher, in liaison with family and SENCo may, in exceptional circumstances, consider the use of a partial timetable if it meets the needs of the child.

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

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Exclusions and Amended Timetables Policy
- Anti-Bullying Policy
- Physical Intervention Policy and Individual Risk Assessments
- SEND Policy