



Relationships and Behaviour Policy

Approved by:

Trust Leadership
Team

Date: January 2024

Next review due by:

January 2026

Contents

Rationale.....	3
Aims and Expectations	3
To Achieve These Aims and Expectations:.....	4
Our School Expectations	4
Promoting Positive Attitudes and Life Long Behaviours.....	5
Reflective Behaviour System.....	5
Choice	Error! Bookmark not defined.
Chance	Error! Bookmark not defined.
Reflection	Error! Bookmark not defined.
Unacceptable behaviour in the classroom.....	7
Rewards.....	7
Rewards - individual	8
Rewards - Whole School	8
Playtimes and Lunchtimes.....	8
Unacceptable behaviour on the playground.....	8
Consequences of Unacceptable behaviour on the playground to include and not limited to:-	9
Child-on-child Abuse.....	9
Bullying	10
Sexism and sexual harassment.....	11
Procedure for Dealing with Allegations of Child-on-child Abuse	11
The Role of the Class Teacher and Other Hill Avenue Staff	12
The Role of the Headteacher/Head of School or Associate Headteacher	12
Suspension and Permanent Exclusions	12
The Role of the Parents.....	13
The Role of CEO	13
Monitoring	13
Review	13

Relationship and Behaviour Policy

Rationale

At our school we believe effective teaching and learning cannot take place without effective relationships and good behaviour. Children need a connection and a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

We adopt a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils and encourage all children to be self-reflective about their and others' behaviour around the school. We look at ways to encourage and reward children, building on mutual trust and respect for all, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents and carers in what we do at school to encourage and foster good behaviour and attitudes. The school's relationship and behaviour policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We always aim to deal with behaviour using a positive approach, however, as a last resort, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, therefore, this policy should be read in connection with our Physical Restraint and Reasonable Force Policy.

Aims and Expectations

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of expectations, agreed and followed by all by promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To implement necessary school rules/ expectations fairly and consistently to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and sanctions, rewarding positive behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline.
- To promote positive behaviours for learning in class and around school, enabling children to learn effectively and make good rates of progress.
- To involve children and staff of the school community to behave in a considerate way towards others.
- To help children to grow in a safe and secure environment, and to become positive,

responsible and increasingly independent members of the school community.

- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

To Achieve These Aims and Expectations:

- We treat all children fairly and apply this policy in a consistent way.
- We expect every member of the school community to behave in a considerate way towards others.
- We expect the children to show good manners and natural politeness, e.g. saying please and thank you, holding the door open, speaking in full sentences, etc.
- We will teach our pupils that their actions have consequences.
- We will keep parents informed of our school rules and our rewards and sanctions.
- We will communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- We will raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship.
- We will adopt fully the principles outlined in the equal opportunities policy and anti-racist policy to combat bullying to ensure equal access to a broad educational experience for all.

Our School Expectations

It is essential that the children at our school understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of the school community should aspire to demonstrate positive behaviour at all times.

Our School Expectations (co-created by the children)

1. Have good manners and show respect to each other
2. Be ready to learn, have learning behaviours and always try your best
3. Keep yourself and others safe
4. Be kind and understand other's points of view
5. Look after school site and equipment; keep the school clean and tidy
6. Be honest, tell the truth and have integrity
7. Be a good role model for others
8. Have high expectations within yourself, work, including presentation
9. Come to school every day and on time
10. Always wear school uniform and have your PE kit

Promoting Positive Attitudes and Lifelong Behaviours

It is important to recognise positive behaviour with all our children. Strategies will be put in place in all areas of the school to enable the promotion of positive behaviour. These strategies will include:

- Good quality teaching
- Interesting and exciting learning
- Learning effectively matched to the children's relative starting points
- Clear and consistent high expectations
- Praise for good behaviour
- Celebrating success (sharing learning in class, with different leaders throughout the school, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Reflective Behaviour System

The basic philosophy behind our positive approach to behaviour management is to empower our pupils with the ability to make the right choices and to be in control of their own actions. Empowering children to be reflective of their actions will engage them in the process of continuous learning.

At Hill Avenue Academy, we will use every opportunity to reinforce positive behaviour. There will be occasions when children may, for whatever reason, find that they don't 'do the right thing' at which point our behaviour system will be used. This is based on Choice, Chance and Reflection.

Staff must take the time to discuss the child's behaviour with them when completing the reflection form. This is important to help the child reflect on their actions and adopt a restorative approach to their behaviour. Use the school expectations to base your reflective discussion around. Allow the children to select what expectations they have not met and how they intend to 'move forward' with their behaviour/choices.

Choice – The child is given a pre-warning by explaining what they have done and the choices they have in the situation.

- What choice have you made?
- Was it a sensible choice?

- Was it a choice you are proud of?
- Was it a choice that will make others happy?

Chance – The child has had their pre-warning but has not made the right choice. They might have continued along the path of negative behaviour or the behaviour may have worsened. They are now given a warning.

- Here is a chance to make a good choice.
- Use your chance to listen and make a sensible choice.
- Use your chance to make others proud of you.

Reflection – The child has not responded to the warning and is continuing to behave in a way that is deemed unacceptable according to Hill Avenue's Expectations. They will now receive time, during break or lunch to complete a reflection sheet/activity. This activity will promote the understanding of the behaviour, how it made the child/other feel and what they could do better next time.

Staff must take the time to discuss the child's behaviour with them when completing the reflection form. This is important to help the child reflect on their actions and adopt a restorative approach to their behaviour. Use the school expectations to base your reflective discussion around. Allow the children to select what expectations they have not met and how they intend to 'move forward' with their behaviour/choices

If a child receives two reflections within a morning or afternoon session or three or more in a week, then the child must be sent to the phase leader. The phase leader will meet with parents to discuss. If behaviour continues to be negative or there is a more serious incident, then the child will be sent to SLT.

This behaviour will be recorded on CPOMS. The class teacher/members of SLT will remain informed via the child's individual behaviour log on CPOMS which is updated as soon as any matters arise. This will ensure all parties are aware of any behaviour concerns and details of the behaviour and actions are logged.

If, after the meeting is held with parents, the child's behaviour does not improve, then the child may be sent to the Headteacher/Head of School or Associate Headteacher who will intervene.

Specific behaviours may result in the senior staff having to intervene before the choice, chance reflection has been issued. Issues to be passed to phase leaders initially who will make the decision to escalate it to Deputy Headteacher, Headteacher/Head of School or Associate Headteacher. These may be incidents such as:

Physical assault

Racist behaviour
Sexualised behaviour
Damage/destruction to school property

Unacceptable behaviour in the classroom

Defiance

Failure to follow instructions
Failure to work

Disengagement

Non-completion of work or not completing any work
Constantly disturbing other members of the class.

Disruption

Moving around the room without permission interrupting others
Causing disruption in the corridors when moving around classroom or school
Damage to another person's property
Throwing equipment

Disrespect

Disruptive and rude behaviour to another adult or child.
Anti - social behaviour
Poor attitude to learning
Racist, sexist, homophobic or discriminatory behaviour towards peers of adults

It is important for class teachers to work alongside all pupils in their class and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing. Teachers can make reasonable adjustments where necessary, taking into account the situation and the individual needs of the child/children. Reasonable adjustments should be discussed with a member of SLT. Teachers will act quickly to identify a range of positives for all to ensure children can successfully demonstrate positive behaviour.

Rewards

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement. Children must have their efforts recognised and we aim to maintain a culture where children want to succeed and be proud of their achievements. It is vital that there is an emphasis on praise rather than sanctions.

Individual Rewards

All children work to collect Dojo points across school. As children earn more over the year they can move up the Dojo board and collect the appropriate colour badge linked to the belt. School will also give 'Star of the week' certificate – to celebrate exceptional, positive behaviour;

Rewards - Whole School

The children are divided up into four houses, Bantock, Wightwick, Chilington and Moseley. The Dojo points they collect also add into this. The house with the most points each week will earn a House point. The house with the most points at the end of the half-term receive a reward such as extra break / free time.

Playtimes and Lunchtimes

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents sometimes occur at break times which are of a different nature to those happening in the classroom.

Lunchtime supervisors will understand the behaviour system at our school and will implement the same standards and expectations that we are proud of and implement our behaviour policy the same.

Unacceptable behaviour on the playground

Defiance

Failure to follow instructions

Disruption

Fighting

Name calling

Gloating others

Damage to another person's property

Throwing equipment

Disrespect

Disruptive and rude behaviour to another adult or child.

Racist, sexist, homophobic or discriminatory behaviour towards peers or adults

Anti - social behaviour

Consequences of Unacceptable behaviour on the playground to include and not limited to:-

It is important for midday supervisors to work alongside all pupils in their care and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing.

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents sometimes occur at break times which are of a different nature to those happening in the classroom.

Lunchtime supervisors will understand the behaviour system at Hill Avenue Academy and will implement the same standards and expectations that we are proud of at Hill Avenue. Children will still be given a choice, chance or reflection based on their behaviour. The senior midday supervisor will oversee any decision to move a child from a choice (pre-warning) to a chance (warning) or even a reflections with discussions with lunchtime staff and the class teacher.

Child-on-Child Abuse

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Stopping violence and ensuring immediate physical safety is the first priority at our school, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Child-on-child abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At our school we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Bullying

Everyone at our School oppose bullying in all of its forms.

There is no legal definition of **Bullying**, however it is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We have a zero tolerance towards bullying and by encouraging respect, politeness and consideration to others whatever their race, age, gender, disability, culture, or religion we aim to develop mutual respect and believe this can prevent bullying in our school.

Strategies for dealing with bullying will ensure:

- Suspected Bullying will never be ignored
- Assumptions about an incident will not be made

- All accounts will be listened to carefully – several children saying the same thing does not mean they are correct
- A solution focused approach will be adopted, which moves people on from justifying themselves
- Repeated follow up, to ensure the bullying has not resumed

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Sexism and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

Procedure for Dealing with Allegations of Child-on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

The Role of the Class Teacher and Other Staff

- All staff at our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforces the classroom expectations consistently. The teacher/teaching assistant treats all children in their class with respect and understanding.
- It is the responsibility of all staff to ensure that all children show good and courteous behaviour when they are moving around the school building.
- It is the responsibility of all staff at our school to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly.
- Class teacher to keep a behaviour log, a record of unacceptable behaviour.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will discuss the needs of a child with the SENDCo or member of SLT who will then make a referral to the education social worker or support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head of School and Associate Headteacher

It is the responsibility of the Headteacher/Head of school or Associate Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the CEO, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Head of school or Associate Headteacher, to ensure the health, safety and welfare of all children in the school.

The Headteacher/Head of school or Associate Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher/Head of school or Associate Headteacher keeps records of all reported serious incidents of misbehaviour.

Suspensions and Permanent Exclusions

Please refer to the Manor MAT Suspension and permanent exclusion policy.

The Role of the Parents

At our School, we work collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's behaviour policy. Parents and carers have the right to know that their children work, learn and play in a safe and supportive environment.

We ask parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly.

If the school has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT). If these discussions cannot resolve the problem, a formal complaint can be made in line with our complaints policy.

The Role of CEO

The CEO has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness and this is reported to the Board of Trustees termly. The Board of Directors support the Headteacher/Head of school or Associate Headteacher in carrying out these guidelines.

The Headteacher/Head of school or Associate Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the CEO may give advice to the Head teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The senior leadership team monitors the effectiveness of this policy on a regular basis.

This policy should be used in conjunction with:-

Anti-Bullying Policy

Anti-Cyber Bullying Policy

Equal Opportunities Policy

Suspension and Exclusion Policy

Safeguarding and Child Protection Policy

Review

The CEO reviews this policy annually with the school and reports to the board of Directors.