



# Avenue

CENTRE FOR EDUCATION

## **Behaviour and Relationships Policy - April 2026 / 27**

<b>Author:</b>	Senior Leadership Team
<b>Approval Level:</b>	Senior Leadership Team
<b>SLT Review Date:</b>	5 <sup>th</sup> February 2026
<b>Governance Review Date:</b>	5 <sup>th</sup> February 2026
<b>Governance Approval Date:</b>	5 <sup>th</sup> February 2026
<b>Review Cycle:</b>	Annually
<b>Next Review Date:</b>	April 2027

## Introduction

The Avenue Centre for Education (Avenue Centre) believes that all students, regardless of race, gender, religion, sexual orientation, ability or disability, have the right to learn in a safe, caring, nurturing and supportive environment.

Avenue Centre has high regard for students' spiritual, moral, social, emotional and cultural wellbeing. All staff endeavour to provide a caring and creative environment and promote the right for students to speak out and seek help in all aspects of their wellbeing.

This policy brings together Avenue Centre's Behaviour (Relationships) Policy and statutory guidance on restrictive interventions. It should be read alongside the Pastoral Practice Guide, Safeguarding and Child Protection Policy, SEND Policy, Equality Policy and all relevant statutory guidance.

The policy is further informed by staff training around Team Teach, Positive Regard, Therapeutic Thinking and Restorative Working, and supports the promotion of the Personal Development program being rolled out across Avenue Centre.

## Legal Framework

This policy is informed by:

- Equality Act 2010 (including reasonable adjustments)
- Human Rights Act 1998 (dignity, liberty and protection from degrading treatment) - Education and Inspections Act 2006 (use of reasonable force)
- Department for Education guidance on behaviour, discipline and restrictive interventions - Safeguarding legislation
- DFE, LBC and Avenue Centre Codes of conduct
- Whistle blowing

All actions must be lawful, proportionate, necessary and in the best interests of the student.

## Ethos and Values

Avenue Centre seeks to foster an environment in which everyone feels safe, secure and respected. High standards of behaviour and self-discipline are promoted through positive relationships, modelling and de-escalation.

Our values of **Honesty, Aspiration, Respect and Kindness** underpin all expectations and interactions.

All staff have a responsibility for both modeling and upholding these expectations, standards and values and the Avenue Centre behaviour and reward systems, safeguarding processes and staff duties are designed to reinforce these messages.

## Therapeutic Thinking and Positive Regard

Avenue Centre adopts a therapeutic, trauma-informed approach to behaviour. We recognise behaviour as communication and understand that children do well when they feel safe, regulated and understood.

Avenue Centre's therapeutic approach is informed by **Therapeutic Thinking principles**, including adult self-regulation, clear scripts and limits, relational repair, and the teaching of alternative behaviours rather than enforcing compliance. Staff recognise the importance of

regulating themselves first in order to support students to re-regulate and make safer choices.

Staff are expected to:

- Use unconditional positive regard
- Prioritise co-regulation over control
- Build trusting relationships
- Use de-escalation and restorative approaches
- Repair relationships following incidents

### **Expectations of Behaviour**

Students are expected, encouraged and supported to:

- Treat others with respect
- Take responsibility for their choices
- Follow staff instructions
- Engage positively with learning
- Make amends where harm has occurred

### **Rewards and Recognition (Avenue Centre Practice)**

Avenue Centre promotes positive behaviour through praise and encouragement, including:

- Praise slips
- Certificates
- Student of the Week awards
- Rewards Pathway and associated milestone incentives
- Praise in assemblies and by leadership
- Communication with parents and carers

### **The Curriculum and Learning**

An appropriately structured curriculum and effective learning contributes to good behaviour. Thorough planning for the personalisation of the curriculum incorporating individual student needs, the active involvement of students in their own learning, and structured feed-back we all seek to help avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons must have clear objectives, understood by the students, which are differentiated to meet their individual needs.

Marking and record keeping will be used both as a supportive activity, providing feed-back to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

The Curriculum seeks to provide a breadth of learning experiences, across academic, vocational and life skills areas with an ongoing focus on personal development. We recognise that an engaging and relevant curriculum aids positive student behaviour.

## **Classroom Management**

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to positive behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution.

The classroom should provide a calm, welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable students to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

## **Preventing Bullying**

Avenue Centre aims to create an environment where students can grow without fear. Bullying is taken seriously and will not be tolerated.

Bullying is defined as repeated behaviour intended to hurt another individual physically or emotionally and may be physical, verbal, emotional or cyber in nature.

All incidents are recorded (CPOMS) investigated promptly and parents are informed. Support is provided to both those who experience bullying and those who display bullying behaviour.

## **Off-Site Conduct**

Avenue Centre will respond to misbehaviour outside the school premises when students are identifiable as Avenue Centre students, are travelling to or from school, or when behaviour poses a risk to others or the reputation of the school.

Avenue Centre staff supervise student arrivals and departures from the school site to ensure good order and staffing for all trips and visits offsite is risk assessed and robust to ensure that high behaviour expectations and standards are maintained. Any breaches of behaviour offsite are dealt with promptly and parents are informed.

## **Restrictive Interventions**

Restrictive interventions are intrusive and carry inherent risks. At Avenue Centre they would only be used as a last resort to maintain safety.

Any restrictive intervention must be:

- Lawful
- Necessary to prevent serious harm
- Reasonable and proportionate
- Time-limited
- In the student's best interests
- Restrictive interventions are never used as punishment, to enforce compliance or for convenience.

Avenue Centre actively works to reduce and, wherever possible, eliminate the need for restrictive intervention through relational practice, staff reflection and continuous improvement. Staff are trained in the use of Team Teach de-escalation and physical intervention strategies.

### **Reasonable Adjustments and SEND**

Avenue Centre recognises that students with SEND or disabilities may be at increased risk of restrictive intervention. Staff must:

- Make reasonable adjustments
- follow individual behaviour and risk management plans
- Consider sensory, communication and trauma-related needs
- Use preventative and therapeutic strategies to reduce risk

Restrictive intervention must never be used as a substitute for appropriate support.

### **Use of Restrictive Intervention**

Restrictive intervention may only be considered where there is an immediate risk of serious harm.

Any use of force must be the minimum required, for the shortest possible duration, and must stop immediately once the risk has reduced.

Avenue Centre's approach to restrictive physical intervention is aligned with Team Teach principles, including risk reduction, the Help Script, gradual and graded responses, and post-incident learning.

### **Post-Incident Support and Repair**

Following any incident:

- Physical and emotional wellbeing checks must take place
- Relationships must be repaired
- Reflection should occur when regulation is restored
- Parents and carers are informed as appropriate

- restorative conversations or meetings will be used to support accountability, understanding of impact, and the repair of relationships

## **Recording and Monitoring**

All incidents are recorded on Arbor and CPOMS where necessary. Senior leaders monitor data to identify patterns and reduce reliance on restrictive practices. Restrictive and Physical restraint interventions must always be recorded on Arbor and CPOMS where necessary and are reviewed by the Pastoral , safeguarding and leadership teams.

## **Roles and Responsibilities**

All staff have a duty of care to safeguard students and to promote, model and reinforce the Avenue Centre values and expectations around safeguarding, attendance, behaviour and learning. Staff must follow Avenue Centre policies and procedures at all times and across all aspects of their work.

### **The Role of Governors**

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy. The governors will be made aware of individual cases where appropriate

### **The Role of Staff**

All staff have a responsibility to ensure safeguarding, positive supervision of students and the maintenance of good order and a safe environment at all times. All staff have a professional duty to be proactive in supervising students and to take prompt action on anything of concern that they see and overhear.

All staff have a responsibility to follow Avenue Centre policies and procedures at all times, especially with regards to the use of Arbor and CPOMS systems.

Where staff have been allocated specific duties, it is important that staff attend promptly and are pro-active in supervising the students and their behaviours.

## **Monitoring and Review**

This policy will be consistently updated and modified as practice within the school progresses. The Pastoral Practice Guide amongst other policies should be read alongside this policy. It is the responsibility of the Management Committee to review this document at least once a year.

This policy will be reviewed annually by the Senior Leadership Team and Governors to ensure it remains effective and aligned with Avenue Centre values.

## **Statutory Recording and Reporting (April 2026)**

From April 2026, Avenue Centre will comply with its statutory duties under Section 93A of the Education and Inspections Act 2006 and the schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025. This includes the recording and reporting of all significant incidents involving the use of force, seclusion or restraint, in line with statutory guidance.

## **SEND, Risk Assessment and Behaviour Support Plans**

Where a pupil's needs indicate an increased likelihood of restrictive intervention, Avenue Centre will ensure that a written risk assessment and pastoral support plan is in place.

Plans will be reviewed regularly and following any significant incident. Where patterns indicate emerging risk, plans will be updated proactively rather than reactively, with the explicit aim of reducing the likelihood of future restrictive intervention.

## **Governance Oversight and Use of Data**

The Management Committee will regularly review anonymised data relating to the use of restrictive interventions to identify patterns, trends or any disproportionate impact on particular groups of pupils, including those with SEND. This oversight will inform continuous improvement in policy.

## **Conclusion**

Avenue Centre is committed to creating a safe, therapeutic and relational environment where positive behaviour is promoted and restrictive interventions are used only to protect safety and dignity.

Avenue Centre policies and processes have been developed to support these aims and staff training supports the standards, expectations and ways of working that we wish to see. The behaviour systems work through both praise and reward, as well as interventions and sanctions that are designed to support students with disrupted and sometimes negative past experiences of education, to positively and successfully re-engage.