Coppice Primary Partnership
An Ethic of Excellence

Approved: Term 1 22/23
Review: Term 1 23/24

Behaviour Principles

A. VISION

1. Positive behaviour allows pupils to achieve their potential as time can be focused on teaching and learning and not on managing behaviour
2. We value every child and believe that every situation is redeemable. We also respect and value the safety, wellbeing and differences of the members of our learning community

B. SETTING THE CULTURE

1. The behaviour in a school, encompassing the culture, climate and ethos, come from the School and Trust Leaders
2. What we permit, we promote – so this will set the school culture
3. Behaviour needs to be an ingrained part of the school culture to support the vision. This is achieved through having:
   - Visible leaders
   - Clarity of culture
   - High expectations
   - High levels of support
   - Clear and well communicated expectations
4. Behaviour is everyone's responsibility
5. The learning environment needs to be safe and undisrupted in order for all children to enjoy and achieve

C. GENERAL PRINCIPLES

1. Everyone has the right to be safe and happy.
2. Every child has the right to learn.
3. Everyone matters.
4. All behaviour is communication
5. All approaches focus on the need to educate children in how to manage situations and learn from their mistakes.
6. Consistency of approach is fundamental to enabling all of our children to focus on their learning and achieve their personal potential
7. The staff in The Coppice Primary Partnership will:
   7.1 Promote mutual respect, by talking to children quietly and respectfully and listening carefully to what they have to say.
   7.2 Teach children to take responsibility for their actions.
   7.3 Support children to repair the harm that has been caused by inappropriate behaviour.
   7.4 Promote re-integration so that young people can remain part of the school community with a worthwhile contribution to make.
   7.5 Support children in acquiring the communication skills and vocabulary needed to achieve good outcomes based on restorative approaches.
   7.6 Ensure the language they use reinforces positive behaviour.
   7.7 Recognise, draw attention to and guide children in the desired good behaviours that are promoted throughout the school.
   7.8 Reward good behaviour.
   7.9 Discuss incidents of poor behaviour with parents.
   7.10 Keep a record of incidents to ensure that they can be learned from.

D. A BEHAVIOUR CURRICULUM

1. Behaviour is a curriculum that needs to be taught to the children
2. Children need to be taught, not told, the behaviour expectations that we want to see
3. There needs to be clarity over the expectations taught, so that children can understand with certainty what to do in different situations, regardless of who asks them
4. Teaching behaviour is like teaching other subject areas. It requires teaching, modelling, practice and re-teaching to ensure it is embedded.

E. ADULTS AS ROLE MODELS

1. Children look up to the adults around them. It is imperative that we model the behaviours we want to see
2. The adults need to also model the trust and school values – if adults do not uphold them, we cannot expect the children to.

3. The culture of the school and everything in it isn't something separate from adults, but made up of us and our actions and expectations. We are never off duty.

F. PROACTIVE RATHER THAN REACTIVE

1. The best time to issue a behaviour instruction is when children are behaving.
2. When children are calm, they are most likely to be receptive to what you say. If you wait until they misbehave, you'll be fighting their emotional states.

G. REWARDS

1. Children thrive on praise and we will always recognise those who consistently make the right choices and put their utmost effort into their learning.
2. Positive behaviour choices will be celebrated across the school community.
3. Rewards should be proportionate and applied consistently.
4. Children should know and understand how their behaviours contribute to rewards and what their rewards are.

H. SANCTIONS

1. All actions have consequences. When poor behavioural choices are made, sanctions should be applied.
2. Sanctions need to be balanced and appropriate – if there are no sanctions, we teach children that behaviour doesn't matter, but if there are only sanctions, it is too reactive.
3. Once a sanction has been given, it can not be 'earned back' through positive behaviour. However, positive behaviour should still be rewarded in its own right (see section G)
4. Sanctions should act to stop people doing something/something again
5. Sanctions must be moral as well as practical
6. Sanctions hold a dual purpose – they are important for the person receiving sanction whilst also showing the community that certain behaviours are unacceptable
7. The best way to ensure sanctions have an impact is to make sure that they are consistently applied, and that you are as vigilant as possible when you apply them.
8. There will always be exceptions, but the exceptions should be exceptional, logical and internally consistent.
9. Whole class consequences should be avoided as it is very rare that poor behaviour is exhibited by every member of a class.

I. RECORDING OF BEHAVIOUR

1. Records of behaviour are important to help the implementation of behaviour policies
2. It is the responsibility of the adult who witnesses the behaviour to record the incident using My Concern. The following should be recorded:
   2.1   What was happening prior to the incident

      2.2   What happened and how it was dealt with

      2.3   Names of other children involved

      2.4   Names of any other adults and their involvement.

3. Racist incidents must be recorded on My Concern and the serious incident form

4. Serious incidents must be recorded on My Concern and the serious incident form

5. It is important that parents are informed of certain behaviours so that they can continue to support the schools' behaviour policies.

J. RESTORATIVE JUSTICE

1. Accepting that conflict is an integral part of life is crucial to adopting restorative approaches. There will always be misunderstandings, competing needs and interests, and differences of opinion. In a school the pupils will not always behave as one would wish. Dealing with conflict is part of an educator's job. Restorative approaches help us to take action on conflict as an opportunity to foster learning and build better relationships.

2. When children present inappropriate, anti-social, disrespectful or challenging behaviour, particularly when such behaviour impacts negatively on relationships, the Restorative Approach will be used.

3. The Restorative Approach focuses on the harm that has been done and seeks ways to repair that harm.

4. Three principles of Fair Process will inform this approach:

      4.1   Engagement – all participants will be involved in the process.

      4.2   Explanation – a shared understanding will be reached.

      4.3   Expectation Clarity – a clear vision for the future will be shared.

K. POSITIVE HANDLING

1. In the most serious incidents when a child is at risk of hurting themselves or others, positive handling may be used

2. Restraint is only a small part of the framework and should only be used when absolutely necessary.

3. Holding may form part of a positive behavioural support response if it calms and soothes the individual.

4. Even when holding is necessary as a safeguarding response, the expectation is that people communicate with the child, assess the situation and continue to look and listen for opportunities to divert and de-escalate.

L. THE PERPETRATOR

1. Children make mistakes and it is important that steps are taken to educate the child of why a certain behaviour is wrong and the impact that the behaviour can have on themselves or others.

2. It is important to separate the behaviour from the child. When an incident occurs, it is the behaviour of the perpetrator which is wrong, not the perpetrator themselves.
3. Any sanctions put in place are for the behaviour that is shown. It is important that once the sanction has been served, that a balance is restored.
4. The perpetrator should have the option to access appropriate support after an incident.

M. THE VICTIM

1. The victim's voice needs to be heard. It is important to get the full account of an incident from both the perpetrator and the victim, regardless of whether the perpetrator admits wrongdoing.
2. The victim should also have the opportunity to discuss their wishes with an adult – for example, it may not always be appropriate for a victim to be involved in restorative justice immediately after an incident.
3. The recording of incidents should also include recording the victims to ensure that repeat victim, especially where there are different perpetrators, are identified swiftly.
4. The victim should have the option to access appropriate support after an incident.

N. BULLYING AND RACISM

1. Any form of abuse, bullying or racism will not be tolerated and will be recorded on My Concern.
2. The definition of bullying is clearly defined in the school's Anti-Bullying policy. This covers online bullying and the use of homophobic language. The definition of racism as defined and applied by this school is also in the school's anti-bullying policy.
3. All staff will challenge incidents of prejudicial behaviour and language.

O. REVIEW AND REVISIT

1. It is important that our pupils know the expectations and what our rules and routines are.
2. Reminders for staff, pupils and parents of the behaviour policy and school expectations will be regular (at least once a half term).
3. Feedback on the policy and its impact should be taken at these times to allow the policy to meet the needs of the school and the pupils.