

Behaviour Principles

Positive behaviour allows pupils to achieve their potential as time can be focused on teaching and learning and not on managing behaviour. 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.

At Coppice, we believe that the behaviour in a school, encompassing the culture, climate and ethos, comes from the School and Trust Leaders. Behaviour needs to be an ingrained part of the school culture to support the children to reach their potential. In order to make this happen, at Coppice we adopt a 'you permit what you promote and you promote what you permit' approach. This means that we believe that behaviour is everyone's responsibility.

Principle 1: Everyone has the right to be safe and happy

This first principle is key. All children have the right to learn and all children should feel safe and happy in school. Every child throughout Coppice matters and it is important that they feel supported. To make this happen, we need to make sure that all of our approaches focus on the need to educate children in how to manage situations and learn from their mistakes. We also believe that having consistency of approach is fundamental in enabling all of our children to focus on their learning and achieve their personal potential.

Principle 2: Behaviour is a curriculum

At Coppice, we believe that behaviour is a curriculum that needs to be taught to the children. We need to support children with their behaviour and we should teach them, not tell them, the behaviour expectations that we want to see. For this to be successful, 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. The teaching of behaviour is like teaching other subject areas. It requires teaching, modelling, practice and re-teaching to ensure it is embedded.

Principle 3: Adults are role models

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

Principle 4: Fences are better than ambulances

A fence at the top of a hill is far better than an ambulance at the bottom of a hill. With this in mind, the approach to behaviour at Coppice is to be proactive rather than reactive. Strategies

should be used to maintain good behaviour and prevent negative behaviour at all times. We know that the best time to issue an instruction is when children are behaving. We also know that when children are calm, they are most likely to be receptive to what you say.

Principle 5: Rewards and Sanctions both support positive behaviour.

At Coppice, we believe in promoting positive behaviour. We know that children thrive on praise and we will always recognise those children who consistently make the right choices and put their utmost effort into their learning. It is important that positive behaviour choices are celebrated across the school community. Highlighting positives can build more positive norms across a school culture.

Rewarding good behaviour choices incentivises the expectations we have for our children. Whilst we acknowledge that we want children to intrinsically choose the right behaviour, supporting this with extrinsic motivation can help. For rewards to be effective, they should be proportionate and applied consistently. The children need to know and understand how their behaviours contribute towards rewards and what the rewards are.

All actions have consequences and so at Coppice, when poor behavioural choices are made, sanctions which are balanced and appropriate should be applied. As is the case with rewards, the best way to ensure that sanctions have an impact is to make sure that they are consistently and proportionately applied and that the children know and understand how their behaviours contribute towards the sanctions and what the sanctions are.

Principle 6: It is the behaviour, not the child

Children make mistakes and it is important that steps are taken to educate the child as to why a certain behaviour is wrong and the impact that the behaviour can have on themselves or others. At Coppice we believe that it is important to separate the behaviour from the child. When an incident occurs, it is the behaviour of which is wrong, not the child themselves.

Any rewards or sanctions that are put in place are for the behaviour that is shown. It is important that once the reward or sanction has been served, that a balance is restored. In the case of sanctions in particular, it is important that the child has the option and opportunity to access appropriate support after an incident.

To support this, at Coppice we understand and value the importance of taking a restorative approach to behavioural incidents. Restorative approaches help us to take action on conflict as an opportunity to foster learning and build better relationships. At Coppice, our restorative approaches focus on the harm that has been done and seeks ways to repair that harm.

Principle 7: Everybody's voice needs to be heard

At Coppice, we know that conflict is a natural, and integral, part of life. There will always be misunderstandings, competing needs and interests, and differences of opinion. In schools, the pupils will not always behave as we would wish. When these instances happen, it is important that we ensure that everybody's voice is heard equally to support a positive resolution.

In the case of poor behaviour choices, we must capture the thoughts and feelings of both the perpetrator and the victim. It is important to get the full account of an incident from both, regardless of whether the perpetrator admits wrongdoing. 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. The victim should have the option to access appropriate support after an incident.

Principle 8: We never 'perfect' behaviour

Maintaining good behaviour takes a constant effort. We can never perfect it because even good habits can slip. In schools, dynamics change all the time and this can have an impact on the behaviours we see. At Coppice, we understand the need to keep the behaviour train on the tracks.

It is therefore vitally important that pupils know the expectations around behaviour and know and understand the routines and rules in their school. However, telling them once will never be sufficient. Rather, regular reminders for all stakeholders around the behaviour policy and expectations will support with upholding the high expectations for behaviour we have.

With the ever-changing landscape around us, we need to ensure that we are adaptable. As needs change it may be necessary to change our approaches. Feedback on school policies and their impact will help to ensure that the approaches adopted meet the needs of the school and its pupils.