

**COPPICE VALLEY PRIMARY SCHOOL**

**RELATIONSHIPS & BEHAVIOUR MANAGEMENT POLICY 2024-25**

**Document History**

Revised & approved by staff	May 2024
Ratified by LGB	May 2024
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## Aims

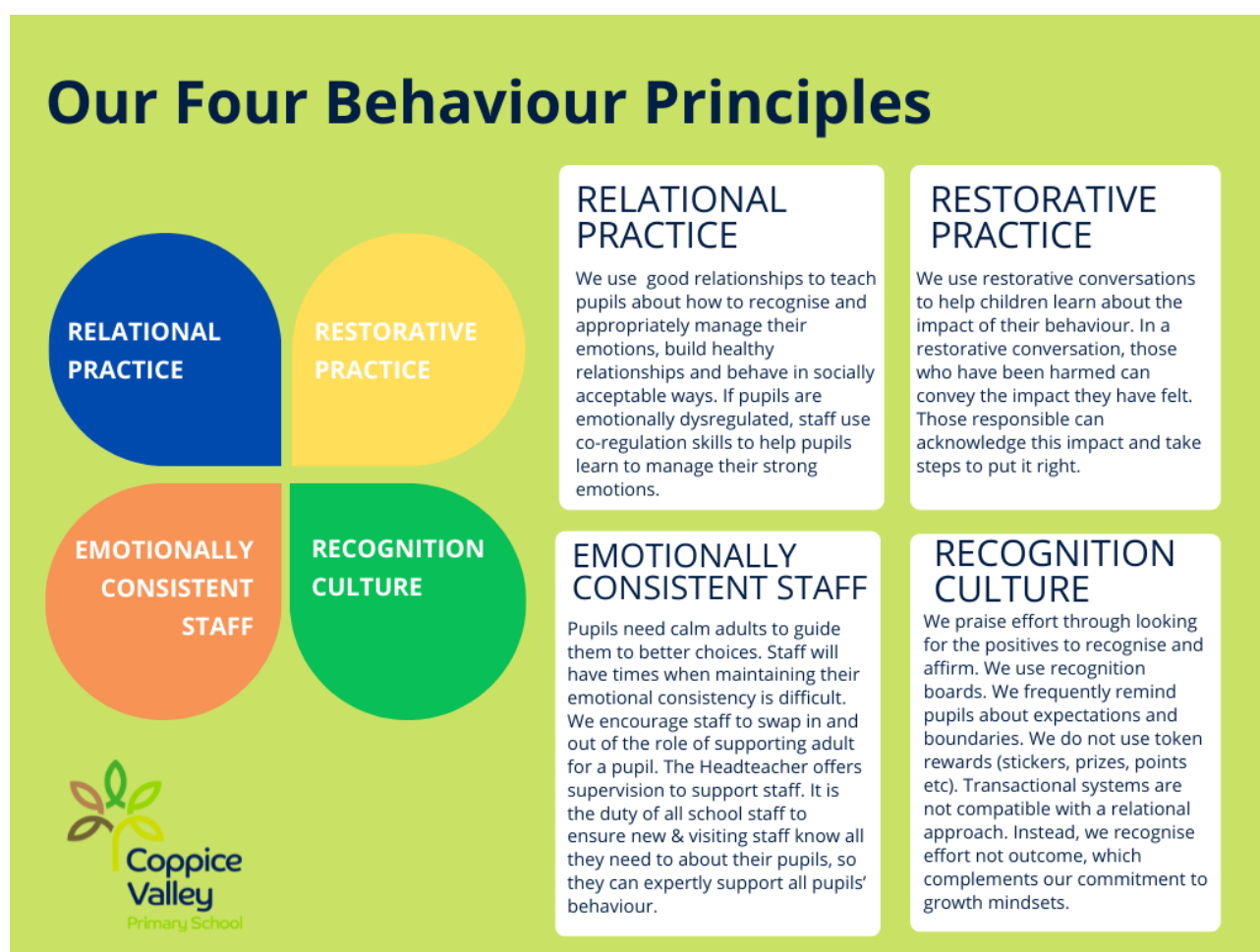
This policy aims to promote good relationships for all. At Coppice Valley we have clear systems and structures to support staff in helping their pupils to learn to behave well. We have an ethos that builds security through recognising strengths, celebrating success and recognising each child as being unique.

## School Values, Relationships and Behaviour

Our school values are Brave, Curious and Kind. The value of kindness is particularly relevant to this policy. We teach our pupils to show kindness to others and themselves in all areas of their lives.

## Statement of Principles

Coppice Valley Primary School's policy and practice is based on evidence-informed research and practice, including Paul Dix's books, *Guidance for Developing Relational Practice and Policy* (Babcock Learning & Development Foundation, 2020) and *Relational Behaviour Policy Framework*, (NYCC April 2021). The following 4 principles are what our policy and practice is built on.



## Recognition Systems We Use

- Verbal or written praise, personalised and specific
- Staff may tell parents/carers in person/via phone call about special moments of recognition
- Staff send home Coppice Valley postcards to share good news with families
- Class Recognition Boards – a display in each classroom to recognise effort towards a specific behavioural goal chosen by the teacher. Displays should be personalised to the class, to be appealing and motivational. The behavioural goal may be changed each lesson or daily, as is needed. Staff should endeavour to verbally recognise as many children as possible who are achieving the goal encouraging classmates to help spot the desired behaviour in others. Staff may appoint children to be monitors to help spot the behaviours. Staff teaching across multiple classes may use their own portable recognition board system i.e. a list/clipboard to manage behaviour in their lessons.
- In addition, staff may use a “golden time” reward for recognised behaviours to encourage more children to make the right choices in school.

- On occasion, class teachers may need to use additional class based systems to motivate children. These should always be discussed and approved by a senior leader first.

### School Rules and Expectations

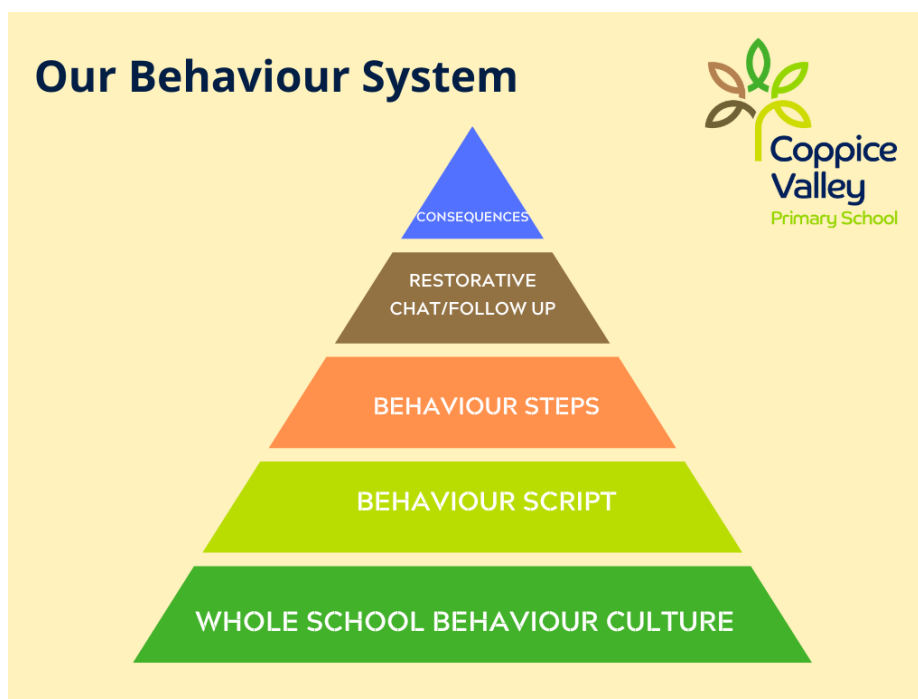
At Coppice Valley we have high expectations of behaviour for our pupils. We aim to teach pupils to develop self-control, behaving in ways that allow all pupils to learn and feel safe in school. We expect pupils to show respect to all members of our society, treating others fairly and kindly, with good manners. We expect pupils to endeavour to do their very best in all they do, demonstrating a growth mindset. Our expectations are expressed as our School Rules. Staff must teach these rules to their pupils and they should be displayed around school (Appendix A).

*Aim High  
Work Hard  
Be Kind*

### Whole School Behaviour Curriculum

We recognise the important role school plays, second to the role of parents/carers, in teaching children about good behaviour including kindness and respect for others. At Coppice Valley we teach children about our rules, expectations and behaviour system, how emotions and behaviour are connected, e.g. about the brain's function including the amygdala response. We also teach about how people with additional needs (e.g. autism, ADHD) may behave and how pupils can support each other with behaviour. We teach all our children about why our rules and routines are not one-size-fits-all; that some children's additional needs mean they need different support to others. We use assemblies and Personal, Social & Health lessons to teach our pupils about our school and society's rules and why they are needed. All pupils are taught about good mental health strategies and how their own and others' behaviour impacts on mental health.

### Dealing with Negative Behaviour: Our Behaviour System



The majority of pupils behave very well and only require a quick reminder to steer them back on track. Such incidences do not require recording or reporting to parents. When dealing with pupils' negative behaviour, staff should use our **Behaviour Script and Behaviour Steps** (Appendix A) to guide their interaction with the pupil. Lanyard sized scripts are available. The Behaviour Steps should be displayed in the classroom and referred to by staff when used. Staff should regularly teach their classes about our Behaviour System, especially at the start of the school year and thereafter as needed. This is part of our Behaviour Curriculum.

Restorative follow-up after an incident is an opportunity for relationships to be restored. **Follow-up Conversation/Restorative Practice** (Appendix B) are about adults modelling routes through disagreements or harm caused.

We also use **Consequences** to help children learn about the impact of their behaviour. Our Behaviour Steps outline proposed consequences and although they are usually used hierarchically, staff use their professional judgement to use the most appropriate consequence. Consequences should always be proportionate and productive. Staff use good relational practice and knowledge of their pupils to deem which consequences are appropriate given the context. We promote the use of Natural Consequences which are simple acts to put right a wrong e.g. cleaning up a mess that a pupil has made, apologising to a wronged party etc. There may not always be a natural consequence but where there is, it should be used. These systems are underpinned by our whole school **Behaviour Culture** of positive reinforcements, recognition and good relationships.

### Whole School Behaviour Culture

Staff are responsible for setting the tone for positive behaviour within their classroom. Staff should create and maintain a calm and orderly classroom environment that meets pupils' needs. This will include displaying the school rules in classrooms, referring to them often and developing positive relationships with pupils. All staff will:

- Greet pupils at the door in the morning/start of lessons, setting the tone for a good lesson.
- Establish and maintain class routines that promote order and minimise opportunities for disruption
- Teach their pupils the school expectations of behaviour and model it in their conduct
- Display the school rules and the behaviour steps prominently in the classroom
- Highlight and promote good behaviour frequently throughout lessons with positive reinforcement
- Use the school recognition board system.
- Conclude the day positively with pupils, starting the next day afresh

Staff should support each other with behaviour management. Teaching pupils about good behaviour and relationships is a whole school responsibility. Ways we can support each other are:

- **Stand Alongside Support** – a second adult lends their support to a negative behaviour situation by standing alongside the staff member who is supporting a pupil. The second adult does not take over or say anything, they lend their physical presence as a show of support, only getting involved if asked.
- **Recognising Good Choices and Reminding Pupils about Expectations** beyond of their own classroom and year group. All staff are expected to take responsibility for all children's learning about good behaviour.

### Supporting Pupils with Additional Needs and External Specialist Support

Sometimes children may require different support with their behaviour. This can be for a number of reasons e.g. special education needs, disability, adverse childhood experiences, trauma or attachment.

Furthermore, the school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour management may be differentiated to cater to the individual needs of the pupil. This may include:

- The school's special educational needs co-ordinator (SENDCo) will support staff in an [Assess – Plan-Do-Review cycle](#). This is called the **Graduated Approach** to support individuals' bespoke needs.
- Agreeing a My Support Plan/SEMH support plan or Co-Regulation Plan with the pupil, parents, relevant staff and SENDCo
- Pupils may be supported in school through pastoral support offered by our teachers, assistants and our pupil wellbeing worker using evidence informed pastoral support strategies.
- Some pupils' needs are very complex. Where needed, support and advice may be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify and support specific needs with bespoke approaches. When complex or acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes. We will work with parents to create a plan and review it on a regular basis.
- If it is felt that the usual curriculum is providing too much of a challenge and a pupil requires different support and intervention, an alternative and flexible timetable within school or in alternative provision may be appropriate to focus on their social/emotional development and well-being.

Children who cannot regulate their emotions within the usual, socially acceptable and age-related norms may display challenging behaviours. This is known as being **dysregulated** and can refer to a wide range of emotions including sadness, anger, irritability, and frustration. We will work with pupils and their families to understand underlying causes for emotional dysregulation. We seek to support pupils with evidence-informed strategies like Emotion Coaching (See Appendix C), learning to [place the emotion in the body](#) and tools such as [The Incredible 5 Point Scale](#). Pupils are taught that whatever the cause of dysregulation, they

must take responsibility for their actions and restore/repair what may have been damaged by their behaviour. It is important that staff know their pupils well, to know what type of response is appropriate for the child.

### **Recording and Reporting Poor Behaviour**

Staff do not need to record or report minor behaviour incidents. Staff should use their professional judgement and knowledge of the pupil and context to decide whether a behaviour incident needs recording on CPOMS and reporting to parents. Staff should seek advice from senior members of staff if they are unsure. Staff should call parents about serious behaviour rather than speak to them at the end of the day. Email is used if a parent is not answering a call. Serious incidents must be reported on CPOMS so the Headteacher can track incidents. Governors receive a report at each full governors' board meeting about behaviour in school. Reportable hate crimes (racist/homophobic incidents) must always be logged so the Headteacher can report these to the Local Authority.

### **Serious Incidents**

Some serious incidents may require a greater or quicker level of action e.g. racist/homophobic incidents and extreme violence. On occasions involving significant violence, a senior member of staff will be summoned immediately to offer support. Pupils should use appropriate safe spaces to regulate and reset, while staff decide the appropriate next steps. Discussions will always include those involved. In circumstances when a serious incident has occurred, parents will be informed and a record will be made. Serious incidents, including any racist or homophobic incidents, are not tolerated and will be recorded on CPOMS.

### **Exclusion**

For very serious incidents, the Headteacher will consider exclusion in line with government guidelines and our Red Kite Exclusion Policy. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. The school works closely with local nurseries, high schools and parents to ensure we gather/transfer as much information as we can about a pupil to better inform practice and relationships with pupils. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

### **Bullying**

Bullying, including cyberbullying and prejudice based/discriminatory bullying is 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 deliberately hurtful, repeated, often over a period of time and difficult to defend against. Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Procedure on the school website.

### **Roles and Responsibilities**

**The Governing Board** - The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

**The Headteacher** - The Headteacher is the Behaviour Leader and is responsible for reviewing this policy annually and approving this behaviour policy with governors. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor if staff implement this policy with consistency. Staff should speak to the Headteacher if they have concerns about this policy or have training needs.

**Staff** - Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific needs of particular pupils
- Recording serious misbehaviour incidents on our school logging system, CPOMS.

**Parents** - Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Off-site Behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from significantly harming themselves, others or property. At Coppice Valley staff are trained in positive handling by Team Teach trainers. Incidents of physical restraint must:

- Always be used proportionately, when there is a clear need to maintain the safety of pupils or property. Restraint is about safeguarding not a behaviour practice.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the headteacher and parents using school systems including CPOMS and the incident book

## **Confiscation, Screening and Searching**

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited items found in pupils' possession will be confiscated and we will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- PSHE Procedure • Anti-bullying Strategy • Equality Policy • Health and Safety Policy • Safeguarding Policy • Exclusion Policy • Restraint Policy • E-safety policy • Cyber-bullying policy • De-escalation and positive-handling Policy

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## **APPENDICES (over page)**

### **Appendix A Rules, Behaviour Script and Behaviour Steps Posters**

# OUR SCHOOL **RULES**

**Aim** High

**Work** Hard

**Be** Kind



Coppice  
Valley  
Primary School





# BEHAVIOUR SCRIPT

#1

I noticed you are...Remember our rule is ...



#2

I noticed you're still ... It is the rule about....that you're breaking. If you continue, the consequence will be...

#3

This means you have chosen to....(move seats, move room, miss play etc)



#4

Do you remember yesterday/last week when you did X well? That is what I need to see today.

#5

You've continued to break our rules so now we need to talk with Deputy Head or Headteacher.







# BEHAVIOUR STEPS

1

**Reminder about Expectations**

My Class, My Rules (Script 1)

2

**Warning with a consequences reminder**

(Script 2)

3

**Move seats &/or miss some playtime to finish work/reflect**

**Consequence reminder**

**Follow up conversation after lesson**

(Script 3 &4)

Parents informed by phone call or chat at end of the day\*.

4

**Move out of classroom &/or miss playtime to finish work/reflect**

**Consequence reminder**

**Follow up conversation after lesson**

(Script 3 &4)

5

**Deputy Head or Headteacher conversation and consequences**

(Script 5)

\*Some pupils may have behaviour logbooks. Staff will use their professional judgement in *some* circumstances, as to whether a call/chat is required.

## Appendix B Restorative Conversations Script

The purpose of a restorative chat is for the pupil to see their behaviour from someone else's perspective. The key to good restorative conversations is the environment. It is much easier and productive when participants do not have to be eye to eye. Walking and talking, talking while tidying up, while drawing, gardening etc can be much better.

Restorative Questions for the person who caused the harm	Alternative Questions
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li><li>• If the same thing happens again, how could you behave differently?</li><li>• What support do you need? Who can you go to for support?</li></ul>	<ul style="list-style-type: none"><li>• What was unusual about today's lesson/playtime?</li><li>• Why do you think things went wrong?</li><li>• What would make it easier for us all to work/play together?</li><li>• What would make the next lesson/playtime go really well?</li><li>• Where do we go from here?</li><li>• Who could help us with the next steps?</li><li>• If you had the lesson/playtime again, what would you change?</li></ul>
Restorative Questions for those harmed	
<ul style="list-style-type: none"><li>• What did you think when you realised what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>	

### Restorative Teaching – Delay, Divert and Dive into Work

When a disagreement suddenly flare ups and threatens to divert the learning/play, staff may use this technique.

1. **Delay** – “Now is not the time to deal with this. Our learning/playtime is too valuable. But there will be time at the end of the lesson/playtime to talk about this.”
2. **Divert** – separate the children so they have time to think about other things and space to be distracted by other things. You may want to space the children nearer to you so you can get them if needed.
3. **Dive into Work/Play** – don't allow the behaviour to be the talk of the lesson/playtime. Get the class busy with something more interesting or diverting.

## Appendix C Supporting a Pupil to Regulate/Emotion Coaching Plan

Emotion Coaching is an approach for supporting pupils who are emotionally dysregulated. It teaches that all emotions are allowed but not all behaviours are. Children are taught how to better manage their emotions without the ensuing inappropriate behaviour and negative consequences. Some staff have been trained in [Attachment Theory and Trauma Awareness](#) so that the school can support pupils with such experiences. We recognise that pupils who have experienced attachment issues or trauma, need a bespoke approach to behaviour management. The school works closely with parents and external professionals to support pupils with these needs.

- Don't use any punishment threats, they won't work when a pupil is dysregulated.
- Be ready not to react to angry responses.
- Frame the situation in your mind – Calm adult supporting distressed child.
- Respect physical space. Don't crowd the child.
- Do not set time limits – “You have 10 seconds to comply” will not work.
- Seek the support of key adults who have strong relationships with the child.
- Think about the audience/environment – is there a better place to move to, if possible.
- Offer empathy not solutions – “I can see you're feeling really bad. I understand.”
- Be ready for many waves of emotions, not just one.
- Have some distractions prepared or thought through.
- Be prepared to walk and talk, do some moving around with the pupil.
- Have a Calm Box of items that help your pupils – stress ball, weighted lap cushion, scented items

## Appendix D: Supporting Behaviour at Playtimes

Supervision at playtimes is provided by teachers and teaching assistants. All supervising staff should follow the above policy and the Playtime Rules document (Teams – CVPS Staffroom Online – Files- Playtime Rules). All supervising staff must read the Playtime Rules so they are very clear on what is allowed/not allowed and no-go areas. Consistency between staff is critical to successful playtimes.