



Behaviour Policy

This is an appendix to the Nexus Trust Behaviour Policy

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An academy within:



“Learning together, to be the best we can be”



1. Aims

This policy aims to:

- Provide a consistent approach to supporting behaviour
- Define what we consider to be behaviours of concern
- Outline our systems for supporting behaviour at Coppice School
- Summarise the roles and responsibilities of different people in the school community around supporting behaviours

Our school aims to:

- Recognise all behaviour as communication
- Provide a calm, positive learning environment which is a safe and healthy environment for all
- Create and maintain a secure and nurturing learning environment based on strong positive relationships between staff and pupils
- Meet all individuals physical, sensory and emotional needs to reduce behaviours of concern
- Ensure all our behaviour support systems are rooted in kindness and empathy
- Recognise and celebrate all successes
- Develop independent and confident pupils with high self esteem
- Create a culture whereby our children and young people continue to learn life long skills relating to their social and emotional development

2. Definitions

We have an agreed use of terminology at Coppice School to ensure language and practise is consistent:

2.1 Regulated

A child's usual state – calm, content, engaged at their level.

2.2 Dysregulated

When a child is showing signs of sensory overload / emotional distress

2.3 Connection Seeking



When a child needs adult attention or validation

2.4 In Crisis

When a child is hurting others, self-harming, destroying items

2.5 Recovery

When a young person is starting to recover and become regulated again.

2.6 Processing Time / Regulating Time

When a child is needing to be removed from a situation / a behaviour to process what has happened or to regulate.

We DO NOT use the term 'time out' as this has historically been seen as a 'punishment' and we do not want to punish a child for trying to communicate that something is not right. However, removing a young person as an environment is too loud, for example, is an appropriate strategy.

2.7 Behaviours of Concern

Physically violent behaviour to other staff / children

Self – harming behaviours

Unsafe behaviours such as absconding or climbing

Any form of bullying

Racist, sexist, homophobic or discriminatory behaviour (including online)

3. Levels of Support



3.1 Classroom Support WAVE ONE

All our young people receive Wave 1 support around behaviour which includes: Positive Behaviour Support practise; Emotion Coaching; Following strategies on Universal Passport; Quality First Teaching; Bespoke Planning

3.1.1 Positive Behaviour Support

The overall aim of Positive Behaviour Support is to improve the quality of a person's life and that of the people around them. We believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that many of our young people experience sensory issues and may find environments and experiences over stimulating, frightening or uncomfortable. Also, the adults the young people work with and peers can be sources of unpredictable actions and sensory sensations. Transitions and demands which can interrupt routines and repetitive activity (which a pupil may rely on to give a sense of order and predictability) can provoke anxieties which may be communicated to others through behaviours which are challenging in their nature.

Although setting rules and delivering sanctions are sometimes helpful in supporting behaviour for our young people who have severe, profound, multiple or complex learning needs. Other methods of support are equally important including:

- Teaching our young people how to express and respond differently to the challenges they face
- Considering physical and sensory issues and address these to reduce difficulties arising from these

- Considering the environment and make changes to support any difficulties arising from this
- Giving all our students an effective form of communication
- Teaching socially appropriate interactions with others
- Building tolerance of different environments and demands they will encounter in everyday life.
- Delivering bespoke interventions and support for all young people around behaviours

3.2 Internal Support WAVE TWO

When a young person is showing Behaviours of Concerns they would receive Wave 2 support. This involves Behaviour Meetings between class team / Behaviour Lead to include conducting a Functional Analysis. Where appropriate it will involve a meeting with parents / carers also. The case will be reviewed regularly.

3.2.1 Functional Analysis Sheet

Functional Analysis	Child's initials	Pupil Premium Y/N	Person completing this form	Date of completion
Biological	Social	Environmental	Psychological	Communication
Sensory Stimulation	Level of challenge set incorrectly	Noise	Feeling lonely	Does not have a consistent means of communication
ASD	Seeking social interaction	Cluttered space	Excluded	Communication needs are not being met by others
Medication	The need for an element of control	Lighting	Devalued	
Pain, illness, hunger, distress	Lack of knowledge of school/community norms	Regular changes of staff/activity	Labelled	
Other known disability i.e. ADHD	Family adversity e.g. Poverty Poor housing Crowded living conditions	Other pupils	Disempowered	
Sleep deprivation	Bullying	Staff	Living up to negative expectations	

3.2.2 Individual Positive Behaviour Support Plans

Some young people may need a more formalised behaviour plan and the class team will work on producing these. These are completed by the class team with support from behaviour Lead then parents will be asked to read and sign.

3.2.3 Positive Behaviour Support Plan Format

Positive Behaviour Support Plan

Name:	What this looks like:	What you can do to help me:	Specific Support Strategies:
Regulated			
Anxiety / Dysregulated			
Escalation / Dysregulated			
Crisis			
Recovery			

Triggers:	Agreed Team Teach Moves:
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3.2.4 Risk Assessments

Where there is a risk to either themselves or others, the class team will also complete a Risk Assessment for individual young people (which will include strategies from the PBS Plan) and this will be signed by parents / carers.



Young Person Risk Assessment

Name:

Assessment completed by:

Signature:

Date of Assessment:

Review Date:

Summary of Behaviour	
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Identification of Risk	
What risk does this behaviour pose?	
Who is affected by the risk?	

Assessment of Risk	
In which situation does the risk usually occur?	
How likely is the risk to arise?	
If this risk arises who is likely to be injured?	

What kinds of injuries or harm is likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction			
Intervention	Action	Benefits	Drawbacks
Proactive Intervention to prevent risk (before displaying behaviours)			
Early Intervention to prevent risk (at the first signs of the behaviours)			
Reactive Intervention to manage risk (during the behaviour)			

3.3 External Support WAVE THREE

Occasionally a young person will need support from external agencies such as CAMHS, Educational Psychologists etc....

This wave includes all the above offer in Wave One and Wave Two but will include external support also.

3.3.1 Restrictive Physical Intervention

Staff are trained in RPI (Team Teach) which is based around de-escalation. Staff will only use RPI when absolutely necessary, if the young person is harming themselves or others. Agreed Team Teach moves will be recorded on PBS Plans which parents / carers will sign. All RPI will be recorded on Team Teach Forms and uploaded onto CPOMS along with the incident notes.

3.3.2 Praise and Rewards

Individual Universal Passports show bespoke methods and ways young people like to be praised / rewarded.

Examples of ASD friendly praise: thumbs up with no language / deep pressure 'hug' / stickers with specific language "good listening" / reward charts etc..

Be aware some young people struggle with praise.

3.3.3 Bullying

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, therefore: Deliberately hurtful; Repeated, often over a period of time; Difficult to defend against.

There are many forms of bullying such as: cyberbullying; prejudice-based and discriminatory bullying; physical bullying; sexual bullying.

It is important at Coppice, when considering if an incident would be categorised as bullying, that we consider sensitively the young person's stage of development and the intent behind an action. For example, if a 13-year-old is working within our Red Provision Bands (Around 8-20 months - a Pre-Formal Learner) and they are stopped from having something they want so they go to a more vulnerable young person and hit out at them, we would not categorise this as bullying. The intent behind it would be to get what they want (not to hurt) and their developmental stage means they are not yet able to understand the needs and feelings of others.

Procedures when a bullying incident / peer on peer abuse occurs:

- Incident logged on CPOMS – tag as Bullying category.
- Discuss as Team at Friday's Safeguarding / Family Support Meeting (or earlier if needed)
- Create bespoke actions and record actions on CPOMS



- Discussions with both sets of parents
- Risk Assessments / PBS plans updated / put into place and shared with parents and student
- Reviewed regularly

4. Roles and Responsibilities

At Coppice School we all have shared responsibility for supporting behaviour

4.1 The Academy Council is responsible for:

Monitoring this behaviour policy's effectiveness and holding the Senior Leadership Team to account for its implementation.

4.2 Senior Leadership Team are responsible for:

Reviewing and communicating this behaviour policy.

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing guidance and support, when requested, to behavioural needs of pupils

Providing guidance and support, when requested, to class teams or individual members of staff.

4.3 Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Maintenance of Individual Behaviour Plans and associated risk assessments

Recording of behaviour incidents



4.4 Parents/Carers are expected to:

Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Work with school and other professionals to build a consistent approach to behaviours of concern