



Behaviour and Relationships Policy

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

This policy aims to give an overview to behaviour approaches at Copper Fields School and is a localised approach to the Outcomes First Group Person Centred Neurodivergence Affirming Behaviour Policy.

| Version | Comments/amendments | Name | Date |
|---------|---------------------|----------------|----------|
| 1.0 | First Version | Rachel Moseley | 03.12.24 |
| 2.0 | Second Version | Rachel Moseley | 06.12.24 |
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At Outcomes First Group our Behaviour Policy has been written in conjunction with our young people:

Children's Behaviour Policy, designed by our pupils for our pupils.

The policy details our approach on how we support pupils in a no sanctions, neurodivergent affirming and trauma informed way. It emphasises how we support and encourage children, what happens when things don't go as planned, how we respond to bullying behaviour and how our pupils can report concerns or worries.

Involving and collaborating with our pupils on activities like this is a great way to work towards achieving the best outcomes for them. With this in mind, pupils led the creation of this policy, developing the words and images throughout the document. David Leather Barrow CEO Outcomes First Group.



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Policy Aims

At Copper Fields School we:

- Create a positive culture that promotes excellent behaviour in line with our school vision, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Copper Values.
- Ensure that all pupils at Copper Fields School are treated with dignity and respect.
- Enable staff to understand the purpose of behaviours linked to expression of communication and feelings and control.
- Support pupils to self-manage their behaviour and develop a positive engagement in learning.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline our system of rewards and positive approach to behaviour.
- Ensure all staff work within the legal framework and understand their duty of care.
- Ensure that staff follow the Outcomes First Group Person Centred Neuro-divergence Affirming behaviour policy.

School Context

Pupils at Copper Fields School all have an EHCP plan and often have additional needs such as autism, sensory impairments, physical disabilities etc. Some pupils may have behaviour that can be challenging as detailed within their EHCP. The provisions set out in the EHC plan must be secured and the school will co-operate with the local authorities and other bodies as required. If the school has a significant concern about the behaviour of a pupil with an EHC plan, the school will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. The school will work to engage other agencies to support the pupils and their families. The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).



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At Copper Fields school we understand that behaviour can be displayed for a range of reasons but that fundamentally it is communicating something and that as adults supporting a pupil, we need to listen to what the behaviour is telling us.

It is important that we observe ,reflect ,evaluate and discuss.
Examples of reasons pupils may display specific behaviours:

- Wanting something but being unable to express it due to limited means of communication or the supporting adults do not understand the communication of the child.
- Wanting something and being able to communicate something but not understanding it is something that cannot be given or accessed at that time.
- Not wanting to do something that is being asked or to end something that a child may be doing
- Sensory overload or sensory reaction in the environment e.g. reactions to sounds, noise levels, smells, proximity to people
- Maybe copying something they have seen or heard but not understanding the impact on others.
- Anxiety that things might happen- 'slow triggers'. This can be difficult to see as it may relate to an anxiety about something that isn't happening, but the child has learned could happen.
- Reaction to others e.g. a tone of voice.
- A means of gaining attention or control.
- A change of routine or something unpredictable.
- A change of person or not having a preferred person.

These are examples only.

At Copper Fields School these are our key principles for behaviour.

We create a culture of belonging, following our school vision.

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Like corn, we thrive when the sun shines, but we need the rain to grow. We respect everyone as



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individuals and recognise they may have and continue to experience challenges and adversity. Our **Copper Culture** sets out the behaviours and approaches in which together we strive to implement our vision.

Our Copper Culture

The **Copper** education for every child.

Creativity

Opportunity

Perseverance

Potential

Equality

Respect

By aspiring to these:

- We listen to pupils and their families and together we work quickly and over time to work out why a behaviour takes place.
- We work to find alternative ways for a pupil to communicate.
- We work to change and adapt the environment to compensate for something that a pupil is finding difficult by listening to what they are saying. Alongside this we will be working on their toleration where possible of things they find difficult.
- Where possible in terms of the understanding of the pupil, help them to understand the consequence and impact of their behaviour.
- We agree and follow planned strategies on how to avoid the behaviour happening and how to deal with it if it does happen, how to de-escalate certain behaviours and how to build up new skills and knowledge that a pupil can use instead.
- We follow agreed planned consistently although have an understanding that because pupils can change behaviours or reactions or due to context and staff have to adapt in the short-term..



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Positive behaviour is encouraged and supported at Copper Fields School by:

- An engaging and appropriate curriculum based on personalised learning.
- The right pedagogical approach to access pupil to the curriculum and learning.
- Well planned, sequenced and progressive broad and balanced curriculum.
- High-quality staff role models all with a consistent approach by all staff
- An understanding of the impact of special educational needs on pupils learning which is supported by:

- A comprehensive staff training programme to skill staff upskilling experienced staff and supporting new staff.
- -New staff are able to shadow and “buddy up” with existing experienced staff.
- A recognition of the strengths of pupils which are rewarded following a whole school approach.
- High-quality facilities and resources.
- High staff: pupil ratios based on individual needs
- Working in partnership with parents and other professionals.
- In-depth knowledge of every child’s strengths and level of development, outlined in their EHCP and pupil profile.
- High-quality and sustained staff training for all staff.

Our positive behaviour approaches:

At Copper Fields School we:

- Praise our young people for appropriate behaviour
- Have instant rewards / acknowledgement of positive behaviours in line with our Copper values.
- Draw the attention of others to good behaviour.
- All our stakeholders to model our Copper Values.
- Rewards including copper coins, reader of the week, ‘shout out wall’, postcards home.
- Rewards are also given in accordance with individual support plans when necessary.
- Recognition of strong role models/ always make the right choices.
- Star reader awarded weekly - Displayed in the library and awarded a choice of book that is ordered and then shared with everyone.
- Celebration Assembly each week linked to Copper Values and achievements.

Daily reflection time – **Copper Time**



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(Please note: The school does not allow rewards in the form of monetary value. Rewards, including personalised rewards are permitted as ‘items’ strictly with authorisation of the Headteacher)

Copper Coins Reward System this encourages motivation, positive behaviour, and pupil engagement. This system aligns with Copper Culture while promoting daily reflection and goal setting.

1. Concept & Purpose

The **Copper Coins Reward System** is a whole-school positive behaviour and engagement initiative. Pupils earn copper coins throughout the day for positive actions, effort, and achievements.

These coins contribute towards an **End-of-Day “Copper Champion”** where pupils can be recognized individually or as a class. The system encourages positive behaviour, active learning, and engagement with EHCP outcomes, curriculum targets, and social-emotional development.

2. Key Objectives

- **Promote Positive Behaviours:** Encourage effort, kindness, and perseverance.
- **Foster Intrinsic Motivation:** Pupils work towards achievable daily goals and experience immediate recognition.
- **Encourage Reflection:** Use daily reflection at **Copper Time** to review how many coins have been earned and why.
- **Build Life Skills:** Teaches concepts like delayed gratification, goal setting, and decision-making.
- **Personalised Approach:** The system is adapted for pupils with different needs, including those with PMLD, SLD, and those on more formal learning pathways.

3. How It Works

1. Earning Coins:

- Coins are earned throughout the day for demonstrating **positive learning behaviours** (e.g., trying hard, following instructions, achieving targets, showing independence, perseverance, kindness, or supporting peers).
- Coins can be awarded by **any member of staff** (teachers, LSAs, etc.).

2. Tracking Coins:



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- Each pupil has a "**Copper Coin Wallet**" – Displayed in the classroom.
- Coins are **physical tokens** that pupils can collect during the day.
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- 3. **Daily Review at Copper Time:**
 - During **Copper Time** (end-of-day reflection), each pupil counts their coins and reflects on how they earned them.
 - Staff facilitate reflection and discuss the impact of the behaviours that led to the rewards.
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- 4. **End-of-Day Recognition:**
 - Pupils can use their coins to achieve one of the following:
 - **Achiever of the Day** (awarded to pupils with the most effort or progress, not just the most coins).
 - **Class Goal:** If the class as a whole earns a set number of coins, they receive a reward (e.g., class star, sensory break, fun activity, etc.).
 - **Personal Choice:** Pupils can use their coins to "purchase" a small prize, privilege, or reward (like free time, a sensory activity, or a token for a larger prize).

Response to behaviour opposing our school values at Copper Fields School

Staff will follow the principles from their behaviour training delivered through Safety Intervention training.

School staff are trained in Crisis Prevention (CPI) training which is an Outcomes First Group wide strategy with the primary aim to de-escalate dysregulation or unsafe behaviour, in a therapeutic approach, maintaining the safety of learners and those around them.

Staff will observe behaviour carefully and will prioritise:

- The safety and safeguarding of pupil, staff and other pupils in the first instance
- Discuss the purpose of the behaviour including the possible triggers, reasons and reinforcements
- Will discuss behaviour of pupils with SLT and agree ways to support, manage, monitor and devise an individual support plan if necessary
- Strategies will be put in place based on what we learn from what the pupil is telling us through their behaviour e.g. linked to sensory overload, noise, demand, proximity of others etc



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- Provision support which would be agreed and would be reflected by way of EHCP amendments if the provision is sustained over time.
- De-escalation techniques are always used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, social stories, visuals, use of other environments, staff change over etc
- The school uses Sleuth as it's reporting system to report, record and manage instances of behaviour . It is a way of tracking behaviour , personal development and safeguarding concerns. Quality assurance of the Senior Leadership and safeguarding team will ensure behaviours are classified and reported correctly and appropriately through training and staff debriefs post incident or reporting.
- Information gathered through sleuth is closely monitored by school staff and over seen by Senior Leaders, which informs school practice, interventions and proprieties. Safeguarding priorities or other school priorities will be informed by behaviours identified through the monitoring by school senior leaders and the safeguarding team in collaboration with all school staff. Examples of this would include specific behaviours or risks including:
 - Bullying
 - Sexualised behaviours
 - Sexual harassment
 - Grooming
 - Coercive control
 - Online safety concerns
 - Forms of abuse
 - Radicalisation, extremism
 - Discrimination
 - County Lines
- Weekly safeguarding meetings with the DSL and DDSL's ensures a collaborative approach to managing and addressing concerns and behaviour where the behaviours link to a concern.
- The school works to develop an effective collaborative working approach with key individuals, families and partnerships to ensure effective communication which is critical to ensuring and promoting a positive behaviour culture in the school. These include parents / carers, social workers/ family workers where applicable, local authority, safety partnerships including the police, PREVENT, MASH/ MARU and LADO.



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- Class teachers and other staff have direct responsibility for students as tutors. Tutors liaise closely with parents/carers and others in communication around behaviours.