

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
3.0	Third version	Rachel Moseley / Clinical team (approved by C Clements)	16/10/25

At Outcomes First Group our Behaviour Policy has been written in conjunction with our young people:

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 celebrates behaviour in line with our school vision, ensuring that all pupils have the opportunity to learn in a safe and supportive environment.
- Establish a whole-school approach to recognising and celebrating 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 emotional regulation.
- Enable staff to support our pupils to co-regulate and engage in learning.
- Outline the expectations and consequences of behaviour, through a neuro-affirming lens.
- Provide a consistent approach to understanding and responding to behaviour, recognising the individual needs and contexts of each pupil.
- Clearly define behaviours that cause harm to others, including bullying and discrimination, while affirming neurodivergent ways of communicating and interacting.
- Emphasise a proactive, strength-based approach to supporting and celebrating behaviour, including meaningful reflections and recognition, when appropriate.
- 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 may be considered challenging.

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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).

At Copper Fields school we understand that behaviour gives us information, but not all behaviour intends to communicate or needs an interactive response. We recognise there are interactive behaviours where the pupil may be seeking connection or co-regulation, and non-interactive behaviours, where the pupil may need to decompress and rest from their experience. It is important that we observe, reflect, evaluate and discuss.

Some examples pupils may display specific behaviours are:

- Communication attempts that are misinterpreted or not understood by supporting adults.
- Not being able to access something that is physically unavailable at a given time.
- Difficulties with transitions, demands and unpredictability.
- Difficulties with sensory processing.
- Imitation of behaviours without fully understanding their meaning and/or impact on others.
- Anxiety

Natural and Logical Consequences

We support a whole school culture that prioritises connection, relational safety and validation. Natural and logical consequences are used thoughtfully to help pupils make sense of their experiences and choices, without shame or punishment.

We believe that children thrive in environments where expectations are clear, fair, consistent and co-created. Where appropriate, pupils are involved in discussing and shaping boundaries and responses.

Natural consequences are those that happen as a direct result of an action, without adult intervention. For example, if a young person throws a valued object during a moment of distress and it breaks, it may no longer be available to use. When natural consequences occur, adults

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support the pupil with understanding and processing what happened, in a non-shaming, emotionally safe way.

Logical consequences are adult-supported responses that are directly linked to the behaviour and prioritise safety, learning and emotional wellbeing. These are used when a natural consequence either cannot happen or would pose a risk. For example, if a young person is removing their seatbelt during a car journey, journeys may be paused while a safety plan is developed collaboratively to support seatbelt use in a way the pupil can tolerate.

Our school does not use punitive sanctions such as detentions or removal of unrelated privileges. These can be perceived as unpredictable or punitive, and may lead to feelings of shame, disconnection or confusion for our neurodivergent pupils.

Instead, we use consequences as relational teaching moments, always linking them clearly to the original event and focusing on what the pupil can learn or communicate instead.

Repairing relationships is a key part of this approach. Where a rupture has occurred, staff take the lead in supporting repair through a restorative, respectful and developmentally appropriate process. We recognise that some young people may find this challenging, and we meet them where they are.

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 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

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Potential

Equality

Respect

- We listen to pupils and their families, working together both promptly and over time to understand the purpose or reason behind a behaviour.
- We support pupils to find alternative and meaningful ways to communicate their needs, feelings, or preferences.
- We adapt and change the environment to reduce stressors or barriers a pupil may be experiencing, based on what they are communicating. Where appropriate and supportive, we gently build a pupil’s capacity to navigate certain situations that they may find challenging, always at their own pace.
- Where appropriate and meaningful for the pupil, we support their understanding of the impact of their behaviour, without using shame or blame, and help them build skills for self-awareness and social connection.
- We work together to agree on proactive strategies that aim to reduce distress and prevent behaviours that may be considered challenging. We also plan for how to respond in supportive, non-escalating ways when challenges do arise, always focusing on wellbeing and skill building.
- We follow agreed strategies consistently, while recognising that pupils may respond differently depending on context. Staff are supported to use professional judgement and adapt support where necessary in the short term.

We support young people at Copper Fields School by providing:

- An engaging and appropriate curriculum based on personalised learning.
- The right pedagogical approach to access pupil to the curriculum and learning.
- Well planned, sequenced, progressive and balanced curriculum.
- High-quality staff role models all with a consistent approach by all staff

The staff at Copper Fields School develop an understanding of the impact of special educational needs on pupils’ learning which is supported by:

- New staff are able to shadow and “buddy up” with existing experienced staff.
- High-quality facilities and resources.

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- 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.
- On-site clinical team (Speech and Language Therapy and Occupational Therapy).

At Copper Fields School we:

- Acknowledge and praise our young people in specific, natural and developmentally appropriate ways in line with our Copper values.
- All our staff model our Copper Values, without expectation.
- Encourage daily reflection and celebrate individuals through Copper Coins, Copper Journals and Copper Time.
- Use Copper Coins as a physical recognition for pupils who find these meaningful, used inclusively and flexibly, framed around mutual respect and understanding. Our emphasis is on building internal motivation, co-regulation and belonging.

Please note: The school does not allow rewards in the form of monetary value.

1. Concept & Purpose

At Copper Fields, we celebrate moments of connection, growth and learning using tools like Copper Journals, Copper Coins and shared reflection time. Our emphasis is on building internal motivation, co-regulation and belonging, adapting the use of these strategies according to our young people's age and stage.

2. Key Objectives

- Use daily Copper Time to reflect, celebrate and recognise meaningful moments in the day.
- Celebrate effort, kindness and perseverance and individual growth.
- Promote pupil interests, providing opportunity for self-expression and for sharing how they feel about school.
- Ensure the system is flexible and can be adapted to meet the diverse needs of all pupils.

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3. How It Works

All classes have allocated Copper Time at the end of the day. This is a relaxed and flexible space where the class can revisit moments from the day, guided by the teacher. Photos or short videos are shared to gently highlight meaningful experiences, successes, or joyful interactions that align with our Copper Values. Staff model and encourage natural, spontaneous praise as appropriate, creating a sense of connection without pressure.

The way these photos are shared may vary depending on the needs and preferences of each class and learner. This might include:

- Viewing the photos as a group on the smart board
- Exploring them individually on iPads
- Watching a video presentation with music

Pupils have the opportunity to collect moments in their journals, using a format that works for them, such as a photo, drawing, short sentence, or symbol. These might represent:

- Something they did today they're proud of.
- A moment they regulated or tried something new.
- A positive connection or interaction with someone else.

If appropriate for their stage of development, pupils also have access to Copper Coins. These are offered during Copper Time as a physical recognition and celebration of moments that reflect Copper Values.

All pupils receive a coin at the end of the day, which are collected in our 'Copper Wall', to display and celebrate the different moments that have been achieved as a class.

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
- SLT monitors negative behaviours to look at possible patterns of behaviour.

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- 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
- 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 dysregulating 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 negative 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

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include parents / carers, social workers/ family workers where applicable, local authority, safety partnerships including the police, PREVENT, MASH/ MARU and LADO.

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