



Behaviour Policy



Review Date:	September 2025
Next Review Date:	September 2026

Coppice Academy Behaviour Policy

At Coppice Academy we believe that all students have the right to the best possible education to enable them to reach their full potential – an education met within a positive environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in their educational setting.

We believe the development of self-esteem is fundamental in all we deliver across the curriculum. We have high levels of expectation in all areas – in work, in behaviour and in attitude. We wish all students to experience the positive aspects of learning, of social and emotional development and of moral and spiritual growth.

Aims and expectations:

- To encourage a calm, purposeful and happy atmosphere within the Academy.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each student learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the Academy with parental co-operation and involvement.
- To raise student's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help students, staff and parents have a sense of direction and a feeling of common purpose.
- To develop strategies collaboratively with staff to manage behaviours in the classroom.

This policy reflects the requirements of section 89(1) (a to e) of the Education and Inspections Act 2006 as well as sections 110 and 111 of the Academy's Standards and Framework Act 1998, keeping children safe in education 2019.

The Coppice Academy supports the view that appropriate behaviour is necessary for the social, academic development and emotional wellbeing of the pupils. Successful teaching and learning is based upon appropriate behaviour and discipline. Good standards of discipline are necessary to:

- protect pupils from inflicting injury on themselves and / or others,
- create a diverse and respectful environment,
- provide a positive learning experience,
- modify obsessive, inappropriate or bullying behaviour,
- encourage self-control,
- encourage pupils to understand that their actions have consequences
- encourage standards of courtesy and concern for others.
- educate students on drug/substance abuse
- educate pupils on the law on upskirting (is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm)
- educate and discourage and protect child on child abuse (that could be Physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships).

Teaching is effective where good standards of behaviour are based on shared values, supported by a credit system that awards and deducts credits based on students' behaviour and effort in lessons and recreational time. Credits are calculated weekly with certificates awarded in assembly for the highest key stage 3 & 4 students and a tutor group for achieving the most credits in a week. All students get to choose an activity on a Friday afternoon enrichment programme. Enrichment activities take place on a Friday afternoon which are linked to the number of credits needed to access activities. However, sanctions are put in place where students fail to gain adequate credits due to poor performance. The credit system supports a positive community atmosphere.

All pupils at The Coppice Academy have an Educational Health Care plan which can include cognition and learning, communication and interaction, sensory/physical and social emotional, mental health. Such a diverse population means that all behavioural issues need to be dealt with sensitively, considering the individual needs of pupils involved.

Aims

We aim to create this positive atmosphere and shared values by having clear and concise guidelines which are defined and understood by all staff, pupils, parents/carers, Academy Councillors, and other relevant external agencies.

Expecting the whole Academy community to support the Academy rules, agreed by the pupils and staff, which are:

Be Ready

Be Safe

Be Respectful

At the Coppice Academy we have several rooms and trained staff that students can access if they require a safe place to help them self-regulate and have some time out.

Implementation

The success of this policy is based on **three** clear principles:

1. Celebrating good, appropriate and acceptable behaviour at every opportunity.
2. Addressing unacceptable behaviour within a positive, clear structure, which is understood by all.
3. Discouraging any form of anti-social, inappropriate or unacceptable behaviour. (bad language, physical/verbal abuse, bullying, racist gestures.)

Teaching Positive Behaviour

At Coppice we believe that positive behaviour stems from learning core skills:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Fairness
- Co-operation with adults/parents/carers
- Collaboration with other students
- Empathy

Staff Responsibility

We believe that all staff at the Academy have a responsibility to actively help students develop these core skills by ensuring clear understanding of expectations and consequences through:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for student behaviour
- Showing empathy and understanding of all students
- Showing respect and understanding to everyone in the Academy community
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Reinforcement across all subjects, within class groups and weekly assemblies.
- Working collaboratively with SLT, and families to establish strategies.

Students can access personalised courses on management of specific behavioural issues. The SLT track the effectiveness of behaviour management and interventions across the Academy using records from SIMS data.

Rewarding Good Behaviour

The Academy rewards positive behaviour students can achieve additional credits for going above expectations. This positive behaviour policy is designed to promote good behaviour, rather than merely deterring from negative behaviour. We celebrate students' achievements with families/carers in the weekly newsletters.

Certificates, awards and pens are given out in weekly assembly allowing us to acknowledge achievements, effort or acts of kindness in the Academy or wider community.

Dealing with Inappropriate Behaviour

In dealing with inappropriate behaviour, we seek to help students make "the right choices" and in so doing, change their behaviour and attitudes over time. The safety of students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher has the right to stop the activity, ask the student to leave/or be removed from the room and prevent the student from taking part in the rest of that session.

If a student threatens, hurts or bullies another student, then we would also follow the procedures detailed in the **Anti Bullying Strategy Policy and the Safeguarding and Pupil Protection Policy**. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams.

Sanctions

The Academy, with the support of the Academy Council, employs several sanctions to ensure a cooperative, safe and positive learning environment for all. To ensure reasonable adjustments are in place to respond to the needs of students with a range of differing learning needs, each sanction is deployed appropriately to each individual situation and each individual's needs.

If a student misbehaves in class, the class teacher will deal with incident by using a range of strategies. Inappropriate behaviour is recorded on SIMS and discussed at the daily debrief. If undesirable behaviour continues, direct input from the form tutor or SLT may be requested to help and implement strategies. Behaviour records are important here, as they form the evidence that allow us to monitor the effectiveness of behavioural interventions and the support strategies used.

Examples of sanctions used include:

- The class teacher may contact a parent /carer if there are concerns about the behaviour or welfare of a student.
- If a student is disruptive or acting inappropriately in class, they may be removed from the class until s/he calms down and is ready to re-join the lesson. This is called "Time Out" which takes place in a separate area under the supervision of the classroom teacher/ teaching assistant or a member of SLT.
- If behaviour is persistently poor or serious in nature SLT are informed who will work with staff and student to remediate the situation where possible and to suggest alternative strategies which may be used.
- Detentions over break and lunchtimes may be used as a sanction if behaviour is persistently poor.
- Students may be put on a behaviour/home report that is over seen by the tutor or SLT.
- For serious misdemeanours of Academy rules internal exclusion for a fixed period may apply e.g., behaviour that is threatening or harmful to others.
- For the most serious offences a student may face permanent exclusion i.e., involving harm of another student/ staff, serious damage to property, or other persistent behaviour deemed to be detrimental to the welfare of self or others.

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a student is in danger of injuring him/herself or putting him/herself in a position of danger or prejudicing the maintenance of good order and discipline at the Academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used, then this will be communicated to parents and the incident will be recorded in line with afore mentioned guidance. All staff receive appropriate training and refresher courses in SCIP Proact (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

Proactive Support for Emotional Regulation

Students who frequently display dysregulated behaviour will be assigned a *Proactive Support for Emotional Regulation Plan*, co-created by senior leadership, the Behaviour Lead, the student's Form Teacher (and ideally the student themselves). The purpose is to provide consistent, day-to-day scaffolding to help the student:

- Recognise and name emotional states,
- Understand triggers and warning signs,
- Practice self-regulation and coping strategies,
- Access support (from staff or peer) when needed,
- Review and adjust strategies over time.

This is not a reactive "behaviour consequence sheet," but a living tool to build emotional competence, reduce escalation, and foster independence.

Consented Search

Should a member of staff have a suspicion that a student is in possession of any item that should not have been brought into school or have property that may have been stolen from school, staff or another student. SLT may search a student's bag and inform parents of the reason.

Confiscating items that are not allowed in Academy

Items such as mobile phones, i-pods, cameras and other personal music equipment that can cause distraction and/ or annoyance to other students, may be confiscated and returned at the end of the Academy day. Items such as chewing gum may be disposed of. Cigarettes and lighters will not be returned to students but may be collected by parents/ carers by prior arrangement with the office.

Suspensions

The Principal monitors all reported serious incidents and has the authority to give fixed term suspensions to individual pupils if:

- they have seriously broken Academy rules
- allowing them to stay in the Academy would seriously harm their education or welfare, or the education or welfare of other students
- However:
- No student can be given fixed period (non-permanent) suspensions which total more than 45 Academy days in any one Academy year
- If a student is suspended, the Academy will set work and mark it.
- If a fixed term suspension is deemed necessary by the Principal, the Academy will contact parents by phone and follow this with a letter that includes information on:
- the period and reason for suspension
- a parent's duty to ensure that during the first five days of any suspension their child is not present in a public place during normal Academy hours, whether in the company of a parent or not
- any arrangements made by the Academy that apply from the sixth day of the suspension

Permanent exclusions

We will only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a pupil for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

- the Academy Council is required to review the Principal's decision and parents may meet with them to explain their views on the exclusion
- if the Academy Council confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the Academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Principal informs the LA (Local Authority) and the Chair of the Academy Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their child attends the suitable full-time education provided by the local authority from the sixth day of exclusion. If they do not, the Academy or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period suspension. Failure to attend may make it more likely that the court will impose a parenting order if the Academy or local authority applies for one.

The Principal and the Academy Council have a right to act against individuals who bring the good name of Coppice Academy into disrepute by their inappropriate behaviour or activities either within, or outside of the Academy.

Departmental for Education advice Updated: 26 April 2012 States the following:

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The role of Parents/Carers

Parents/Carers are asked to work in partnership with the Academy in order that students receive consistent messages from home and the Academy about acceptable behaviours. We try to build a supportive dialogue between the home and the Academy, and we inform parents if we have concerns about their child's welfare or behaviour.

Where this is successful, students tend to be happier in at the Academy because they know what is expected of them.

We share our Academy rules and the behaviour code on the Academy website and to students and parents during transition visits. We ask parents to support these through our home / Academy partnership agreement.

If Parents/Carers have any concern about the way their child has been treated, they should initially contact the class teacher. If this does not resolve the issue, then the Principal or Deputy Principal or behaviour manager may be consulted. If subsequently, parents believe that discussions with the Principal have failed to resolve matters, they will be referred to Local Authority guidance explaining the official complaints procedure.

The role of the Academy Council

The Academy Council has a legal duty under the 2010 Equality Act in approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Council supports the Principal in carrying out these guidelines.

If necessary, the Academy Council will convene a discipline committee made up of between three and five members or co-opted members which considers any exclusion appeals on behalf of those appealing. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Academy Council appeals panel decides that a student should be reinstated, the Principal must comply with this ruling.

The Principal has the day-to-day authority to implement the Academy behaviour and discipline policy, but the Academy Council may give advice to the Principal about particular disciplinary issues. The Principal will take this into account when making decisions about matters of behaviour.

The Chair of the Academy Council can be contacted through the Academy.

Allegations of abuse against staff

Allegations of abuse against staff are taken very seriously and must be reported to the Principal or Vice Principal immediately either in the form of a written incident sheet or verbally if this is more appropriate. The Academy will then ensure they deal with allegations quickly, in line with Academy policy, in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may become necessary, based on an assessment of risk.

In cases where the Principal is the subject of the allegation or concern, reports should be made to Chair of the Academy Council. Contact should be made immediately with the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Malicious Allegations against Staff

It is important that allegations which may appear to be malicious in nature, are investigated thoroughly and without prejudice. The allegation may be due to a range of reasons and could, in reality, be a cry for help. If this is found to be the case then all appropriate and available support systems will be accessed for the well being of the student. It is important that the teacher involved, should also receive all necessary after-care, with access to counselling and support as required as this experience can, understandably, have devastating and long lasting effects on the individual concerned.

The statutory guidance from the Department for Education updated 26 April 2012 is as follows:

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Allegations that are found to have been malicious after a full investigation will be classified as a highest-level offence (see tier of behaviours and sanctions). Parents will be informed in all cases and the Academy will therefore consider an appropriate sanction, which could include a fixed period of behaviour support and monitoring following reparation with the staff member concerned wherever possible; or temporary exclusion within the Academy or at home; or a permanent exclusion, as well as referral to the police, if there are grounds for believing that a criminal offence may have been committed.

Malicious allegations should be removed from the personnel records of the member of staff involved and should not be referred to, in employer references. As above, all appropriate support and aftercare should be given to the staff member involved.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a record of incidents of misbehaviour via a reporting form to the Behaviour Officer and Senior Leadership Team. The Academy Office keeps a record of incidents on the SIMS system where a student is referred to the Principal or Deputy Principal on account of bad behaviour.

The Academy keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Council to monitor the rate of exclusions, and to ensure that the Positive Behaviour Policy is administered fairly and consistently.

This policy is linked to other Coppice Academy policies such as Equality and Diversity Policy, Anti Bullying Strategy Policy and Consented Search Policy. These can be obtained by request from the Academy office.

The Academy has used The Statutory Guidance from the Department for Education updated 26 April 2012 in producing this policy.