



Copperfield Academy

Behaviour Policy September 2025
Review: Annually

Copperfield Academy: Behaviour

Copperfield Core Values

Creativity, Team Spirit, Enquiry, Independence, Communication and Reflection

Behaviour Curriculum

Copperfield Academy Behaviour Learning Curriculum

***‘Every adult and child to model desired and agreed behaviours,
to create a safe environment and effective lifelong learners’***

Behaviour Curriculum behaviours at school can be challenging to adopt and understand. Children need to learn social situations in a way that can be easily understood. Information presented in a literal, visual and concrete way will support our pupils to understand, cope and respond to rules, routines and the Copperfield school culture. Copperfield has developed a behaviour curriculum which is discretely taught throughout the year to support all pupils understanding of expectations. Each term, all year groups follow a behaviour curriculum which explicitly teaches the routines, Core Learning Values and behaviours (skills and attitudes) expected at Copperfield. When implementing the behaviour curriculum, teachers follow this structure based on Rosenshine’s principles (2012):

- 1) Review any previous learning
- 2) When teaching a new behaviour expectation, explain, in small steps, how children are expected to behave
- 3) Check for children’s understanding
- 4) Provide models of expected behaviours and routines
- 5) Practise the expected behaviour repeatedly
- 6) Check for understanding and correct errors
- 7) Obtain a high success rate before moving onto another behaviour
- 8) Provide scaffolds for children who find the behaviour challenging to learn
- 9) Ensure children understand it is an expectation that they perform the behaviour even when you do not ask them to, or an adult is not present

Copperfield Academy Behaviour Curriculum						
Skills Progression						
Term 1 Team Spirit Skills and Attitudes Overview						
1	Greetings	Conflict Resolution	Sharing	Listening	Routines	Manners
Term 2 Independence Skills and Attitudes Overview						
2	Listening	Asking for Help	Greetings	Problem Solving	Concentration	Improvisation
Term 3 Communication Skills and Attitudes Overview						
3	Greetings	Manners	Listening	Asking for Help	Asking Questions	Conflict Resolution
Term 4 Reflection Skills and Attitudes Overview						
4	Listening	Asking Questions	Conflict Resolution	Honesty	Paying Attention	Self-Improvement
Term 5 Enquiry Skills and Attitudes Overview						
5	Asking questions	Problem Solving	Honesty/Truth	Manners	Initiative	Planning
Term 6 Creativity Skills and Attitudes Overview						
6	Initiative	Asking Questions	Inspiration	Persistence	Creative Thinking	Decision Making

Ready, Respectful, Safe - Narration of the positive, core values and use of restorative conversations:

At Copperfield we use a whole school focus on narrating the positive. The use of positive language allows for positive reinforcement and rapid de-escalation of any volatile behaviours.

How are they used and what they look like:

Narration of the positive must be modelled consistently by **ALL** adults when talking to each other and the children.

READY RESPECTFUL SAFE	
Use body language (Non-verbal communication)	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
Diversion	'You alright there Jack? Come down off the roof thank you.'
Refocus	'Adam, what should you be doing?'
Use of role models	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
Depersonalisation	'I like you, but four times now you have been fiddling with your pencil case'.
Rule reminder	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'
Assertive instruction	'Amy – pen down – thank-you. (Establish eye contact, mean business)
Partial Agreement	'I hate you Mr. Smith!' 'Maybe you do, but.....', (Agree and diffuse)
Choice and consequence	'If you choose to do X, then Y will happen.'
Smile therapy	Simply smile at the child misbehaving.
Humour	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'

In Class Behaviour

Individual and Group

Pupils will have the opportunity to earn individual Dojo points. Each classroom uses the Copperfield Core Value Recognition Board. Once children have demonstrated an over and above behaviour aligned to our values, they are rewarded with a dojo point.

20 points – certificate

50 points – one curriculum reward from 50 point machine

100 points – one curriculum reward from 100 point machine



These Dojo points are automatically shared with parents.

Only positive Dojo points will be awarded - any negative behaviour is logged onto Arbor/shared directly with parents.

Children can also earn class points (aligned to our value of **Team Spirit**, these are to support with whole class behaviour and can be used throughout the day). This will be represented by a class chart that is displayed in the classroom.

Points at the end of the week earn rewards within their teaching group. Please see examples of rewards below (these rewards can be decided by your class/bubble)

Examples of rewards could be;

20 Class Points – Own clothes day

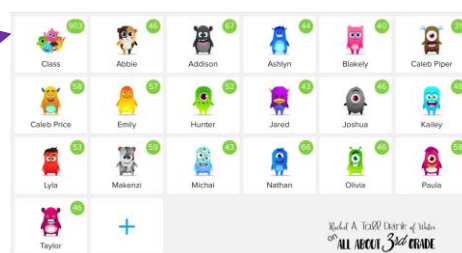
30 Class Points – Arts and Crafts afternoon

50 Class Points – Film afternoon

Class points are tracked by the class teacher on Dojo. A visual prompt in class can also be used if appropriate.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Instructions:
 1. Children earn points when they show positive behaviour.
 2. Points can be used to buy rewards from the class.
 3. Points can be used to buy rewards from the school.



Playtime/Lunchtime Tokens

Children will earn tokens at playtime/lunchtime when the core values (**Creativity, Team Spirit, Enquiry, Independence, Communication and Reflection**) are displayed, these are awarded via year groups. The year group with the most tokens will earn additional play at the end of the term. These are visual and left outside throughout the school year. Prefects will be responsible for counting and updating children in weekly celebration assemblies before announcing the winning year group at the end of term.

Any unsafe behaviour on the playground is resolved by time being spent on the reflect bench/table. This will allow children to calm down from any given situation. Timers/activities are kept on this table (when needed).



Below is a summary of the dojo points system

Dojo points and rewards that align to the curriculum and learning...

20 points:

Certificate on Friday assembly and photo of the children standing together with the certificates posted on whole school Dojo page

50 points:

Curriculum reward from 50 point vending machine.



100 points:

Curriculum reward from 100 point vending machine.

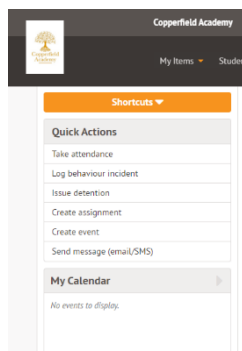
Behaviour Steps and Escalation

Step 1	Pupils engaged in high quality first teaching. Adults deployed to meet needs of pupils. Clear and firm boundaries in the classroom are supported by clear relationships.
Step 2	At the first available opportunity, the behaviour of the child is recognised (e.g. eye contact and the child will then be told that this will be addressed with him/her later on in the lesson. If after a short amount of <i>take up</i> time the behaviour continues, then issue a verbal warning.
Step 3	The child receives a warning from the adult. This results in a proportionate consequence, such as missing 2 minutes of break time to meet with the adult.
Step 4	If behaviour persists, then the child will attend a restorative 'reflection' meeting with the adult during lunch/play time*. These meetings are facilitated by a member of SLT/behaviour mentor. Take up time will be provided to the child and a time out may well be used (partner class/member of SLT).
Step 5	If disruptive behaviour persists, the child will then be removed by the Behaviour Mentor, Assistant Headteacher, Deputy Headteacher or Headteacher. This may result in internal exclusion, suspension and eventually permanent exclusion.
At all steps, adults in school will communicate (usually at the end of the day) about both positive and negative behaviours.	

Logging & Tracking

All behaviour incidents that result in step 4 must be recorded on Arbor.

Follow the steps below.



1. Click on 'Log behaviour incident' on the left-hand side on the menu

2. Complete the form

3. Add 'Alistair Kiff' to staff involved as this will allow us to track incidents

4. You will be asked to confirm incident

A screenshot of the 'Log New Behavioural Incident' form in the Arbor system. The left sidebar shows a navigation menu with 'Behaviour' and 'Incidents' expanded. The main area is titled 'Behavioural Incidents' and has tabs for 'Assigned To Me', 'Watched By Me', and 'Resolved'. The right panel contains the form fields: 'Date of Incident*' (1st Jun 2020), 'Event' (dropdown), 'Time of Incident*' (10:00), 'Students involved*' (Joe Bloggs), 'Behaviour*' (Unsafe behaviour that could cause harm (Level 2 Negative)), 'Incident summary' (text area), 'Staff involved' (Alistair Kiff (Deputy Head)), and 'Location' (dropdown).

Prejudice based Incidents:

1. All Prejudice incidents must be reported to the AHT/DHT/Headteacher via **Arbor**.
2. The class teacher (supported by SLT where appropriate) will speak with the parents of perpetrator and the victim (face to face or by phone).
3. The AHT/DHT/HT will then complete the Prejudice Incident Form.
4. The AHT/DHT/HT will then complete and send (via the office) to the perpetrator and victim (after discussion with AHT/DHT if needed – letters kept in DHT office).
5. Local Authority (KENT) will be contacted by the AHT/DHT/HT if necessary.
6. Decision about proportionate consequences will be decided on incident

Vision and Culture

Our Vision at Copperfield Academy we recognise that learning is a lifelong journey. Our creative and nurturing environment supports all pupils through their journey, aspiring each individual in becoming confident, successful independent learners. We aim for all our pupils to actively engage in a learning experience which inspires, motivates and challenges them. We are an inclusive school where the cultural diversity that exist amongst us is celebrated and aids our deeper understanding of the world we live in. We have high expectations of all our pupils and work in close partnership with all members of the school community to build successful, resilient, responsible citizens of the future. As a school we aim to always lead and let others follow.

At Copperfield Academy we have high expectations for behaviour and learning of all of our pupils. We believe that pupils should intrinsically want to learn and aim to create an environment where pupils enjoy and are active participants in their own learning. At Copperfield Academy we strive for 'Outstanding Behaviour' throughout the school day. We aim to create an environment where pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils speak confidently about their learning and their school to adults they know and visitors to the school. Teachers encourage pupils to be proud of their hard work and their subsequent achievements.

Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Teachers provide opportunities and model for pupils through lessons and assemblies how to debate different issues in a respectful way. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. Pupils understand the importance of education as lifelong learners. Teachers encourage a thirst for learning throughout school. The Deputy Head Teacher will establish links with local feeder secondary schools to ensure pupils are successful in all stages of their education.

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. All adults in school model impeccable conduct. Teachers plan and deliver lessons which encourage and promote independence amongst pupils.

Teacher's lessons are engaging for all pupils and as a result incidences of low-level disruption are extremely rare.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Teachers plan and teach lessons on all types of bullying (Cyber, racist and prejudice based bullying.) Our Learning Council across the school support the school in preventing all types of bullying. At Copperfield we have a no tolerance policy on any forms of bullying (See Anti-Bullying Policy).

Staff and pupils deal effectively with the use of derogatory or aggressive language. Copperfield Academy has a no tolerance policy on aggressive and derogatory language.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Copperfield Academy promotes a healthy lifestyle through PE lessons and after school provision. Within school teachers follow a PSHCE scheme of work to help pupils stay safe and understand age appropriate relationships.

Pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Throughout every year group there is opportunities within the ICT scheme of work to educate pupils on online safety. Pupils are regularly updated, reminded in class lessons, whole school assemblies and themed weeks.

Behaviour in the Classroom

We understand that pupils should be rewarded for positive behaviour and those pupils who demonstrate behaviour which disrupts their own or others learning may need support.

Class teachers are responsible for creating a positive ethos through praise and encouragement for good learning and desirable behaviour. This can be achieved by:

1. Being consistent in their approach
2. Using praise more readily than sanctions
3. Ensuring that the curriculum followed by the pupils is stimulating and matched to the needs and interests of the pupils.
4. Ensuring that the classroom is well equipped with appropriate materials and resources.
5. Careful planning of the curriculum with adaptations for the individual needs of the child.

If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team. The level of support will be appropriate to the need of the teacher, the class and the child. Copperfield Academy employs a Nurture Leader who can work with the pupil to support any underlying issues and help modify behaviour. The purpose of intervention is not simply to discipline but to modify behaviour. Persistent disruptive behaviour can indicate an underlying problem, which needs investigation. The leadership team will work with the school Deputy Headteacher for Inclusion to put suitable support in place.

Behaviour Plans

If a child is repeatedly showing unexpected behaviour, a behaviour plan will be considered as a supportive tool. This is aligned to reporting on Arbor.

The plans will likely include the following:

- Preventing behaviours occurring in the first place
- Teaching desired behaviours
- Reducing unexpected behaviours from occurring
- Reinforcing positive behaviours
- Consequences when necessary

Children on behaviour plans are reviewed weekly in school.

Children who have previously displayed unexpected behaviours will have a Behaviour Support Outline that is available to adults who work directly with the children. Although these behaviours may have 'ceased' it is important that known behaviours are shared with all adults that work with the child. These outline can then become 'live' again if negative behaviours arise.

Internal Suspension

1. Pupils may be placed on internal exclusions if the Head Teacher/Deputy Head Teacher feel that their behaviour is impacting on others learning or if they feel that the pupil needs removed for a 'cooling down' period.
2. The teacher must provide learning that is appropriate to the pupil's levels and learning that the pupil can work through independently.
3. Pupils will be placed in a safe area where they will have no contact with other pupils.

Suspension (previously known as fixed Term Exclusions)

1. In case of suspension the school will follow the guidance set out in the DFE guidance
2. The head teacher is responsible for deciding fixed term suspensions.
3. Records of the incidents must be recorded before a decision is made.
4. When a pupil returns from fixed term suspension a reintegration meeting will take place. Parents, pupils and teachers will welcome pupil back into school. Class teacher will ensure that there are systems in place to welcome pupils back to class and support their learning in class. (For example, pupil or adult may discuss learning that the pupil has missed).
5. During a fixed term suspension, pupils must be provided with appropriate learning that meets their needs.
6. Parents will be issued with a guide to suspensions, this may include a timetable for day and prompt sheet.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will be considered. Paragraph 8 in DFE guidance (Permanent exclusions) provides further guidance on utilising online pathways and the potential significance of SEND law.

Pupils with Special Educational Needs

Copperfield Academy recognises that every pupil is an individual and that every pupil has different needs. When implementing the behaviour policy teachers are responsible for ensuring that they follow the guidance set by the Deputy Headteacher for Inclusion and

external agencies. It is the responsibility of the Leadership Team to monitor that the guidance is being met.

Positive handling

This will be used in extreme cases when a pupil needs restraint to protect themselves or others, this will only be used where there is a palpable threat to the safety or wellbeing of others.

All staff have been trained to a necessary level of positive handling, so that they are able to manage any behaviour that may be deemed as challenging. Our provider is, The Positive Handling Academy, Staff Safety Training. This training is regularly updated and delivered to all staff.

All parents/carers will be informed in a restraint has taken place (see Appendix 1).

Appendix 1

Positive Handling

Positive Handling Procedures

For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out to support these pupils to understand how they will be supported. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.

All staff – authorised and unauthorised – need to understand their powers and the options open to them. They need to know what is acceptable and what is not. Develop positive handling plans for individual pupils assessed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and his or her parents.

Teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis (such as using personal communication passports and non-verbal signals to indicate the need to use a designed quiet area or cool-off base) and ensure staff are familiar with these strategies.

Reducing the likelihood of situations arising where use of physical intervention may be required

Although preventative measures will not always work, there are several steps which schools can take to help reduce the likelihood of situations arising where power to use physical intervention may need to be exercised:

- a) Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- b) Developing effective relationships between pupils and staff that are central to good order;
- c) Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- d) Recognizing that challenging behaviour is often foreseeable;
- e) Effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil; and

- f) Wherever practicable, warning a pupil that physical intervention may have to be used before using it.

Deciding if use of physical intervention would be appropriate

The judgement on whether to use physical intervention and what physical intervention to use should always depend on the circumstances of each case – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned.

Whilst decisions to use physical intervention need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

Using Physical Intervention

As always, staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident.

Recording an incident

The member of staff involved in an incident is usually best placed to compile the record. It would be good practice for the member of staff with lead responsibility for safeguarding to check the record and for the school to provide the member of staff involved in the incident with a copy of the final version.

The record is likely to form part of the pupil's educational record as it is a record of information which is processed (obtained, recorded and held) by or on behalf of the governing body of the school (or teacher at the school, other than for personal use), relates to the pupil, and originated from or was supplied by a teacher employed by the governing body or the local authority.

After any recordable incident, parents should always be informed

Wherever possible, it is best to telephone parents as soon as possible after the incident before confirming details in writing. It is also good practice for parents to be given a copy of the school's policy on the use of physical intervention and information on post-incident support.

Post-incident support

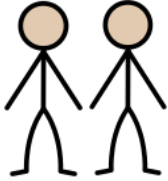

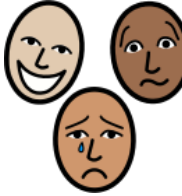


Serious incidents that require use of physical intervention can be upsetting to all concerned and may result in injuries to the pupil or to staff. Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid. It is also important to ensure that staff and pupils are given emotional support. *A full copy of this report is available from the DFE website / school office*

All stage 4 behaviour incidents have a post Professionals 'reflective conversation'. This includes what triggered the child,

- what the adults in the room did before and after the incident
- what the behaviour plan said to do (if applicable)
- what can we (the whole team) learn to prevent it from happening again?

Appendix 2

Restorative Reflection Conversation Script Example

Copperfield Academy Reflection Restorative Conversation
Name of children involved

What happened?

How did you make others feel?

How can we prevent this from happening again?

What can I/adults do to help?

What will happen next?
