

Behaviour Policy

Date of next review: September 2026

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
26.02.26	Greg Colyer	Policy includes whole school information	

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1. Introduction

- 1.1 The way in which members of the school behave towards one another should enable the following:
- Effective learning
 - Positive and kind relationships
 - Respect for themselves and their own property
 - Respect for others and their property
 - Raised self-esteem
 - Respect for the environment
- 1.2 It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected, and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school 'Behaviour for Learning' policy is designed to enable members of the school community to work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

2. Our Aims

- 2.1 At Samuel Cody School, we aim to:
- Promote and support students to demonstrate a high standard of behaviour
 - Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
 - Create and maintain a positive and safe school environment where effective learning can take place and all students can grow socially, emotionally, and academically, with mutual respect between all members of the school community, for personal belongings and for school property
 - Offer a Therapeutic approach to managing behaviour based on trauma informed practices in cases where students may have had adverse childhood experiences
- 2.2 Our aims are achieved by:
- Clear expectations are agreed, understood, and accepted through regular activities which define what is considered acceptable and unacceptable behaviour
 - A school atmosphere is created which is consistent, kind and caring
 - Students are encouraged to make responsible behaviour choices and accept responsibility for their behaviour
 - Students are provided with excellent role models
 - Students and parents/carers understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm, considered manner

3. Modelling behaviours

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses; therefore it is important that they are given the opportunity to observe positive role models. Samuel Cody School is committed to providing positive models for our students:

- Staff model appropriate, positive behaviour at all times
- Staff highlight and praise students' appropriate behaviour, explaining why this was a good choice
- Older students are given opportunities to act as positive role models to younger students (E.g. having a position of responsibility or mentoring role; House Captain)
- Students are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. invited guests, business leaders, work experience, Governors)

4. Encouragement, praise and positive reinforcement

4.1 As a school we recognise that encouragement, praise and positive reinforcement teaches students that appropriate behaviour choices have good outcomes. This can be used to recognise and reinforce appropriate behaviour and encourage students who are choosing inappropriate behaviour to make different choices.

4.2 Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Certificates of achievement
- Positive messages communicated to parents/carers
- House points which are totalled each week and contribute to an annual prize for best House
- Subtler forms of praise for students who find overt praise difficult to accept

4.3 Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase students' self-esteem and self-efficacy (i.e. a students' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; the staff team work collaboratively to define and develop their professional practice through training and shared endeavour, to maintain this consistency in keeping with the school ethos.

5. General School Rules

- 5.1 All students are expected to follow the Samuel Cody School Rules which are:
1. We are kind to each other
 2. We try our best at all times
 3. We follow instructions given to us by the school staff
 4. We respect others, their property and the school facilities
 5. We move safely and sensibly in and around the school and stay on site
 6. We have excellent attendance
- 5.2 Samuel Cody School staff will do the following to help our students follow these rules:
1. We will make sure that students have heard us and will give them enough thinking time
 2. We will help students to find ways to manage difficult emotions in an appropriate way by listening to them and offering additional support where necessary.
 3. We will work with students and parents/carers and negotiate what is the best course of action to achieve the best possible outcomes for all
 4. Individual classroom rules will be agreed by tutors and teachers at the beginning of each academic year and discussed with students at the earliest opportunity
 - 5.
- 5.3 When students do not follow the rules, all staff are expected to manage the situation in a calm and consistent manner. Staff will consider the context of the incident and whether the student is able to make a conscious choice. It is important that students are supported to regulate their behaviour and understand that inappropriate behaviour choices will lead to a supportive intervention.
- 5.4 Furthermore, we believe that students should always be positively acknowledged; it is the students' behaviour choices that are inappropriate, not the student. Please see Table 1 below– Behaviour Support Strategies
- 5.5
- Interventions can follow sometime after an event, when the student is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the student that their behaviour is inappropriate and that it will be spoken about later. Reactions to a behaviour will never involve taking away a previously earned reward.
- 5.6
- Teaching staff will avoid any action which lead to shaming or humiliation of the student. We understand that such approaches are detrimental to the student's self-esteem and wellbeing and can result in increased inappropriate behaviour.
- 5.7
- The specific needs of the student will be considered when deciding appropriate actions, which will be individual to the student; we recognise that a 'one size fits all' approach is not appropriate for our students and that strategies to manage behaviour should not impede future learning.
- 5.8
- After a student receives an action, it is important to maintain positive staff-student relationships. Staff must reassure the student that the inappropriate

behaviour has been dealt with and that all parties will move on and start afresh. In addition to behaviour interventions, where appropriate, students will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken, replace displays or tidy a classroom that has been disrupted.

6. Persistent Inappropriate Behaviour

- 6.1 It is expected that teachers and students begin each day afresh with optimism and encouragement for success. If there is persistent inappropriate behaviour, then there are a variety of options that may be taken:
- 6.2
- We prefer to use restorative conversations to help manage behaviours where possible, and 'catch up' sessions to enable students to complete work that they may have not completed earlier in the day for example by not being in class on time
- 6.3
- For students who need on-going support to help them to manage their behaviours, the student may attend a behaviour meeting with their Tutor where a target for their behaviour will be set. The Tutor will work collaboratively with the student to identify any reasons, concerns or difficulties which may be leading them to make inappropriate behaviour choices. The Tutor will then work with the student to address these issues.
- 6.4
- If after an agreed time the student is still struggling, the student will attend a meeting with the Head of Year or Pastoral Lead. At this time the Tutor will inform the student's parent/carer of the situation and share the student's behaviour target with them.
- 6.5
- If the student continues to struggle to make appropriate behavioural choices, a member of the Senior Leadership Team will arrange a meeting with their parent/carer to discuss their behaviour.
- 6.6
- The Headteacher may decide that it is in the student's best interests to give them some supported time away from their class.
- 6.7 The school has a strong commitment to inclusion. However, it is important for all parties to understand the impact of consistently poor behaviour, including how it can affect a student's learning, the learning of their peers, and the health and safety of themselves and others.

7. Serious Incidents

- 7.1 In cases of severe misbehaviour, as laid out in Table 1, the Senior Leadership Team will be informed and they will manage the situation. In such cases the parents/carers would be notified of the incident and informed as to what action was taken, as outlined in accordance with the list of possible outcomes in annex 1 below.

- 7.2 All serious incidents will be recorded using CPOMS (Child Protection Online Management System) or file notes when necessary as well as any appropriate forms needing to report incidents to County.

8. Break-time Supervision

- 8.1 Samuel Cody School staff are on duty throughout social times, supervising students and their activities. Students should be reminded how to move around the school in a safe and sensible manner and how to engage with their peers appropriately.

9. Expectations

- 9.1 The school expects all members of the community to adhere to the principles as set out in the Behaviour for Learning Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression towards staff by parents/carers of students in the school will be reported immediately to the Headteacher who will take appropriate action. (Please see Parents/Carers Code of Conduct)

10. Searching Students (and/or their possessions)

- 10.1 If information has been received or there is a well-founded belief that inappropriate items or material have been bought into school, the school will carry out searches of students and/or their possessions.
- 10.2 The consent of the student will usually be sought before conducting a search unless the Headteacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury to others or damage to property. The Headteacher does not need the consent of parents to carry out a search, and in most cases, students are happy to comply with the request.
- 10.3 All personal searches will be conducted by two senior members of staff. A search may also be conducted off school premises where the student is in the lawful control of the school, for example whilst on a trip or off-site activity.
- 10.4 Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device, if the school considers there to be good reason to do so, unless advised by Children's Services or Police, in which case the device would be retained. Parents/carers will be informed of any search conducted of their child and/or their child's possessions. The school will keep records on CPOMS or file notes of all searches carried out, including the results of the search and any follow up action taken.

11. Mobile Phones

- 11.1 Mobile phones are to be handed in to Heads of Year or Form Tutors on arrival to school in the morning. These will be handed back to students at the end of the day. They will be locked safely away during the school day. Mobile phones must not be used in the classroom, nor to watch inappropriate material at break times. Parents/carers are asked to ensure that their child's mobile phone and other electronic devices are not

used to cause offence to others during evenings, weekends and holidays. We appreciate that some students use a mobile phone when travelling to and from the school, but the use of them during the school day is not necessary and can lead to distraction and safeguarding issues.

- 11.2 If a phone is not handed in at the start of the day, and the school determines that it was in the possession of the student, the student will be asked not to bring it in the following day.
- 11.3 If parents/carers have any concerns regarding the management of mobile phones, please they should contact the child's tutor.

12. The Role of Parents/Carers

- 12.1 Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents/carers. The school will ensure that parents/carers are kept informed as to their child's behaviour at school, so that students receive consistent messages about how to behave at home and at school.
- 12.2 The School's Behaviour for Learning Policy is accessible to all parents/carers via the school website and parents/carers and students are asked to sign a home/school agreement when enrolling at the school.
- 12.3 If the school has to take action as a result of inappropriate student choices, parents/carers should support the actions of the school. If parents/carers have any concern about the way their child has been treated, they should initially contact the form tutor.

14. Suspension and Exclusions

- 14.1 Suspending a student from school is an extremely serious matter, and one which only the Headteacher (or nominated member of staff in their absence) can undertake.
- 14.2 In reaching any decision to suspend a student from school, the Headteacher will take account of the Statutory Guidance available on the Department for Education web site. A student can only be suspended for a disciplinary matter.
- 14.3 In the event of student suspension the headteacher should:
- Make sure that an investigation has been carried out
 - Where possible give the student a chance to say what happened
 - Think carefully about the evidence available
 - Ensure that the suspension is for the shortest time necessary
 - Take into account the school's statutory responsibilities
 - Where necessary consult other professionals for advice
- 14.4 Any decision taken in this respect will be considered on the information available to the Headteacher at the time, including consideration of the needs of the student and the school's obligations to others within the school community. Information will be considered on the 'balance of probabilities.' This means that it must be found by the Headteacher that the student was more likely than not to have conducted themselves in the way described.

Please see below link to the DFE guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf;

There are two types of suspension: a Fixed Term (up to a maximum of 15 days in any one term and 40 days in a year) and a Permanent Exclusion. The latter will only be used in exceptional circumstances.

For suspensions up to five days, work will be provided for students to complete at home. For students suspended for longer than five consecutive days, alternative provision will be provided.

The full DFE Guidance contains full details of the obligations of the school, Governing Body, and Local Education Authority in the event of suspension or exclusion, and the link will provide you with these details.

Appropriate paperwork will be completed in respect of any suspension, or exclusion, and retained as part of the school records.

Where a Fixed Term suspension has taken place, procedures for the student's return to the school, will be discussed with his parents/carers, to ensure there is suitable provision in place, to positively support the student to remain in school and continue with their education.

19. Secondary School

Examples of *low level behaviours*:

- Late to class
- Shouting out answers
- Not following instructions
- Talking over teacher
- Distracting others
- Not completing work
- Unkind comments to others
- Running in corridors

Examples of *medium level behaviours*:

- Continual distraction of others
- Regularly interrupting staff
- Confrontational responses
- Knocking items off desks
- Persistent harmful comments to peers
- Absconding from class
- Purposely ignoring school rules/routines
- Refusal to complete tasks
- Using inappropriate language (swearing, racist, homophobic)

Examples of *high level behaviours*:

- Verbal abuse (threatening, racist, homophobic)
- Physical aggression
- Damage to property
- Bullying
- Severe non compliance/defiance
- Throwing objects/overturning furniture

Secondary School

Examples of consequences to low level behaviours:

- Teacher will address politely
- Restorative conversation with teacher
- Catch up session with teacher
- Teacher to ring parents
- Teacher to hold meeting with parents
- All incidents recorded on Cpoms

(Use of LSA in class, movement breaks, merit rewards)

Examples of consequences to medium level behaviours:

- Tutor involvement with teacher and student
- Tutor report sheet
- Time off timetable with key stage leads
- Parental meeting

(Positive report, 1:1 LSA, change of class, break time protective measures)

Examples of consequences to high level behaviours:

- Key Stage lead involvement
- Parental meeting
- Timetable changes
- Internal exclusion
- School suspension

(Bespoke timetable, short term reduced hours provision)

20. Cody Coppice Therapeutic Outdoor Curriculum Centre

Behaviour & Relationship Policy

1. Introduction

Cody Coppice Therapeutic Outdoor Curriculum Centre is rooted in a trauma-informed Forest School ethos, recognising nature as a co-regulator and secure base for emotional wellbeing. Behaviour is understood as communication, often shaped by life experiences, internal feelings, and physiological states. The woodland environment provides calming rhythms, sensory grounding, and opportunities for meaningful connection. Our approach centres relational safety, emotional containment, and attuned adult support. Children thrive when immersed in natural spaces that nurture curiosity, resilience, and belonging.

2. Our Aims

This policy promotes emotional regulation, relational connection, and long-term wellbeing through nature-based therapeutic practice. We create predictable, nurturing experiences in the woodland where sensory engagement supports nervous-system regulation. We adopt trauma-informed principles, safety, trust, empowerment, collaboration, and cultural humility, ensuring every child feels understood and supported. Staff respond with curiosity, co-regulation, and gentle guidance, prioritising connection over correction.

3. Forest School Ethos

Our ethos emphasises child-led exploration, nature immersion, and supported risk-taking. The woodland acts as an extension of the therapeutic relationship, offering natural opportunities for grounding, problem-solving, creativity, play, and emotional expression. Children follow their interests, notice seasonal changes, and build ecological awareness. We honour the natural world as a partner in healing and development.

4. Trauma-Informed & Therapeutic Approach

Our approach integrates trauma-informed care, relational pedagogy, and nature-based therapeutic principles. Staff offer co-regulation, reflective dialogue, and attuned presence. Dysregulation is understood as a stress response, not misbehaviour. We provide sensory-rich grounding opportunities, tactile materials, movement, nature sounds, mindful breath. Emotional safety is prioritised through consistent relationships, predictable routines, and compassionate boundaries.

5. Modelling Behaviour

Children learn what they experience. Adults model calm communication, respectful interactions, and emotionally regulated behaviour. We demonstrate safe tool use, thoughtful engagement with fire, and care for wildlife and habitats. Positive choices are narrated descriptively to build emotional literacy and help children generalise helpful behaviour.

6. Encouragement, Praise and Positive Reinforcement

We use encouragement to foster intrinsic motivation. Recognition focuses on effort, collaboration, and emotional growth rather than compliance. Praise is tailored: some children prefer quiet acknowledgement; others benefit from shared celebration. Meaningful responsibilities in the woodland are offered as reinforcement.

7. Expectations in a Forest School Setting

Expectations reflect Forest School values of safety, respect, and community. Children are supported to:

Keep themselves and others safe.

Care for the woodland environment and wildlife.

Listen to adults and collaborate with peers.

Move safely within natural spaces.

Use tools and fire responsibly with guidance.

Adults communicate expectations clearly, give processing time, and adjust the approach depending on a child's regulation. When behaviour becomes dysregulated, adults respond calmly and relationally; intervention happens once the child is regulated.

8. Therapeutic Staffing, Ratios, and Relational Safety

Staffing ratios are designed for emotional and physical safety with therapeutic depth. Standard ratios are 1:2–3; higher-needs learners may receive 1:1 or 2:1 support. Ratios are needs-led and adapted dynamically based on emotional capacity, sensory tolerance, activity risk, weather, and group dynamics. Roles are allocated before each session to ensure responsive support and co-regulation.

9. Positive Communication With Referring Professionals

We collaborate with referring professionals, including SEN teams, pastoral staff, educational psychologists, social care, and mental health practitioners to create a coherent therapeutic network. We share session reflections, regulation observations, and agreed relational strategies. Communication is strengths-based, trauma-informed, and compassionate, ensuring consistency and safety.

10. Dynamic & Therapeutic Risk Assessment

Risk assessment is a living, responsive process. Baseline assessments exist for all activities (tools, fire, water, environment, weather), and staff continuously adapt plans with dynamic risk assessment considering emotional state, sensory load, group dynamics, terrain, and fatigue. Therapeutic risk balances safety with meaningful challenge so children experience agency, mastery, and resilience.

11. Individualised Differentiation of the Programme

Sessions are adapted to honour each child's needs, sensory profile, and emotional capacity. Differentiation may include alternative activities, co-regulation spaces, reduced sensory load, scaffolded steps, shorter durations, or additional adult support. For enhanced support, we use personalised therapeutic plans, sensory strategies, and relational scripts. Nature, rhythm, and predictability underpin emotionally safe learning.

12. Persistent Dysregulation

Children begin each session with a clean slate. When dysregulation persists, staff explore underlying needs and triggers with curiosity. Support may include restorative conversations, regulation or sensory plans, environmental adjustments, increased adult support, and collaboration with parents and referring professionals to develop a shared plan.

13. Serious Incidents

Serious incidents such as behaviour posing risk to self or others, or unsafe tool/fire use are managed by senior staff. We prioritise de-escalation, containment, and safety. Incidents are recorded in line with safeguarding procedures, and parents and referring professionals are informed. Our focus is long-term relational repair and learning.

14. Outdoor Environment Safety

Staff supervise all woodland areas and support children to move safely across uneven terrain. Boundaries are reinforced through consistent routines and natural or visual markers. We encourage respect for wildlife, habitats, and seasonal changes, and help children assess and manage risk safely.

15. Community Conduct

All adults on site including staff, visitors, and referring professionals model respectful communication, emotional regulation, and connection-focused behaviour. Aggressive or inappropriate conduct is addressed immediately to protect emotional and physical safety.

16. Searching Children or Belongings

Where immediate safety concerns exist, senior staff may conduct a search following safeguarding expectations. Parents and, where appropriate, referring professionals are informed. Records are kept securely.

17. Mobile Phones and Technology

Children do not use digital devices during sessions. Any device brought on site is stored safely until the session ends.

18. Role of Parents and Referring Professionals

Parents and referring professionals are essential partners in supporting emotional development. We maintain open, compassionate communication and align our trauma-informed, nature-based strategies with wider support plans. Together we foster confidence, resilience, and meaningful connection to the natural world.

21. Primary School

Behaviour level	Response	Led by	Communication
<p>1 – Low level behaviours or dysregulation</p> <p>e.g. Not following class activities or instructions. Not following class/school rules and expectations of kind and safe actions. Not being kind and respectful to others, including pupils and staff.</p>	<p>Pupils will be supported with school/class-wide strategies to support the main needs of ASD, ADHD and sensory processing difficulties.</p> <p>Child-focussed strategies designed for pupil's individual needs and preferences will be used in response to early signs that additional support is needed.</p> <p>E.g. Class/personalised reward charts to target specific targets or goals, which motivate pupils to make the right choices. Clear visuals and communication with pupils of an appropriate medium to explain expectations and consequences of not being safe and kind. Staff will use motivators and positive reward systems to encourage pupils to reach set goals and earn time doing activities of their interest. Consequences of actions will be outlined to pupils if their negative behaviour continues by choice. This will often be the absence of a reward that they are being motivated to earn by making good choices. If it is deemed by staff that behaviour is led by dysregulation</p>	<p>Class teams – teachers and LSAs</p>	<p>Concerning or repetitive behaviours will be communicated home to parents via an agreed medium e.g. in person, communication book, e-mail or phone</p>

	then this will be the first area addressed to support the child.		
<p>2 – Behaviours which have escalated</p> <p>e.g. Despite attempts to regulate the child, their behaviours begin to escalate and require a larger/alternative intervention from staff Becoming unsafe with equipment or their dysregulation become louder/larger within the classroom and beginning to affect others</p>	<p>When a child does not respond to pro-active strategies to help them regulate or make the right choice, staff will then move to secondary strategies which respond to the behaviours with a larger action.</p> <p>E.g. Offering the child a change of face to be supported by a different adult and start afresh or move to a different environment where there is space or other equipment to support regulation e.g. sensory room Children will be encouraged to choose from a selection of options that could support regulation, whilst allowing them to feel some ownership over what happens next</p>	<p>Class teams – teacher and LSAs</p>	<p>Concerning or repetitive behaviours will be communicated home to parents via an agreed medium e.g. communication book, e-mail or phone</p>
<p>3 – Behaviours which disrupt the learning and safety of others or themselves</p> <p>e.g. Excessive outbursts which disrupt the learning environment of others Being unsafe with equipment or their body in a way that risks others in close proximity</p>	<p>Whether a behaviour is immediately of a disruptive level or is something that escalates over time, staff will always attempt to respond to children in a calm and reassuring manner that encourages them to choose a route to regulation and safer choices.</p> <p>e.g. If the child is safe to move to another space they will be supported by a member of staff to do so, where this is not possible it might be necessary to move the other learners from</p>	<p>Class teams – teacher and LSAs</p> <p>PRICE trained staff</p> <p>Senior Leadership team when necessary</p>	<p>Behaviours of this level will be communicated to parents over the phone or via e-mail. If they persist then a meeting between the class teacher and parents might be necessary to discuss next steps.</p>

	<p>the immediate space to continue their learning elsewhere.</p> <p>We have a designated 'safe space' in the Primary building which can be used as a safe space for regulation at the child's request or when staff consider it necessary to maintain safety for themselves and others</p> <p>Where a child's behaviour has been deemed to be disruptive to learning they may need to spend a period of time in a designated learning bay, or area away from the classroom until they are regulated. Wherever possible there will be restorative conversations with pupils once they are regulated, using the appropriate form of communication/tool to prevent future instances</p> <p>Behaviour risk assessments and individual behaviour management plans will be created by class teams to outline strategies to address persistent behaviours with consistent support across all team members.</p>		<p>IBMPs will be shared with parents to encourage consistency at school and home wherever possible.</p>
<p>4 – Behaviours which pose an immediate concern of safety or safeguarding threat to others</p>	<p>Staff will always prioritise pupil safety and will intervene immediately when behaviour poses a risk to others by the safest means necessary. Proactive measures will be put in places to prevent reoccurring behaviours wherever possible.</p> <p>PRICE trained members of staff are able to safely intervene physically to support pupils as a last resort to behaviour. Staff are trained to intervene when it is deemed reasonable, proportionate and necessary, when there is a</p>	<p>PRICE trained staff</p>	<p>Via phone call or in person</p>

	<p>threat of danger to others, the pupil themselves or property. The Safe Space can be used as an area of safety for the child whilst they regulate, alongside the support/ supervision of a staff member We record all incidents of physical intervention, inform parents at the earliest opportunity and attempt to debrief the child about the incident in the most appropriate way, taking into consideration their needs. Where safeguarding is a concern, the Senior Leadership Team and Safeguarding Team will work together to put strategies in place to safeguard both pupils and staff at the earliest possibility. We will endeavour to work together with parents to find the best solution to support the pupil involved and their peers. In very extreme cases, where the wellbeing of staff and pupils is deemed in jeopardy due to severe behaviours, internal or external suspensions will be considered as a last resort.</p>	<p>Class team – Teacher and LSAs</p> <p>SLT and DSLs</p> <p>SLT and Headteacher</p>	<p>Communicated with the child wherever possible on the same day</p> <p>Via phone call or in person</p> <p>Communicated via letter from Headteacher</p>
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Each child in our care manages their own level of needs, communication and requirement for support. Staff will always do their best to support children to regulate or co-regulate and make safe and positive choices. Where dysregulation is the cause for negative behaviour, staff will address this first and support the child to regulate before attempting to reason with the child's behaviour choices. The safety of pupils will remain a priority at all times, and staff will endeavour to act in the best interest of all pupils at Samuel Cody, with the continuing support of the parents.

18. CODY OAKS Behaviour for Learning Guidelines (Anti-Social Behaviours)

Level 0 (Behaviours that breach the Code of Conduct listed below)	Level 1	Level 2
Ready	<ul style="list-style-type: none"> • Absconding from school site • Continued discrimination to a member of the school community after support in place • Ongoing child-on-child abuse • Persistent disruptive behaviour after support has been implemented • Significant unsafe behaviour 	<ul style="list-style-type: none"> • Malicious accusation (false) • Serious damage to property • Serious physical incident
<ul style="list-style-type: none"> - I am in my school uniform - I am in the right place at the right time - I am ready to learn - I arrive on time to lessons - I come inside when asked - I hand my phone in 		
Respect		
<ul style="list-style-type: none"> - I am kind to others - I include others in activities - I listen to others - I look after school property - I use appropriate language - I respect other people's differences 		
Safe		
<ul style="list-style-type: none"> - I am in the right place at the right time - I do not hurt other people 		

<ul style="list-style-type: none"> - I follow adult instruction - I keep my hands to myself - I leave unsafe items at home - I make safe choices 		
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**All students at Cody Oaks have social, emotional and mental health difficulties. Staff always try to distinguish between intentional anti-social behaviour and behaviour arising from acute anxiety, learning, social, emotional or sensory needs, which impacts on or prevents students making the right decisions.*

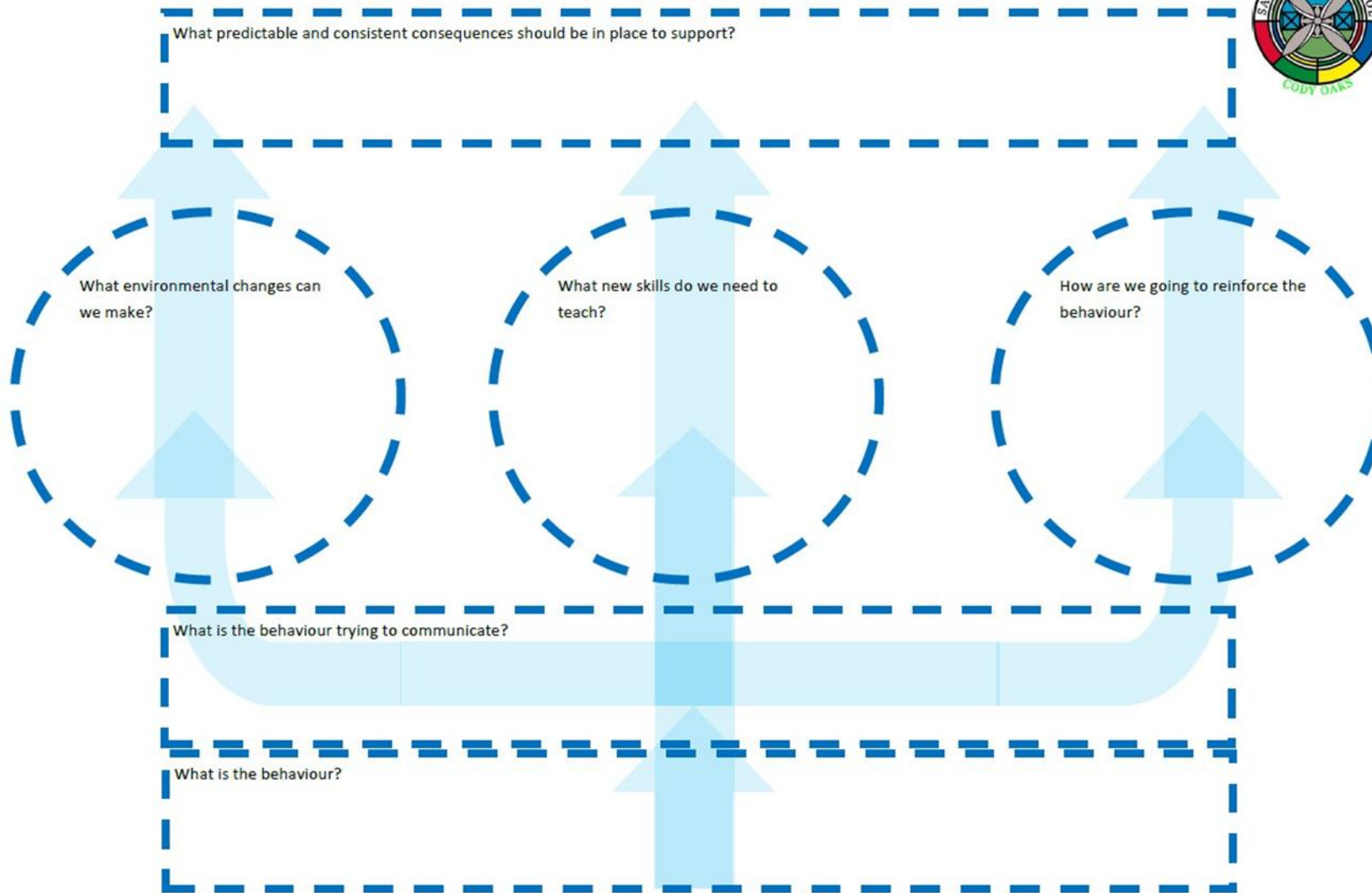
Protective and Meaningful Consequences Guidelines – Outcomes to develop behaviour!		
Level 0 (Behaviours that breach the Code of Conduct listed below)	Level 1 (Tutor & SLT Link)	Level 2 (SLT Link, SENCO, Head of School, Head teacher)
Ready – Respect - Safe		
<p>(Universal Behaviour Response) - Consequences available for all behaviours:</p> <ul style="list-style-type: none"> • Restorative conversations – repair the relationships • Social stories • Phone call home – identifying need • Staff team meeting – reflect on behaviour and identify need to guide intervention (using elements model document) □ One-to-one time with key adult – develop relationships • Offsite visit – develop relationships (risk assessed – SLT Link and EVC) 		

<p>As well as Universal behaviour responses, staff are to identify suitable and meaningful consequences specific to that student.</p> <p>These could include:</p> <ul style="list-style-type: none"> • Clear recognition targets • Differentiation of learning to support engagement (beyond that of Cody Oaks Classroom) • Review of EHCP needs and implementation – alongside SLT link and SENCO • Movement breaks • Short term reward system – extrinsic motivation • Parental meeting – establishing relationships with all parties • Observation of student in different environment – find where they are at their best 	<ul style="list-style-type: none"> • Parental meeting – identifying need and establishing expectations (Tutor and/or SLT Link) • Internal interventions – via SLT Link and Alternative Curriculum Coordinator and/or SENCO • Alternative provision – via SLT and Alternative Curriculum Coordinator • Mediation • Change of provision/timetable (e.g. not accessing specific subject – remaining full time) • Reduced hour's provision (for consistent and sustained behaviours) • Suspension (period of 1 day to allow for provision to be reviewed and planned) 	<ul style="list-style-type: none"> • Parental meeting – assessment of need (tutor, SLT Link, SENCO and/or Head of School) • Change of timetable – reduced subject access (SLT Link, SENCO and Head of School) • Internal intervention (SLT Link, SENCO and Alternative Curriculum Coordinator) • Suspension (2 or more days to investigate event and/or assess whether school can meet need) • Reduced hours' provision – to support engagement (Via SLT Link & Alternative Curriculum Coordinator) • Alternative provision (Via SLT Link, Head of School & Alternative Curriculum Coordinator) • Emergency Annual Review – assessment of need and review of provision (Via SLT link and SENCO) • Permanent exclusion (Head teacher)
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** These examples are indicative and not exhaustive. Consequences for anti-social and/or inappropriate behaviours are carefully considered and take into account the individual's circumstances, mitigating factors and social, emotional and mental health needs or other learning challenges.*

***Use this document when meeting as a staff team to review behaviour, identify need and develop a support plan for the student**

The Multi-elements Model



IMPORTANT

Samuel Cody Recognition system

Parent & Carer
Information!

Students will now gain points during each lesson for their Cody Oaks Basics (TIK):

Time



Being on time and remaining in lesson

in lesson



Completing/attempting all tasks set

Kindness:



Showing respect to all others



Cody Oaks Basics

They will also be awarded points throughout the day for positive behaviours from the Code of Conduct.

Ready—Respectful—Safe

All positive behaviour will be logged and celebrated with students each week, term and year

Celebrations will support those students who have shown positive behaviour for long periods of time, but also those students who have made positive choices and are working hard to progress and improve their behaviour in the short term.

Points will be celebrated with treats and local visits, but also through building up points to buy items from the online shop!

How you can help!

- 1) Discuss the Cody Oaks Basics with your child and see what they have achieved that day
- 2) Celebrate their success at home!

Cody Oaks Code of Conduct		
Be Ready	Be Respectful	Be Safe
I hand my phones in	I look after school property	I make good choices
I am in my school uniform	I am kinder to others	I keep my hands to myself
I come inside when asked	I use appropriate language	I don't hurt other people
I listen to the teacher	I include others in activities	I am in the right place at the right time
I follow the classroom rules	I listen to others	I follow adult direction
I am ready to learn	I understand people's differences	I have made sense of home

Example of student analysis

