



Behaviour Parent Workshop

31st January 2024

Aims of the Session:

- Vision and Values
- Understanding the importance of relationships in behaviour management
- Clear expectations, protocols and routines for behaviour management
- Signposting of support for families

Vision and Values

- At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all.
- We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world.
- We encourage pupils to uphold the school values of respect, creativity, compassion, independence, co-operation and perseverance.

Vision and Values

At Coppice, we understand that all behaviour is communication.

Our behaviour management is (and has to be) rooted in positive relationships and an understanding of children's (and their families') SEMH needs.

Parent Survey – Autumn 2 2023

- 88% reported that their child was happy at school
- 90% reported that their child feels safe at school
- 82% believe the school makes sure its pupils are well behaved
- 76% reported that their child has not been bullied or that the school has dealt with bullying quickly and effectively

Who's responsibility is behaviour at Coppice?

Head Teacher?

Deputy?

Pupils?

Admin Staff?

Teachers?

Support staff?

Lunchtime staff?

Aims for Behaviour at Coppice Academy

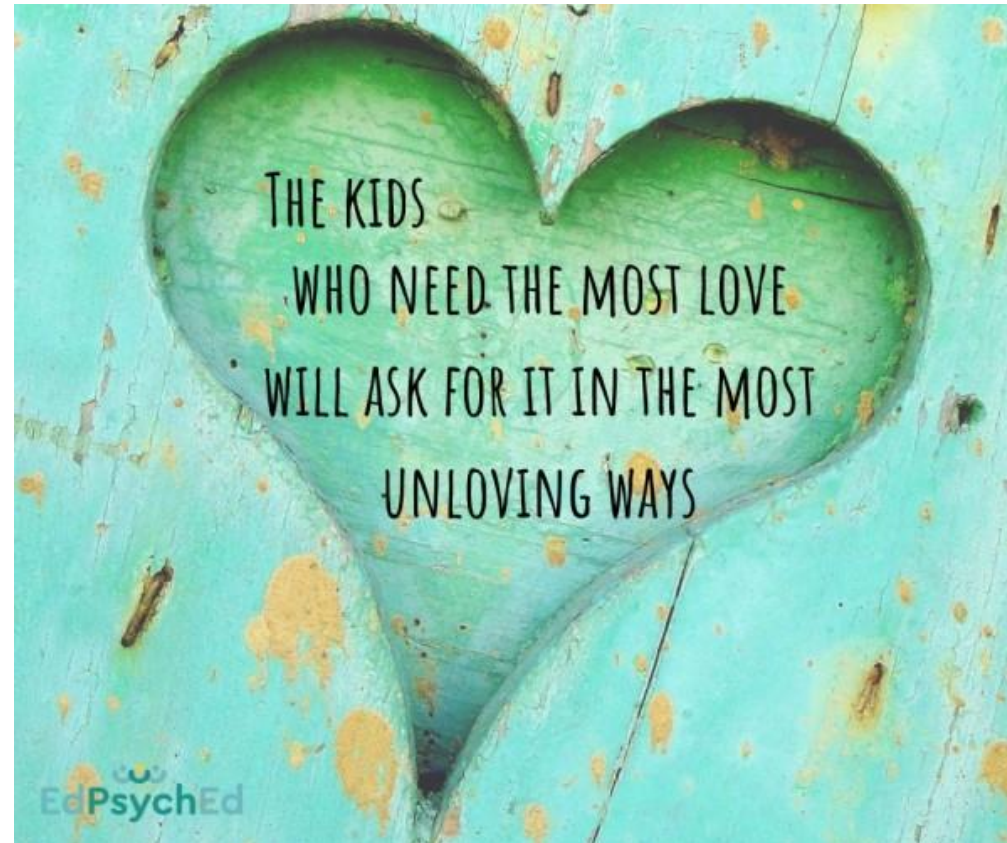
- To nurture positive, respectful relationships between all members of our school and wider community
- To create a calm, safe environment which ensures that all children have the opportunity to learn and succeed
- To model and maintain high standards of behaviour that reflect the values of our school
- To encourage our children to accept responsibility for their actions and understand the impact of their behaviour on others
- To improve children's understanding of unacceptable behaviour choices, including bullying and anti-decimation

Hattie (2009)

‘When students were asked about their best teachers, the common attributes were teachers who built relationships with students.’

Building Trusted Relationships

Establish – Maintain – Restore method (EMR)

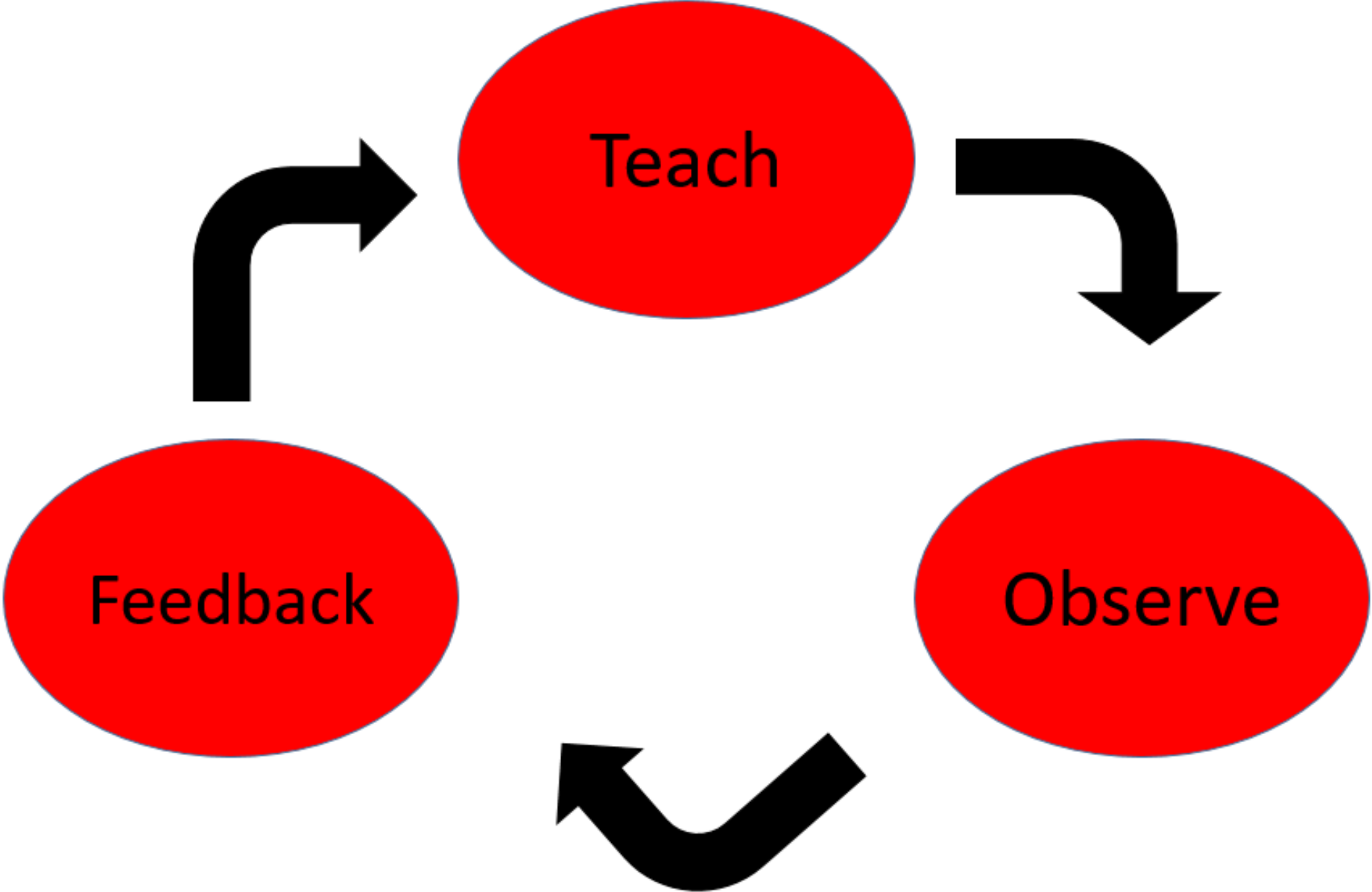


Building Trusted Relationships

Establish – teacher intentionally cultivates positive relationship with a pupil. E.g. Find out about their interests; ask about them; listen to them

Maintain – teacher ensures that these positive interactions are maintained over time. E.g. greet pupil each morning; special jobs; 5 -1 ratio of positive to negative interactions; relationship check-in.

Restore – teacher intentionally aims to repair any harm to the relationship if there has been a negative experience. E.g. Pupil/adult take responsibility for negative interaction; make empathetic statement; let go of previous incident; engage in mutual problem solving.



The Coppice Way



Principles of The Coppice Way:

- Positive “can do” attitude.
- Relationship focus
- High expectations of everybody
- Strong systems and processes
- Clear boundaries

Routines and Expectations

Coming into School

- Children greeted at the gate by a member of Coppice staff from 08:45am
- Eye contact, smile and say 'good morning' wait for the child to respond
- Child walks into school
- Child puts their bag in locker, hangs coat up on peg and walks straight to the classroom.
- Teacher greets child at the door positively e.g asking children how they are, if they had a good weekend, we are pleased to see them, let them know something exciting about the day ahead.
- Child does their SODA (Start Of the Day Activity)
- *Those children with a 'soft start' will have an individual plan*

Classroom

- Silence when the register is taken and lunches are ordered on screen
- Children put their hand up to speak, kind calling out or no hands up
- Insist on everyone listening when someone is speaking
- Good manners praised and expected
- Work stuck into books neatly
- Pencils are sharp, ready to use, equipment ready
- Pupil monitors for jobs, equipment looked after, classroom tidy
- Only equipment relevant to lesson available to the children
- Tables tidy at the end of each lesson

Corridors

- Keep to the left
- Walk in the corridors
- Toilet pass to be worn, only one child at a time to go to the toilet
- Children must ask to leave the classroom and be agreed with a member of staff

Assembly

- Teacher leads the class, walk from classroom to hall in silence in a line
- Music playing as the children enter the hall.
- Children stand until all in place, then teacher signals to the class to sit down. Teacher leaves promptly unless on assembly duty.
- Teacher leading assembly says ‘good morning everyone’ Children reply ‘good morning (teacher’s name) good morning everyone’
- Staff members on assembly duty sit on a chair at the side of the children.
- Class at a time are called, row by row to stand and lead out of the hall in silence to their classroom

Break-Time

- Children get their coat on
- Line up in the classroom
- Teacher leads them out to break-time
- Activity rotas for playground detail which classes are accessing what
- Tidying equipment away just before the end of break-time
- When the whistle sounds all stand still
- Teacher on duty calls a class at a time to line up
- Class teacher collects their class from the playground, leads the class back into school

Lunch-Time

- Teacher leads their class to the hall for lunch or to the playground
- Dining supervisors blow a whistle and hold sign to indicate which class is needed to line up for lunch
- Good manners insisted upon
- Sit down when eating using a knife and fork to eat
- Children clear away their plate, cutlery and any rubbish
- Lunchtime supervisors and sports coaches wear hi-vis jackets
- Lunchtime supervisor to feedback positives to classroom at the end of lunchtime and report any concerns/incidents to class teachers.

End of the Day

- Tidy classroom, belongings, equipment away, nothing left on the floor
- Chairs tucked under tables
- Stand behind the chair
- Wait for teacher to call name to line up
- Have a line leader
- Those children going to The Den be at the front of the line
- Line up, wait until all quiet before leading the class out to parents

Responding to Positive Behaviour Choices

- Class Dojo points
- Values Awards
- Lunchtime Superstar Reward tickets (to sit on special table at lunch-time)
- Praise Postcards
- Recognition from a member of SLT

Responding to Negative Behaviour Choices

- Verbal warning
- Thinking time
- Loss of break-time and/or lunch-times
- Internal exclusions with member of SLT
- External exclusions

| | Negative Behaviour Choices | Responses | | Possible Negative Behaviour Choices |
|---|---|---|--------|--|
| 1 | Someone chooses to behave in an unacceptable way | Verbal warning | Yellow | Not completing work Distracting others Ignoring instructions Answering back Shouting out |
| 2 | Someone chooses to behave in an unacceptable way again after a verbal warning | 2 minutes thinking time in a quiet area of the classroom away from other children. <u>2 minutes lost from break or lunch with Class Teacher</u> | | Orange |
| 3 | Someone chooses to behave in an unacceptable way again after 2 minutes thinking time | 5 minutes thinking time in a quiet area of the classroom away from other children <u>5 minutes lost from break or lunch with Class Teacher</u> | | |
| 4 | Someone chooses to behave in an unacceptable way again after 5 minutes thinking time | 10 minutes thinking time with Phase Lead with work to complete <u>10 minutes lost from break or lunch with Class Teacher</u> Parents spoken to at home-time by Class Teacher | Red | |
| 5 | Someone chooses to behave in an unacceptable way again after 10 minutes thinking time | 10 minutes thinking time with Deputy Head <u>All time lost from break or lunch with Deputy Head</u> Parents spoken to at home-time by SLT | | |

More Challenging Behaviours

- Recognition that the needs of some children have a significant impact on their behaviour and that the ‘universal’ behaviour management strategies are not effective.
- Children identified with high SEND/SEMH needs that have a significant impact on behaviour to have a Positive Intervention Plan (PIP) detailing likely behaviours, effective and non-effective strategies specific to each child.

Support for Families

- At Coppice Academy we value all members of our school community and appreciate the short-term and long-term challenges faced by some of our families
- We welcome communication from all parents and carers and we aim to support our families to the fullest extent that we are able to
- All interactions with school should be underpinned by mutual respect, trust and in the best interests of our children

Support for Families

We aim offer extensive support and signposting for our families, should there be a particular need or issue

Miss Doherty (Family Support Worker) communicates regularly and supports families with a plethora of areas of need

We can support with children's medical needs, meals, uniform, PE kits and many other areas if required

Here are some key pieces of information you may like to know...

Support for Families

- Communication with your child's class teachers via Class Dojo, phone or in person
- Communication with the School Office regarding your child
- Communication with Family Support Worker – Miss Doherty
- Communication with Senior Leadership – Mrs Green, Mr Smith or Mrs Lynch

Support for Families & Schools

Early Help

MASH



Solihull
Safeguarding
Children Partnership



NHS
Birmingham and Solihull
Mental Health
NHS Foundation Trust



Our **National Nurturing Schools Programme (NNSP)** helps staff develop and embed a nurturing culture and ethos throughout an educational setting; enhancing teaching and learning, and promoting SEMH outcomes for the whole school community. It focuses on pupils' emotional needs and development alongside their academic learning.

Participants are guided by experts who have extensive knowledge of nurture and its benefits and the ways it can best be implemented in school.

Educators are given a framework that they can then fit to their individual settings. This is not about signing up to an off-the-shelf training course, but about considering a school's core beliefs, the needs of its pupils, and its commitment to supporting them to achieve their very best.



**Solihull Parent
Carer Voice**

**SOLIHULL PARENT ADVICE AND
INFORMATION SERVICE**

Children and family support

Search our Family Information Service Directory for childcare, activities and support services, apply for early education funding, view information on parenting services, report a child at risk and find out how to become a foster carer.

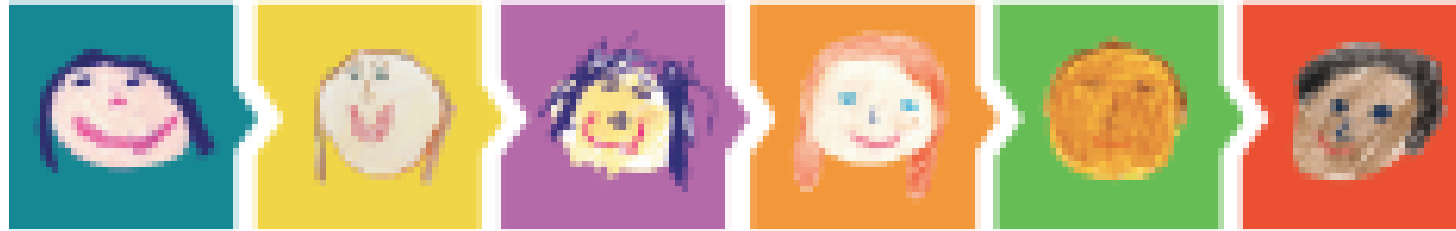
**Family Information Service
Directory**

Parenting support

Safeguarding children

<https://www.solihull.gov.uk/children-and-family-support>

UNDERSTANDING YOUR CHILD



S O L I H U L L A P P R O A C H

<https://solihullapproachparenting.com/>

Solihull Parenting Team



EMPOWERING
PARENTS
EMPOWERING
COMMUNITIES

BEING A PARENT GROUPS

Led by trained parent volunteers, the groups provide you with the tools to help manage challenging behaviour, improve communication, and build a positive relationship with your child.

The Being a Parent groups will be delivered both face-to-face and virtually, starting with a welcome session & then running weekly for a further 8 sessions:

| | | | |
|-----------|--|------------------|-------------------|
| Tuesday | Virtual via Microsoft Teams | 6pm – 7.30pm | 16/1/24 – 19/3/24 |
| Wednesday | Dickens Heath School (B90 1NA) | 9.30am – 11.30am | 17/1/24 – 20/3/24 |
| Thursday | Virtual via Microsoft Teams | 6pm – 7.30pm | 18/1/24 – 21/3/24 |
| Friday | Meriden Adventure Playground (B37 5TB) | 10am – 12pm | 19/1/24 – 22/3/23 |



UNDERSTANDING YOUR CHILD

Led by Solihull professionals, the group aims to help you to manage challenging behaviour and improve communication, as well as building and understanding your relationship with your child. The group target age is 4-11 years, delivered face-to-face for 10 sessions:



| | | | |
|----------|------------------------------------|------------------|-------------------|
| Monday | Castle Bromwich Juniors (B36 0HD) | 9.30am – 11.30am | 8/1/24 – 18/3/24 |
| Tuesday | Bishop Wilson Hub (B37 7TR) *TEEN* | 9.30am – 11.30am | 9/1/24 – 19/3/24 |
| Thursday | Valley Infant School (B92 9HQ) | 9.30am – 11.30am | 11/1/24 – 21/3/24 |

Book your place now, or find out more by contacting Solihull

Parenting Team at:

bsmhft.parenting@nhs.net

or book via the Eventbrite QR code below:



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Please take a QR code to scan and book a place



Thank you for your continued support