Coppice Primary School

Behaviour and Relationships Policy and Procedure

Respect, Kindness, Responsibility

Date	Review Date	Endorsed by	Link Governor
February 2026	February 2027	Board of Governors	Ike Sannie Lamptey

Note – Where this policy and any other school policy are not in alignment whichever was published most recently should be considered as the current guidance/expectation

Aspire, Believe, Achieve, Thrive











Policy last reviewed February 2026

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Article 3: All adults should do what is best for you Article 12: You have a right to be heard

Article 19: You have the right to be protected

Article 29: You should learn to respect your rights and the rights of others

Article 31: every pupil has the right to relax and play

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1. INTRODUCTION

At Coppice Primary School, the promotion of good behaviour is recognised to be a collective responsibility between parents, staff, the governing body, pupils and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Inclusion Policy /SEND Policy and Information Report
- Safeguarding and Pupil Protection Policy and Procedure
- Teaching & Learning Policy
- Parent Code of Conduct
- Attendance Policy

2. AIMS OF THIS POLICY

Pupils at Coppice Primary School learn best when they are safe and feel valued as part of the school community. This policy outlines how, with everyone working together, we can ensure pupils are able to achieve their full potential in a safe, orderly and caring environment.

We will promote a shared understanding of what is acceptable and unacceptable behaviour; by promoting good behaviour in order to build individual and collective esteem and encourage good citizenship, and self-discipline.

We also recognise that we all make mistakes from time to time, and whilst there may need to be consequences for our decisions no Pupil is inherently 'bad' or 'naughty', and every day should be a fresh start for pupils with the opportunity to make positive choices.

3. KEY PRINCIPLE – THE COPPICE CODE

In order to be effective, our school's expectations around behaviour need to be clear, concise, and consistent. To this end, we have developed 'The Coppice Code' – a set of expectations that encapsulates the values and rules of our school in a manner that is easily understood by pupils and readily communicated by staff. Importantly, The Coppice Code extends beyond pupils to encompass the entire school community, including staff and parents, fostering a shared commitment to excellence. Central to our approach is the provision of early support for developing problems, ensuring issues are addressed proactively. Discipline is upheld through a whole-school approach guided by a clearly defined code of conduct. At its core, our philosophy is a positive one, focused on drawing attention to and rewarding good behaviour while promoting mutual respect among all members of the school community.

At Coppice we respect our school's rules and each other's rights – this is The Coppice Code…



In addition, in the dinner hall we:

- **We use indoor voices and enjoy the music**
- **We enjoy the company sat at our table**

These eight expectations speak into every area of school life and encapsulate much about the sort of school we seek to be, this includes:

- Our commitment to being a 'Rights Respecting School'
- Our high expectations for the behaviour of pupils, staff and the wider community.
- Our desire for individuals to take responsibly for their actions
- Our commitment to managing behaviour positively – these are expectations that we work to meet, not rules we try to avoid breaking.
- Our understanding is that it is best to identify early, and offer support, where there may be developing problems.

4. IMPLEMENTATION OF THIS POLICY

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to pupils' varying needs will help to motivate pupils and promote self-esteem and confidence, leading to order and self-discipline.

'The Coppice Code' is used across the school, from EYFS to Year 6, and provides a consistent set of expectations and common language across the school and in every classroom. Effective implementation of these expectations then requires several facets:

Understanding and 'Buy-In' from Pupils:

- '**The Coppice Code'** is displayed prominently in all classrooms, along with 'Class Rights Respecting Charters' which are discussed, created and signed by all pupils at the beginning of the year. Each week two Pupils from each class are nominated as exemplary role models and are invited to the 'top table' (afternoon tea) with the Head of School.
- The '**Traffic Lights'** system (see below) is used in classrooms as a clear and consistent visual representation of behaviour, with green indicating positive behaviour, amber serving as a warning, and red signalling behaviour requiring intervention, promoting accountability and respect throughout the school community.

- The **'Star Chart'** system is used to individually reward Pupils for excellent work and effort in class. This recognised individual achievements.
- The "**Hearts for Learning**" system engages pupils by tracking and rewarding positive behaviour, encouraging active participation, and creating a sense of accountability and motivation within the school community. These hearts can be given as class to promote teamwork.
- The **'House point'** system allows for a broader sense of teamwork and collective achievement, fostering healthy competition and school spirit as pupils contribute to their house's overall success through positive behaviour and accomplishments.

Consistent Application and Recognition from Staff:

- Behaviour expectations are held uniformly by all staff - pupils can move around the school or be taught by different members of staff, however the expectations will remain the same.
- Staff will also be expected to follow the same set of expectations, and to model this to pupils
- Pupils who are following 'The Coppice Code' will be recognised and praised for doing so by staff across the school
- Staff are expected to reinforce and celebrate the school rules.
- Staff will also be expected to use the language of rules both inside and outside of the classroom.
- Staff will discharge their statutory duties through the implementation of this policy:
    - Teachers and paid staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
    - Under the Equality Act 2010, staff, pupils or parents/carers must not discriminate against, harass or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled pupils, this includes a duty to make reasonable adjustments to policies and practices

At Coppice we believe that the quality of teaching in the classroom can have a direct impact on behaviour and conduct within the classroom and beyond. Therefore, it is important that classroom staff:

- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Allow adequate time for tidying up.
- Make expectations clear to pupils and parents, when applicable.
- Share responsibilities between all pupils.
- Use eye contact, gestures, etc.
- Maintain a quiet, calm atmosphere.
- Encourage pupils to raise their hands rather than interrupt.
- Involve pupils in the organisation of systems wherever possible.
- Are positive e.g. use of 'please walk', rather than 'don't run'

Acceptance and Support from Parents

The school values its partnership with parents/carers and encourages involvement in all aspects of school life, including discipline and behaviour. Staff welcome early contact if parents have a concern about their pupil's behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

- All parents will be aware of 'The Coppice Code'. The language of these rules will be used by parents, pupils and staff alike.
- It is imperative that staff and parents have a unified approach to support pupils with behaviour and praising positive behaviour.
- This whole school approach will allow for a partnership that ensures consistency in promoting positive behaviour and mutual respect.

- Supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.

In all disciplinary actions it is essential the pupil knows that it is the behaviour which is unacceptable, not them as a person.

Clear Procedures and Recording/Reporting Arrangements

- The use of CPOMS allows for the documentation of incidents and tracking of behavioural progress in a central system.
- Parental meetings with class teachers and behaviour leads ensure open communication, providing an opportunity to discuss concerns and collaborate on appropriate solutions.
- Recording of incidents, meetings, and actions helps maintain comprehensive records that support effective behaviour management and decision-making.
- Reporting incidents offers valuable insight into a Pupil's behaviour and historical events, enabling staff to identify patterns and provide targeted support where needed.

5. ROLES AND RESPONSIBILITY OF THE PUPIL

At Coppice, there is an expectation that all pupils follow 'The Coppice Code':

- We Follow Instructions
- We speak kindly and with respect
- We use kind hands, kind feet and kind faces
- We look after our school and resources
- We try our best
- We take time to listen

We aim to encourage the pupils to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns, listen and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to a staff member's voice – first time every time.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.
- Show pride in the school that they go to.

The desired outcome is that pupils will be motivated and enthusiastic, taking a pride in themselves and our school.

UNACCEPTABLE BEHAVIOURS

The following behaviour is considered to be unacceptable:

- Distracting other pupils within the classroom
- Disrupting lessons
- Bullying (individual or group)
- Cyberbullying through electronic means. Cyberbullying which takes place out of school may also lead to sanctions within school
- Aggression towards pupils and adults
- Swearing and use of racist or homophobic language
- Rudeness and disrespect towards other pupils or adults
- Lying
- Spitting
- Stealing
- Damaging school property or the property of others through deliberate or irresponsible behaviour, or through lack of care

- Posting inappropriate or abusive comments on social networking sites.
- Physical violence towards pupils or adults

  (Please note – this list is not exhaustive, and the school reserves the right to identify and tackle other unacceptable behaviours as required. Some of these behaviours are also considered 'Red Line' behaviours (see below))

Red Line Behaviours

Some of our behaviours are known as 'Red Line' behaviours and at Coppice these behaviours result in a 'Strike'. The Red Line behaviours are:

Throwing or kicking property

Deliberately hurting others

Shouting and swearing

Using racist or homophobic language

If a Red Line behaviour occurs, then a *first* strike will be given to the pupil (see appendix I forguidanceof issuing astrike) and recorded against their name on the behaviour log. SLT will call home and inform the pupil's parents/carers about the incident. This will be followed up with a letter home to the family using the behaviour letter 1 template (see appendix F). A copy of the letter will be saved in the behaviour folder on the shared drive within the appropriate class folder and then within the individual pupils folder which will be identified using the Pupil's initials. The incident will be recorded onto CPOMs and a copy of the letter will be attached to the CPOMs entry. The class teacher and SST will be copied into the entry. Pupils in Key Stage 1 will miss 30 minutes of their lunchtime, complete a behaviour reflection, engage in a restorative conversation and sit quietly. Pupils in Key Stage 2 will miss all of their lunchtime, complete a behaviour reflection, engage in a restorative conversation and sit quietly. The class teacher and SST will be copied into the entry. This strike will remain next to the pupil's name for the remainder of the term in which it was given.

If another Red Line behaviour occurs then a *second* strike will be given to the pupil and it will be recorded against their name on the behaviour log. The member of SLT dealing with the incident will call home and invite the Pupil's family into school for a meeting to discuss the incident. Where possible the pupil's class teacher will also be invited to attend the meeting. The consequence for this behaviour will be discussed with the pupil's family. Pupils in Key Stage 1 will miss 30 minutes of their lunchtime for two days, complete a behaviour reflection on day 1, engage in a restorative conversation on day 1 and sit quietly. On day 2 they will write a letter of apology to anyone affected by their behaviour and sit quietly. Pupils in Key Stage 2 will miss all of their lunchtime for two days, complete a behaviour reflection on day 1, engage in a restorative conversation on day 1 and sit quietly. On day 2 they will write a letter of apology to anyone affected by their behaviour and sit quietly. **During this meeting the member of SLT will make it very clear to the family that any further occurrences of poor behaviour could lead to an internal exclusion.** This will be followed up with a letter home to the family using the behaviour letter 2 template (see appendix G). A copy of the letter will be saved in the behaviour folder on the shared drive within the appropriate class folder and then within the individual pupils folder which will be identified using the pupil's initials. The incident will be recorded onto CPOMs and a copy of the letter will be attached to the CPOMs entry. The class teacher and SST will be copied into the entry. This strike will remain next to the pupil's name for the remainder of the term in which it was given.

If there is a third occurrence of Red Line behaviour a third strike will be issued. The member of SLT dealing with the incident will call home and invite the Pupil's family into school for a meeting to discuss the incident with the Head of School. The consequence for receiving a *third* strike will be an internal exclusion for one day (the number of days may be altered depending on the severity of the incident in question). The details of this internal exclusion will be discussed during the meeting with the family. This will be followed up with a letter home to the family using the behaviour letter 3 template (see appendix H). A copy of the letter will be saved in the behaviour folder on the shared drive within the appropriate class folder and then within the individual pupil's folder which will be identified using the pupil's initials. The incident will be recorded onto CPOMs and a copy of the letter will be attached to the CPOMs entry. This strike will remain next to the pupil's name for the remainder of the term in which it was given. The pupil will remain with a member of SLT for break time and lunchtime for the number of days for the internal exclusion. The member of SLT will ensure the pupil is given regular supervised breaks throughout the day at a different time to their peers.

At the start of each term, Pupils will be given the opportunity for a fresh start and the logging of Strikes will start afresh from Strike 1. The CPOMS records will remain as part of a pupil's overall behaviour chronology. At the start of the autumn, spring and summer terms each pupil will start with a clear behaviour log. All pupils will be reminded about the expectations for behaviour at school. For all pupils with strikes recorded against their name for the previous term, a member of SLT or SST (Senior Safeguarding Team) will arrange a 1:1 conversation to reinforce the behaviour expectations and to reinforce the opportunity for a clean slate/ fresh chance in relation to reflecting on previous behaviour. Pupils will write a statement of commitment (appendix I) after deciding on an agreed area that they are going to focus on to encourage positive behaviour for the term ahead. This is added to their CPOMS record.

6. ROLES AND RESPONSBILITIES OF STAFF

The school expects all staff to model positive behaviours that promote a productive and supportive environment for all members of the school community. Below are the expectations for staff:

- **Modelling Positive Behaviour**
  - Follow all school rules consistently.
  - Demonstrate respectful and professional communication with others.
  - Treat all individuals with kindness, respect, and consideration.
  - Respect the school environment and work towards maintaining its cleanliness and order.
  - Display a positive attitude toward learning and encourage the same in pupils.
  - Ensure safe and respectful movement around the school premises.
- **Encouraging Expected Behaviour in Pupils**
  - Act as role models for appropriate behaviour.
  - Remind students of the expectations for behaviour when transitioning between classrooms, especially during movement around the school (e.g., walking quietly in single file).
  - Offer positive reinforcement when students demonstrate correct behaviour.
  - Utilise the school's reward systems to recognise both academic and non-academic achievements and effort.
  - Reinforce key values such as having high aspirations of ourselves and others, believing in ourselves and others, achieving our personal best and enabling everyone to thrive.
  - Praise individuals, groups, or entire classes when appropriate to acknowledge good behaviour and achievements.
- **Maintaining the Classroom Environment**
  - Ensure that the classroom is accessible to all students, accommodating diverse needs.
  - Foster an inclusive learning environment where every student feels supported.
- **Parental and Community Engagement**
  - Actively support parental involvement by encouraging communication and participation in school events and activities.
  - Remind parents of their valuable role in supporting their Pupils's education.
- **Collaboration with External Support**
  - Collaborate with outside agencies when necessary to meet the specific needs of students, in consultation with the Special Needs Coordinator or Inclusion Leader.
- **Promoting Positive Behaviour through School Values**
  - Refer to and promote The Coppice Code when discussing behaviour and expectations with students.

By consistently adhering to these guidelines, staff contribute to creating a nurturing, respectful, and inclusive school environment that supports the well-being and development of all students.

7. RECOGNISING AND REWARDING POSITIVE BEHAVIOURS

The use of The Coppice Code, Traffic lights, Hearts for Learning, Star Chart and House Points are all in place across the whole school and pupils know about them. They are discussed throughout the year both in and out of the classroom and in assemblies.

House Points are given when pupils go above and beyond expectations. Pupils can be awarded these individually or as a class. Stars are rewarded for outstanding work, as set out below:

Individually pupils can be awarded house points for:

- Helping others to succeed
- Including others in the playground
- Setting an example for others

- Standing up for others
- Showing good manners

Classes as a whole can be awarded Hearts for:

- Whole class focused & on task
- Whole class walking quietly
- Whole classroom tidy and organised
- Whole class collaborative learning

Rewards **will not** be removed from a pupil once earnt, regardless of subsequent behaviour.

Pupils are able to get as many rewards as they can during the day and they will keep accumulating throughout the school year.

Pupils will also be able to get badges and certificates for meeting different milestones on the Star Chart (For example: Achieving 10 Stars = green star award)

House Points are collected throughout the year and celebrated each week in assembly. The house with the most points will receive a reward at the end of the term (for example a pizza party, film afternoon or sports afternoon).

Additionally, as pupils acquire Star Awards, they are able to choose rewards for achieving significant milestones *(e.g. reach 20 stars = choose a friend to sit next to for the day).* These "milestone rewards" are chosen by the pupils and include:

Star Chart Rewards Chart	
10	Bring/Borrow a cushion for the day
20	Sit next to a friend for a day
30	Wear your own clothes to school
40	Extra half hour playtime*
50	Entered into the Head of School's Award and Movie & Munch*

**when 20 or more Pupils have achieved*

Note – rewards may be amended, as the school requires/sees fit over time.

8. RECOGNISING AND RESPONDING TO NEGATIVE BEHAVIOURS

This stage of the policy relates to pupils whose behaviour is disrupting the learning of the class or individual pupils around them. This also responds to pupils who are struggling to do the right thing in the playground at both playtime and lunchtime.

The school follows a staged approach, knowns as the 'Traffic Light System', it is designed to give pupils time to reflect and modify their behaviour before moving onto the next stage (see below the for different stages).

Please see Appendix C which shows a full breakdown of how we support pupils showing inappropriate behaviours with our Traffic light system and behaviour thresholds.

We expect all parents to fully support the school when working with a pupil who is behaving inappropriately or displaying challenging behaviour.

Sanctions

Teachers can discipline pupils whose conduct falls below the standard, which is reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.

To be lawful, the sanctions must satisfy the following three conditions:

1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Executive Headteacher (see Appendix A)

2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff;

3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable and proportionate in all the circumstances.

Sanctions for poor behaviour at Coppice Primary School could include:

- Withdrawal of privilege relative to misbehaviour (e.g. representing the school at an external event)
- Playtime / lunchtime time out/ Behaviour Reflection
- Parents informed and involved in the behaviour management process
- Time out (e.g. outside the classroom under supervision, another group, another class)
- Time In (e.g. being required to remain alongside a member of staff during an outdoor or otherwise 'active' activity)
- Pupil to sit by a member of staff
- Verbal or written apology
- Repetition of an unsatisfactory task.
- Pupil to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the pupil and misbehaviour e.g. within the group, individually
- Work to be completed in the pupil's own time or at home.
- Referral to a member of the Senior Leadership Team

Under no circumstances should a pupil be told to stand or sit outside the classroom in the corridor unattended or made to face a wall.

Our belief is that 'Every day is a fresh day', and so staff should not be making reference to prior consequences or sanctions given to pupils for past poor behaviour without good reason.

9. EXCLUSIONS

See Appendix D for a breakdown of the types of exclusions used at Coppice Primary School, and the bases on which they are assigned.

If the Executive Head teacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion.

The Executive Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal.

The Executive Headteacher informs the Governing Body about any fixed term or permanent exclusions.

Exclusions will be carried out in accordance with London Borough of Redbridge policy and Governors' directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher. It has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to investigate an exclusion, they will consider the circumstances in which

the pupil was excluded, any representation by parents and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Where requested by a parent, the Local Authority will arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.

The Local Authority will also appoint a special educational needs expert to advise the panel, where requested by a parent.
The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

10. PASTORAL SUPPORT AND RESTORATIVE JUSTICE

The support, guidance and care provided to promote personal development and well-being is provided through all staff including: teachers, support staff and the Inclusion Team. Pastoral guidance for pupils is provided through the school's Senior Safeguarding Team during the Senior Safeguarding Team Meetings.

The pupils are supported through the pastoral provision regarding issues such as: emotional well-being, how to be a good friend, anti-bullying; anger management, self-esteem, as well as explaining how pupils can access help. The quality of the information and individual guidance provided helps pupils make the best choices.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether provision is in place to support SEN or disability that a pupil may have. Senior Leaders should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Whole School Regulation Strategies
At Coppice, we understand that we can all, at times, feel overwhelmed. To support our pupils's wellbeing we teach them four Regulation Strategies across the school year and, when needed, remind the pupils that they have these strategies in their Wellbeing Toolkit.

The strategies are:

1. Blowing out 10 candles – Pupils put up their 10 fingers (candles) and take a deep breath and individually blow out each candle. As they blow out a candle, they put the corresponding finger down.
2. 5 finger breathing – Pupils hold up their hand and with their index finger on the opposite hand trace the outline of their hand, breathing in as they move up a finger and breathing out as they move down a finger counting in for 5 and out for 5 as they go.
3. The 5, 4, 3, 2, 1 Grounding Method – Pupils identify five things they can see, four they can touch, three they can hear, two they can smell, and one they can taste
4. Doodling – Pupils take a whiteboard and pen or pen and paper and draw repeated swirls without lifting their pen

Positive play and Chill Out

Positive play is used to teach pupils in KS1 how to develop the skills to play with others; build friendships; turn-taking and listening to others, in KS2 we refer to this as Chill Out. Pupils are identified by the inclusion team and class teacher. The first few sessions are in a quiet room, playing games with a chosen friend to work on the different social skills. Over time, the pupil can choose to take their positive play session outside in the playground, where they start to develop their social skills in a different setting.

Restorative Justice

An incident is very rarely clear-cut, and often has to be investigated by a member of staff. It is important that this is done fairly and thoroughly:

- Everyone needs to be calm and ready to listen. ('Are you calm and ready to solve your problem?')
- Everyone needs to be honest.
- Everyone needs to take responsibility for their own decisions and actions.
- Everyone needs to take a turn to talk with the adult about what happened.
- Everyone must understand that it is the behaviour that is unacceptable, not the pupil.
- Sanctions must be clear and explained to the pupil who has behaved inappropriately.
- Discussions between the school and parents, involving the pupil where appropriate.

We recognise that at times, managing certain pupils can be challenging, and incidents can escalate. It is important that restorative activities happen after incidents. These conversations don't always need to be verbal—sometimes a story, a set of widjits, an appropriate hug, or some calming time can be just as effective. It's important that we, as staff take time to restore relationships after difficult situations, both for staff and the pupils.

11. CONFISCATION OF INAPPROPRIATE ITEMS

Members of staff will confiscate a pupil's property if it is dangerous or an item of value.

Power to search without consent for "prohibited items" including:

- Stolen items
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in this policy as an item which may be searched for (See Appendix B)

Searches will be conducted with another member of staff in attendance, and where possible with a member of the school's senior leadership being informed (though we accept that this will not always be practical). Where appropriate the school will endeavour to contact parents first and inform them of the search, however parental consent is not required.

Where appropriate, pupils will be asked to turn out their own bags/pockets, however if it not deemed safe to do so staff will carry out the search themselves.

12. USE OF REASONABLE FORCE & POSITIVE HANDLING

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- Prevent a pupil leaving the classroom/school site where allowing the pupil to leave would risk their safety
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves or others through physical outbursts.
- Prevent a pupil's behaviour having a significant impact upon the learning of others.
- Fulfil an individual pupil's risk assessment/behaviour plan, where positive handling is an identified strategy.

Prevention & De-escalation:

The school will only use retrain/use of force where other approaches to de-escalate and/or manage a situation have either failed or will not take effect swiftly enough to avoid injury/significant disruption to others. Staff will be familiar with and should try to deploy the following approaches before force or restraint is used:

- Calm the situation
    - Maintain a calm, neutral tone of voice.
    - Use simple, clear instructions.
    - Avoid confrontation, sarcasm, or raised voices.
    - Reduce verbal demands where appropriate.
    - Model self-regulation and calm behaviour.
- Provide Space & Time
    - Allow processing time after giving instructions.
    - Provide access to a calm space (where the pupil is free to leave).
    - Reduce audience by discreetly moving peers away if safe to do so.
- Give Choice and Control
    - Offer limited, structured choices (e.g. "Would you like to sit here or here?").
    - Break tasks into smaller, manageable steps.
    - Use "when/then" language (e.g. "When you finish this sentence, then you can…").
- Emotional Support and Regulation
    - Acknowledge feelings without judgement (e.g. "I can see you're feeling frustrated.").
    - Use co-regulation strategies (breathing exercises, counting, grounding techniques).
    - Encourage use of agreed regulation tools (sensory items, calm cards, visual prompts).
    - Provide reassurance and positive reinforcement for small steps towards calm.
- Distraction and Redirection
    - Redirect to a preferred or calming activity.
    - Introduce humour (carefully and appropriately).
    - Provide a purposeful job or responsibility to shift focus.

Positive Handling

If a pupil is distressed and putting themselves and/or anybody else at risk it may be necessary to restrain a pupil to manage the situation. All such cases are recorded and reported to families. If there are regular occurrences by the same individual, a strategy meeting will be arranged and a separate risk assessment will be formed. It is possible that a Pastoral Support Programme (PSP) may also be implemented to further support that pupil.

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

Subject to the school's behaviour policy, the teacher may discipline a pupil for

Any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or

- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The school will always have a number of staff who have been specifically trained in the use of 'positive handling', and where its use is deemed likely, systems will be set up to ensure that they are on hand to carry this out. However, not every situation can be planned for or anticipated, and all staff have the permission to use reasonable force or positively handle a Pupil in the interest of ensuring their safety or safety of others.

Please see Appendix E for further guidance on the use of physical restraint or force

13. USE OF SECLUSION

What is seclusion?

Seclusion is the supervised separation and isolation of a pupil from others, where the pupil is prevented from leaving. It is a form of restrictive intervention.

Seclusion differs from other forms of behaviour support such as "time out". Time out involves a pupil choosing, or being directed, to take time away in a calm space but where they are not prevented from leaving. Seclusion, by contrast, involves the pupil being kept apart from others and not free to leave.

Seclusion will never be used as a punishment, as a sanction for non-compliance, or as a means of enforcing school rules. It will only ever be considered in circumstances where it is necessary to prevent a pupil from causing serious harm to themselves or others.

When Seclusion May be Used

Seclusion may only be used:

- To prevent serious injury to the pupil or to others.
- Where there is an immediate and significant risk of harm.
- When other de-escalation strategies have been attempted and have failed, or are not appropriate due to the urgency of the situation.
- As a last resort and for the shortest time necessary.

Seclusion will not be used solely because of:

- Disruptive behaviour.
- Refusal to follow instructions.
- Damage to property (unless this presents a serious risk of harm).
- Verbal aggression alone, unless accompanied by a risk of serious harm.

How Seclusion will be managed

Where seclusion is deemed necessary:

- The pupil will be continuously supervised by a member of staff.
- The pupil's physical and emotional wellbeing will be monitored throughout.
- The seclusion will end as soon as it is safe to do so.
- The environment used will be safe, proportionate, and appropriate to the age and needs of the pupil.
- The dignity of the pupil will be maintained at all times.

Staff will always seek to use de-escalation techniques and supportive strategies before considering seclusion.

Please see Appendix F for further guidance on the use of Seclusion

14. ADAPTATIONS TO THIS POLICY FOR PUPILS WITH SEN OR IDENTIFED NEEDS

At Coppice Primary School we recognise that not all pupils are the same, and that some pupils may have different or unique learning and/or emotional needs. This policy may therefore be applied differently to pupils with identified special needs in order to accommodate this. Pupils with special needs may face challenges in processing social cues, managing emotions, or adapting to certain expectations, which can influence their behaviours in ways that are outside their control. A flexible, individualised approach allows for adjustments in how expectations are communicated, how support is provided, and how consequences are applied.

Adaptations may include (but not be restricted to) a 'relaxing' of expectations for those pupils not judged able to understand/follow the school's expectations due to their level of need, and modification of consequences for poor behaviour for those pupils judged not to be able to understand/engage meaningfully with them.

Where required, pupils with identified needs will have bespoke behaviour plans and approaches designed and put into place to meet their specific needs. However, whilst adaptations may be made, the school will still retain high expectations for such pupils at the level at which they can manage - the goal of adjusting our behaviour policy is not only to support the pupils' development, but also to foster an inclusive environment that promotes positive behaviour and learning for all students.

14. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

Appendix A - List of staff and others with authority to discipline/sanction pupils

At Coppice Primary School the following have both the responsibility and authority to discipline and sanction pupils in line with this policy:

- All directly employed school staff
  (This includes Teachers, LSAs, Midday Assistants, Admin and Site Staff, and anyone else who works directly for the school)

- Supply Staff (subject to having being given and having read the supply staff guidance)
  (This includes supply Teachers, LSAs, Sports Coaches, Midday Assistants, Admin and Site Staff any anyone else contracted via a supply agency to cover a pupil facing role within the school)

- Adult Volunteers and Student Teachers (subject to having completed their school inductions)

- Cross-Federation Staff
  (This includes all staff working within the school who are employed by another school in the federation, or by the federation itself)

- Contracted staff with pupils facing roles (subject to having completed their school inductions)
  (This includes staff such as language therapists, school councillors, sports coaches etc)

The school also expects all other visitors to the school, including wider professionals (e.g. social workers, school nurses etc) to conduct themselves professionally and to follow and model 'The Coppice Code', and to take appropriate action (such as informing any of the above) where they see behaviour that falls below the school's expectations.

(Please note – not all staff have the authority to offer every consequence/sanction listed in this policy – see Appendix D for more information)

Appendix B - List of banned items/items which may be searched for

Pupils are banned from bringing any of the following items into the school:

- ***Weapons****: Knives, guns, and any other sharp or dangerous objects.*
- ***Illegal Drugs****: Controlled substances, including recreational drugs and other illicit materials.*
- ***Medicines:*** *Pupils should not be in possession of any prescription or non-prescription medicines. These should be handed into the school office by parents*
- ***Alcohol****: Any form of alcoholic beverage or substance.*
- ***Vaping Devices****: E-cigarettes and vape pens.*
- ***Tobacco Products****: Cigarettes, cigars, and tobacco.*
- ***Fireworks or Explosives****: Any items that pose a risk of fire or explosion.*
- ***Pornographic Material****: Any explicit or inappropriate content, whether it be in the form of physical or digital media*
- ***Aerosol Cans****: Deodorants or other sprays that could be used inappropriately or cause harm.*
- ***Sharp Objects****: Scissors, tools, or anything that could be used to cause harm.*
- ***Matches or Lighters****: Anything that could be used to start a fire.*
- ***Energy Drinks****: High-caffeine or high-sugar drinks.*
- ***Large Amounts of Money or Valuables****: Items that may encourage theft or distraction, this includes trading cards and other collectables*
- ***Electronic Devices****: With the exception of 'non-smart' watches (please note – all pupil mobile phones should be handed in to class teachers during morning registration and will be returned at the end of the day)*
- ***Bullying Equipment****: Items used for bullying, such as harmful materials or objects for pranking.*

APPENDIX C - The Traffic Light System

A warning look /short verbal reminder of expected behaviour should be given to pupils before reference to or use of the Traffic Light system is made. Staff should work hard to ensure that this is a brief as possible, and should be phrased as a clear instruction/expectation, not a question
*e.g. "Listening well please *pupil name**"*



Stage 1 – Verbal warnings of consequences should be given if behaviour persists. At this stage the pupil chooses the next step (i.e. appropriate or inappropriate). Pupils should also be reminded of how their behaviours impact on learning
*e.g. "*Pupil name*, if you're not going to listen well, then I will have to move your name down to amber. Not listening well means you will struggle in your independent task in a few minutes"*



Stage 2 - If the behaviour persists the pupil will be moved down 'Amber' – this is their final warning, and this should be made clear.
*e.g. "*Pupil name*, you are still not listening well, I'm going to move your name down to amber. This is your final warning"*
From this point onwards the teacher should be looking for reasons (i.e. a change in behaviour/more positive choices) to move the pupil back up to 'Green', reinforcing this with brief verbal praise if achieved.
*e.g. "Well done*Pupil name*, I can see that you're listening well now and am going to place you back on green"*



Stage 3 – If the behaviour continues the pupil will be moved down to 'Red' and sent for **time out in Partner Class for a period of 5mins**. This is to reflect on how their behaviour is affecting both their learning, and that of other pupils.
Once the Pupil returns to their classroom their name should be moved from 'Red' back to 'Green', and a brief reminder of why they were sent for time out should be given – this should be done discreetly, not publicly.
*e.g. Welcome back *pupil name*, you were sent out for not listening well, I hope that you're going to try harder now so that your learning isn't affected any further, let's try and stay on green now"*



Stage 4 - If the behaviour continues after the pupil returns from time out in a partner class and they are again moved down to 'Red' following the same processes as set out above, the pupil will be sent for timeout with either their phase leader or a member of SLT. The pupil will be asked to complete a reflect and reset form to reflect on the impact of their choices.



Stage 5 – Where a pupil has been sent for time out with either their phase leader or a member of SLT this will trigger a behaviour meeting/conversation between the class teacher and the pupil's parents'. Where possible, the phase leader or member of SLT should attend this meeting alongside the class teacher. The CT will add a log to CPOMS under the main category of behaviour and chose a subcategory that best matches the behaviour demonstrated by the pupil.

Extreme behaviours will be escalated straight to SLT. The Pupil may then have a managed lunchtime or appropriate consequence, such as a behaviour reflection or a strike.

At Coppice, we do not use 'shame' as a behaviour management tool, as such whilst the traffic light system is intended to be used publicly within the classroom, this should be done in ways that do not seek to embarrass pupils in front of their peers.

- Only the teacher should move the names on the chart – pupils should not be told to go and move their own names, or the names of others
- Teachers should not make comments about how regularly a pupil is being moved down the traffic light chart

The school will provide a timetable of partner classes to which pupils who reach 'Red' can be sent for each class – this will usually include one other class in the same phase (as first choice) and one in a different phase (as second choice) if the in-phase class is not available for some reason. There will also be a timetable, which sets out which member of SLT is on behaviour duty for the purposes of timeout with SLT.

APPENDIX D - List of behaviour procedures, consequences and thresholds (including exclusions)

Traffic Lights	
Purpose & Guidance	• Used to manage in class behaviours – pupils might be 'moved down' for: - Effort - Poor Concentration - Calling out - Making the wrong choices - Distracting Others • Teacher should give a clear warning prior to each 'move down' to try and avert this • Teacher should look to move pupils 'back up' as proactively as possible in order to promote positive behaviours *Note: This should be discrete and not in front of the whole class.*
Thresholds & Consequences	• Pupils should be given a warning look, verbal reminder of expected behaviour as well as a verbal warning of consequences for poor behaviour before being moved to amber • When moving down to amber pupils have been given 2 reminders • At this point staff should be working with the pupil to move back to green • Another final reminder and the pupil is moved to red: Upon reaching 'Red' pupils should be sent for a 5-minute time out in a partner class • Class teacher should record this on CPOMS under the main behaviour category and the subcategory of time out in partner class
Recording & informing	• Teachers should record repeated low level behaviour on CPOMS using the behaviour category and the subcategory low level behaviour • When a pupil has received time out with the phase leader or a member of SLT, the class teacher should record the incident on CPOMs under the main behaviour category and chose the sub category time out with phase leader/ SLT • A meeting will be held between the class teacher and parent of the pupil and where possible the phase leader or member of SLT will also attend the meeting • The class teacher should keep a brief record of the meeting with the parent and record this as an action to the behaviour incident logged on CPOMs

Timeout – Partner Class	
Purpose & Guidance	• Used as 'step up' from Traffic Light system so pupils see a clear consequence for repeated low-level behaviour • Pupils should be sent (with an adult if necessary) to one of two identified partner classrooms to complete a timeout for five minutes. If there is a supply teacher in that class there will be an additional class that the pupil can be sent too. This will be within their phase. No pupil should be sent to any class at random. • Upon returning to their classroom pupils should quietly be welcomed back with a reminder given as to why they were sent out
Thresholds & Consequences	• Within a Week - 2x in a week = class teacher to make SST aware. SST to log pupil on behaviour reflection log. Pupil to complete 10 minutes behaviour reflection at lunchtime, completing behaviour form. SST to record on CPOMs under behaviour reflection category, reflection sheet to be scanned and uploaded. - 3x in a week = class teacher to make SST aware. SST to log pupil on behaviour reflection log. Pupil to complete 15 minutes behaviour reflection at lunchtime, completing behaviour form. SST to record on CPOMs under behaviour reflection category, reflection sheet to be scanned and uploaded and a copy to be sent home to parents via parentmail. Behaviour Lead and class teacher to arrange parent meeting with the minutes of the meeting being added as an action to the CPOM log.

Recording & Informing	• Parents should be told at the end of the day by their Class Teacher if a pupil has been sent for time out that day *(Please check with SST if this involves an 'Monitoring' pupil)* • Time Out should be recorded on CPOMs by Class Teacher (Including that parents were informed) • SST will update the behaviour reflection log and update CPOMs after pupils have completed behaviour reflection using the behaviour reflection category

Time Alongside – Used Outdoors/On Trips	
Purpose & Guidance	• Used as a low-level consequence for pupils who are not displaying the right behaviours and/or attitudes in the playground/outside of the classroom. • Pupils will be told to remain alongside a member of staff (rather than joining in with their friends) for an appropriate amount of time. This may be for just a few minutes for low-level issues, but may extend to the end of the session in the event of a more serious breach of the school's expectations. • Where possible a verbal warning should be given prior to use of 'Time Alongside' to try and redirect pupils towards making the right choices. *(However, the school acknowledges that this is not always possible in the specific context in which Time In is used, and so is not mandatory)*
Thresholds & Consequences	• Where the behaviour shown falls significantly short of the school's expectations the pupil's class teacher should be told at the end of the session. • Should a pupil be placed in Time Alongside twice during the same session then the member of SLT on support duty should be informed, and may decide to escalate the consequence to a behaviour reflection. • Should a pupil require being placed on Time Alongside several times within a week then the behaviour lead should be informed, and may decide to escalate the consequence to a behaviour reflection.

Kept In at Breaktime	
Purpose & Guidance	• Pupils may be kept in at breaktime where they have not completed their assigned work due to lack of effort. • Pupils should not be kept in for more than half of the allocated break time – whilst this may not be enough time for them to complete their work, it will serve to reinforce the school expectation that we try out best.
Thresholds & Consequences	• Pupils should not be kept in a breaktime because they found their work hard or simply ran out of time, only in those cases where despite repeated warnings/reminders a lack of focus of effort resulted in them not completing as much work as they could or should have. • Where a pupil is regularly being kept in a break time, the class teacher should raise this with parents and discuss. It may also be relevant to raise initial concerns with the school SENDCo. • Where these behaviours persist over an extended period, the class teacher and behaviour lead may choose to invite parents in for a formal meeting to discuss strategies moving forward, and this may result in a behaviour plan being put into place.
Recording & Informing	• Parents should be told at the end of the day by their Class Teacher if a pupil was kept in a breaktime that day *(Please check with SST if this involves a 'Monitoring' pupil)* • Being kept in at breaktime does not need to be specifically recorded, though if repeated instances (2 or more times in a week) occur, then a formal meeting with parents should be held with the class teacher and behaviour lead and this should be recorded on CPOMS under Parent Contact

Behaviour Reflection	
Purpose & Guidance	• Used as the first SLT Level Behaviour Process – this may be issued for - Repeated 'Partner Class Timeout' (See Above) - Significant Behaviour Incidents - Swearing or Foul Language - Hitting or Fighting - Deliberate Unkindness - Damaging Property - Refusal to engage *(Link to school rules)* • Teachers may suggest a behaviour meets the threshold for Behaviour Reflection, however all Behaviour Reflection decisions will be confirmed by a member of SLT **(Teachers should not tell pupils this is the consequence until it is confirmed)** • Pupils will different amounts of their lunchbreak indoors with a member of SLT dependent on the incident that led to the behaviour reflection - this time is used to reflect upon and discuss the incident that led to the behaviour reflection being issued and the pupil will complete an age/ability appropriate Behaviour Reflection sheet for this purpose. • Behaviour Reflection Sheets should seek to help pupils explore and understand which school rules/expectations they did not meet, what the reasons for this were and what choices they might make next time in order to avoid this. SST will take responsibility for scanning any behaviour reflection sheets onto CPOMS and link these with the pupil
Thresholds & Consequences	• Within a Half Term - 6 times in a term = SLT/Parent Meeting • Refusal to attend - Depending on the needs of the pupils and the reasons for attendance at behaviour reflection. The Pupil may get: 1) A chance to attend Behaviour Reflection the next day 2) Parent Meeting (SLT) – opportunity to attend next day 3) Behaviour Plan In severe cases where all the above options have been exhausted the pupil may receive an external exclusion for 1 day.
Recording & Informing	• Behaviour Reflection sheets should be recorded and scanned on CPOMs by SST • Parents should be told at the end of the day by their Class Teacher if a pupil has completed a Behaviour Reflection
Managed Timetable	
Purpose & Guidance	• Put in place for pupils who are struggling to manage during unstructured times – predominantly used where there are ongoing behavioural incidents at either break or lunchtime. • The aim is for pupils to 'earn' their way back into the playground by completing increasing amounts of time outdoors, building up the capacity/resilience to manage. The time they are not outside is spent with a member of staff – this is not a 'punishment' and so they can be engaged in a range of activities during this time including; turn taking games, social skills activities, reading and drawing. • Pupils will normally earn time back in 10 minutes increments (however this will be at the discretion of SLT), and on the first day will remain inside for the entirety of their lunchbreak *(They will still be given a 'fresh air' break under the supervision of staff towards the end of Lunchtime)* • Pupils will still get outside time however this will be in a different area of the school to their peers.

Thresholds & Consequences	• If whilst on a managed timetable a pupil's behaviour at break/lunchtime again meets the threshold for Behaviour Reflection they will begin the managed timetable process again the following day, starting with 0 minutes outdoors. • If a managed timetable does not help in improving behaviours then the senior leadership team will discuss and/or seek advice (this may include seeking support from the LBR Behaviour Team and/or SEATTs)
Recording & Informing	• Where a managed timetable is put into place parents will be informed and this will be recorded on CPOMs under 'Managed Timetable' – both the start date and end date (once reached) should be recorded, along with any pertinent notes *(e.g. further issues whilst under a managed timetable)*

Behaviour Plan	
Purpose & Guidance	• Put in place for pupils who are struggling to manage during class time • The aim is to put into place a clear plan and strategies for managing a pupil's behaviour – this may include any of the following: - Personalised targets and rewards/consequences - Personalised timetable *(including movement breaks, reward times etc)* - In class reward charts and/or stickers - Home/School Communication Books • Pupils on a personalised behaviour plan may no longer follow the school's usual processes (e.g. Traffic Lights, Time Out etc) – if this is the case the plan will make clear what processes they should be following instead. • Personal Behaviour Plans are intended to be short term, and should be removed once pupils are managing better in class (though may be reinstated if required)
Thresholds & Consequences	• If a personalised behaviour plan does not help in improving behaviours, then the senior leadership team will discuss and/or seek advice (this may include seeking support from the LBR Behaviour Team and/or SEATTs)
Recording & Informing	• Personalised timetables will be discussed with both the SENDCo and SST – A meeting with all staff working with the pupil will then be arranged to create the managed timetable. There should also be a behaviour chronology linked to this behaviour plan. • Where a personalised behaviour plan is put into place parents will be informed and this will be recorded on CPOMs under 'Behaviour Plan – both the start date and end date (once reached) should be recorded, a copy of the plan uploaded, along with any pertinent notes that arise during the time the plan is in place. • If a home/school communication book has been put into place the class teacher should fill this out at the end of each day with brief notes *(please note – they may be occasionally days where this does not happen due to cover of unforeseen changes/events)*

Internal Exclusion	
Purpose & Guidance	• An Internal Exclusion will be issued where a significant or repeated breach of the school's rules or expectations has occurred. This may include *(but is not limited to)*: - Escalation from Behaviour Reflection (See Above) - Theft or Deliberate Damaging of Property - Repeated or Serious Bullying Incidents - Repeated or Serious Racist Incidents - Repeated or Serious Homophobic Incidents - Repeated or Serious Physical or Verbal Incidents - Deliberate and serious disruption of the school day *(e.g. deliberately setting off fire alarms)* • The decision to Internally Exclude a pupil will be made by the Head of School.

	• Internal Exclusions will usually last for either 1 or 2 days, however the duration will ultimately be at the Head of School's discretion. • Pupils who are Internally Excluded will spend the day in school alongside a member of SLT or SST and continue with their work, however they will be kept away from their peers. This will include: - Entering and Exiting the School via the School Office accompanied by parents/carers *(No independent traveling)* - Not going outside at Breaktime or Lunchtime *(Though 'fresh air and movement' break will still be offered)* - Not attending any in-school or out-of-school activities taking place during their exclusion period *(including trips, workshops, assemblies or clubs)*
Thresholds & Consequences	• If a pupil persists in the same behaviours that led to an Internal Exclusion future incidents may see the consequence escalated to an External Exclusion (see below) • If a pupil receives more than 2 Internal Exclusions within a 2 Year Period, future incidents meeting this threshold will see the consequence escalated to either a Partner School or External Exclusion (see below) • If a pupil receives more than 2 internal exclusions this may lead to an external exclusion or time in our partner school.
Recording & Informing	• Parents should be called to a meeting at school on the day the internal exclusion is issued • Internal Exclusions should be recorded on CPOMs by the implementing SLT Member under 'Internal Exclusion', including the reason(s) for the exclusion and any pertinent notes from the parent meeting or similar.

Partner School Exclusion	
Purpose & Guidance	• A 'Partner School Exclusion' will be issued where: - A significant or repeated breach of the school's rules or expectations has occurred (see above) and the school believes that this would best be dealt with by time outside of the school site - A pupil with previous 'Internal Exclusions' again meets the threshold for Exclusion, and the school decides that an 'External Exclusion' is not in their best interests. • The decision to 'Partner School Exclude' a pupil will be made by either the Executive Headteacher or Head of School. • Internal School Exclusions at Partner School will usually last for between 1 and 3 days, however the duration will ultimately be at the Executive Headteacher/Head of School's discretion. • Pupils who are Internally Excluded at Partner School will spend the day at another local Primary School (Nominally William Torbitt Primary School) and continue with their work, however they will be kept away from other pupils. This will include: - Entering and Exiting the School via the School Office, accompanied by parents/carers *(No independent traveling)* - Not going outside at Breaktime or Lunchtime *(Though 'fresh air and movement' break will still be offered)* - Not attending any in-school or out-of-school activities taking place at Coppice during their exclusion period *(including trips, workshops, assemblies or clubs)* • It will be the responsibility of parents/carers to organise the transport, drop off and pick up of their pupil to and from the relevant partner school, and they must be both dropped off and picked up by a responsible adult from that school's office each day.
Thresholds & Consequences	• If a pupil persists in the same behaviours that led to an Internal Exclusion future incidents will see the consequence escalated to an External Exclusion (see below) • If a pupil receives more than 2 Internal Exclusions within a 2 Year Period, future incidents meeting this threshold will see the consequence escalated to either a Partner School or External Exclusion (see below). If a pupil receives more than 2 internal exclusions this may lead to an external exclusion.
Recording & Informing	• Parents should be called to a meeting at school on the day the exclusion is issued • Partner School Exclusions should be recorded on CPOMs by the implementing SLT Member under 'Partner School Exclusion', including the reason(s) for the exclusion and any pertinent notes from the parent meeting or similar.

External Exclusion	
Purpose & Guidance	• An 'External Exclusion' will be issued where: - A significant or repeated breach of the school's rules or expectations has occurred (see above) - A pupil with previous 'Internal Exclusions' or 'Partner School Exclusions' again meets the threshold for Exclusion - The pupil's behaviours are such that they cannot be safely or effectively managed in school without provision of wider support *(Where this is the case the duration of the exclusion will be the period of time required to put in place such measures as can meet the presenting need).* • The decision to 'Externally Exclude' a pupil will be made by the Executive Headteacher. • External Exclusions will usually last between 1 and 5 days, however the duration will ultimately be at the Executive Headteacher's discretion. • Where an external exclusion exceeds 15 days the school will work with the local authority to provide appropriate out of school education. • Pupils who are Externally Excluded will not be allowed to enter the school site during the period of the exclusion, nor attend any school events or activities taking place at Coppice Primary School during their exclusion period *(including trips, workshops, assemblies or clubs)*. • Parents/Carers will be responsible for their own pupil care during the period of the External Exclusion. • School will provide work for the pupil to complete at home. • After the external exclusion, pupils are welcomed back by a member of SLT and a reintegration conversation with parents present is held to reset rules and boundaries. • The Executive Headteacher has the authority to delegate the External Exclusion to the Head of School after discussion
Thresholds & Consequences	• If a pupil receives more than one External Exclusion the school will seek support from the LBR Behaviour Team and/or SEATTs • If a pupil receives multiple External Exclusions the school may consider progressing to a Permanent Exclusion where it sees no other options moving forwards (see below). • If a behaviour is deemed serious enough there may be no external exclusion and this may result in a permanent exclusion.
Recording & Informing	• Parents should be called to a meeting at school on the day the External Exclusion is issued • External Exclusions should be recorded on CPOMs by the implementing SLT Member under External Exclusion', including the reason(s) for the exclusion and any pertinent notes from the parent meeting or similar. • The Local Authority and Governing Board will be informed of the External Exclusion

Permanent Exclusion	
Purpose & Guidance	• A 'Permanent Exclusion' will be issued where: - Repeated Fixed Term Exclusions (see above) do not serve to curb or correct a pupil's behaviour in school. - A pupil's behaviours or actions are so egregious that the school views that the only adequate consequence is a Permanent Exclusion. This may include, but not be limited too) - A physical assault that leads to significant injury to pupils or staff. - A deliberate sexualised assault against pupils or staff. - Deliberately causing significant damage to school property/the property of others • The decision to 'Permanently Exclude' a pupil will be made by the Executive Headteacher, and will be agreed by the School's governing board.
Thresholds & Consequences	N/A
Recording & Informing	• Parents should be called to a meeting at school on the day the Permanent Exclusion is issued • Permanent Exclusions should be recorded on CPOMs by the implementing SLT Member under Permanent Exclusion', including the reason(s) for the exclusion and any pertinent notes from the parent meeting or similar. • The Local Authority and Governing Board will be informed of the Permanent Exclusion • The school will follow all processes required by the Local Authority

APPENDIX E – Further guidance around the use of restraint or physical force

The school views Physical Restraint/Use of Force as any incident in which a member of staff is required to physically engage with a child **against their wishes** and the actions taken are **not an agreed and recorded strategy for that child***. As such, examples are provided below as to the sorts of incidents that need to be logged.

Does not need to be logged	Needs to be logged
Using a guiding hand on the back/shoulder of a child to keep them moving/encourage movement	Having to escort/carry a resistant child from one location to another to ensure their safety or the safety of others
'Spotting' a child who is falling from a piece of PE equipment or similar to prevent an accident	'Grabbing' a child by the hand/arm to prevent them running into danger or not letting go when they try to pull away
Child drops to the floor whilst being led, and is allowed to remain on the floor until calm	Child has to be lifted from the floor against their will in order to be moved to a safe location
Lifting a compliant child down from something they have climbed on because they're at risk/scared	Removing a child from height/a piece of equipment against their wishes (e.g. they try to prevent you or cling on)
Gently 'unpeeling' a child who is hugging/clinging to you	Holding a child in order to ensure their safety, the safety of others, or to help them regulate

** In some rare cases a child's risk assessment, IEP, or similar may include an agreed strategy to help manage/regulate behaviour (e.g. pressure massage, a hold they find comforting, etc) – use of this approach with that child does not need to be recorded.*

Staff should **only use restraint/use of force to ensure the safety of the child or others** – damage to property, non-engagement with work etc are not in themselves grounds to use restraint or force. SLT members may also decide it is appropriate when the learning of others is significantly disrupted, but this would be rare. Restraint/Use of force should always be the last resort, and only used where other strategies have failed or are not timely enough to ensure safety.

As soon as is practical following the use of physical restraint or force upon a pupil a log must be made in the school's 'Restraint/Physical Force Log' book. This book is kept in the head of school's office, and will be provided upon request.

The following details should be recorded:

- The name(s) and job title(s) of the member(s) of staff who used reasonable force.
- The name(s) of the child(ren) involved
- Where and when the incident took place
- Names of any staff or children who witnessed the incident
- The reason that force was necessary
- Behaviour of the child(ren) which led up to the incident, including any triggers
- Any attempts to resolve the situation through other means
- The degree of force used
    - How it was applied
    - How long it was used for
- The child's/children's' response and eventual outcome
- Details of any injuries suffered by either staff or children
- Details of any damage to property
- Details of any medical treatment required (a log will also be kept in the medical room)
- Details of any follow up contact with the parents/carers of the child involved
- Details of follow up involvement of any other agencies, police or social services.

All pupils who experience physical or restraint or force should be checked by a qualified first aider at the first available opportunity – if this cannot be done before the child leaves the site then parents must be informed of this.

Parents should be informed verbally (and in person where possible) at the end of the day where the restraint/use of force took place, and this should be followed up with a written notification sent the same day. Using the format below. This should then be uploaded to the child's CPOMs document vault.

Dear [Parent/Carer's name]

Notification Following Use of Reasonable Force

Further to our conversation today, I am writing to inform you about an incident that occurred at school today involving your child, [Child's name].

At approximately [time] on [date], staff had to use a physical intervention with [Child's name]. This was necessary in order to ensure [his/her/their] safety and/or the safety of others. The intervention was used as a last resort, after other strategies to de-escalate the situation were attempted and were not successful or were not sufficient to manage the immediate risk.

The physical intervention involved [brief, factual description of what was done, e.g. "guiding and holding [Child's name] to prevent them from harming themselves/others"]. The intervention lasted for approximately [duration] and was stopped as soon as it was safe to do so.

Following the incident, [Child's name] was supported by staff and checked by a qualified first aider. [Confirm whether there were no injuries / describe any minor injuries and treatment given]. We are pleased to confirm that [Child's name] is now calm and settled.

A written record of the incident has been completed in line with the school's behaviour policy and Department for Education guidance. This record includes the reasons for the intervention, the strategies used beforehand, and the outcome.

We understand that incidents such as this can be upsetting, and we would welcome the opportunity to discuss this with you further. Please contact the school office if you would like to arrange a meeting or speak with a member of staff.

Thank you for your continued support.

Yours sincerely,

[Name & Role]

APPENDIX F – Further guidance around the use of Seclusion

The school views seclusion as any incident in which a pupil is kept inside a specific room against their will – a key factor will be that the pupil attempts to leave the room, but is prevented from doing so by some means. As such, examples are provided below as to the sorts of incidents that need to be logged.

Does not need to be logged	Needs to be logged
Pupil attends 'Behaviour Reflection' at lunchtime, but states they do not want to.	A pupil is kept in a given room against their will to prevent them from hurting another pupil/member of staff.
An EYFS pupil is prevented from leaving their own classroom due to a pass-controlled door.	A pupil is moved to/kept in a safer environment (e.g. the sensory room) to prevent them hurting themselves.
A pupil who is wandering the corridors/trying to leave the school site but is prevented from doing so by a locked/pass-controlled door.	A pupil who has been restrained to prevent harm/serious disruption, but then released (to allow an end to the restraint) but kept within a specific room whilst they regain self-control.
A pupil spends the day in 'Internal Exclusion' and is required to remains in a specific room	
A pupil becomes distressed during a 'lockdown' situation and attempts to leave their safe space *(note – this should be reported and discussed, but is not a case of 'Seclusion')*	

** In some rare cases a child with SEN's personal timetable may include group interventions which take place in a specific location (e.g. the sensory room) – whilst they may attempt to leave these locations, preventing them from doing so without significant physical intervention does not meet the definition of seclusion (they are being kept with, rather than apart from, other pupils) and so does not need to be recorded as such.*

Staff should **only use seclusion to ensure the safety of the child or others** – damage to property, non-engagement with work etc are not in themselves grounds to use seclusion or force. SLT members may also decide it is appropriate when the learning of others is significantly disrupted, but this would be rare. Seclusion should always be a last resort, and only used where other strategies have failed or are not timely enough to ensure safety.

As soon as is practical following the seclusion of a pupil a log must be made in the school's 'Restraint/Physical Force Log' book. This book is kept in the head of school's office, and will be provided upon request. This log should be similar to that kept after instances of use of force/restrain (see Appendix E), and parents should also be notified in a similar way (orally and in writing).

APPENDIX G – Unacceptable behavior letter templates

(insert date)

Unacceptable Behaviour – Letter 1

Dear (insert parent name here),

Further to our telephone conversation today, I am writing to inform you that today (insert name here) has displayed behaviour that the school deems to be unacceptable. For this reason your child has been given a strike against their name on the behaviour reporting log. This strike will remain in place until the end of this term.

It is important that you take the time to talk to your child about their behaviour today in order to help them to understand why it has been deemed as unacceptable behaviour for school. The school will continue to reinforce the types of behaviours that we expect from all of our pupils. A member of SLT will be checking in with your child on a regular basis to provide positive reinforcement of expectations.

As a result of the behaviour displayed by your child today they will (insert consequence here) I hope that by working closely with you and your child that we are able to avoid further instances of unacceptable behaviour. However, should there be any further instances of unacceptable behaviour displayed by your child this term, you will be invited into school to meet with a member of the Senior Leadership Team.

If you would like to discuss this matter further please contact the school office to arrange a mutually convenient time for a telephone conversation or a meeting.

I look forward to seeing an improvement in (insert Pupil's name here) behaviour and would like to take this opportunity to thank you for your continued support.

Kind regards,

(insert name

here)

(insert date)

Unacceptable Behaviour – Letter 2

Dear (insert parent name here),

Further to our meeting today, I am writing to inform you that today (insert name here) has displayed behaviour that the school deems to be unacceptable. For this reason your child has been given a ***second*** strike against their name on the behaviour reporting log. This strike will remain in place until the end of this term.

It is important that you take the time to talk to your child about their behaviour today in order to help them to understand why it has been deemed as unacceptable behaviour for school. The school will continue to reinforce the types of behaviours that we expect from all of our Pupils. A member of SLT will be checking in with your child on a regular basis to provide positive reinforcement of expectations.

I would like to take this opportunity to remind you that your child is now at risk of being internally excluded should there be any further instances of unacceptable behaviour this term.

As a result of the behaviour displayed by your child today they will (insert consequence here).

I hope that by working closely with you and your child that we are able to avoid further instances of unacceptable behaviour. However, should there be any further instances of unacceptable behaviour displayed by your child this term, you will be invited into school to meet with the Head of School.

If you would like to discuss this matter further please contact the school office to arrange a mutually convenient time for a telephone conversation or a meeting.

I look forward to seeing an improvement in (insert Pupil's name here) behaviour and would like to take this opportunity to thank you for your continued support.

Kind regards,

(insert name

here)

(insert date)

Unacceptable Behaviour – Letter 3

Dear (insert parent name here),

Further to our meeting today I am writing to inform you that today (insert name here) has displayed behaviour that the school deems to be unacceptable and in clear breach of the school behaviour policy. For this reason your child has been given a ***third*** strike against their name on the behaviour reporting log. This strike will remain in place until theend of this term.

As a result of the behaviour displayed by your child today they will be (internally excluded for (x) number of days) This means that for the duration of the internal exclusion your child will complete their learning away from their class with a member of the Senior Leadership Team. Your child will have their break time and lunch at a different time to the other pupils and this will be supervised by a member of staff.

It is important that you take the time to talk to your child about their behaviour today in order to help them to understand why it has been deemed as unacceptable behaviour for school. The school will continue to reinforce the types of behaviours that we expect from all of our Pupils.

I hope that by working closely with you and your child that we are able to avoid further instances of unacceptable behaviour. A member of SLT will be checking in with your child on a regular basis to provide positive reinforcement of expectations.

If there are any further instances of unacceptable behaviour this term, you will be invited into school to meet with the Head of School, SENDCo, Phase Leader and Class teacher to discuss ways forward to support your child in being able to positively manage their behaviour.

If you would like to discuss this matter further please contact the school office to arrange a mutually convenient time for a telephone conversation or a meeting.

I look forward to seeing an improvement in (insert Pupil's name here) behaviour and would like to take this opportunity to thank you for your continued support.

Kind regards,

(insert name

here)

APPENDIX H

Statement of Commitment

Child's name: _____

Class: _____

Tear: _____

After discussing my behaviour choices over the last term with a member of SLT/SST, I am going to commit myself to positively managing my behaviour for the term ahead. Below is my statement of commitment for the area that I am going to focus on over the coming term.

Appendix I

Strike Process

A strike may be issued for any incident of harmful behaviour, either verbal or physical, towards another pupil or adult, racist or homophobic language or any other behaviour, which puts a pupil or adult at risk.

