

COPPULL PARISH CHURCH OF ENGLAND PRIMARY SCHOOL



Behaviour & Relationships POLICY

Date Approved	Next Review	Responsible Person
March 2026	March 2027	J Cooper



GOVERNORS' STATEMENT OF PRINCIPLES FOR THE BEHAVIOUR POLICY

At Coppull Parish School we are determined that everyone in our community has the opportunity to develop to their full potential within the context of a caring learning environment.

Together following Jesus' teaching we aim to develop;

- Attitudes of mutual respect and understanding of other races, religions and ways of life.
- Strong links and partnership between home, school and parish.
- A caring friendly ethos based on Christian values.
- An atmosphere of learning, prayer and reflection to promote spiritual awareness within our community.

'CONNECTION BEFORE CORRECTION'

At Coppull Parish Church of England Primary School, we understand that developing good behaviour and a positive attitude are essential in order for learning to take place. We believe that the most important tool in managing behaviour is to create an environment where the children feel valued, respected, happy and safe. We strongly believe in the principle of 'connection before correction'. We recognise that meaningful relationships between adults and pupils lay the foundation for positive behaviour management, building a supportive and inclusive community where children are empowered to thrive socially, emotionally, and academically. As such, we ensure that staff take an empathic view of behaviour. Thinking of a child making poor behaviour choices disposes us to think of consequences. Thinking of a child as struggling to handle something difficult encourages us to think of this behaviour as a form of communication and drives us in a desire to help them through their distress.

We treat all children fairly and apply this behaviour policy in a consistent way. However, we recognise that our children have not all had the same start in life and as such may need differing levels of support and intervention in order for them to achieve the expected standard of behaviour.

Children will have different needs, causes for their behaviour and motivations for their choices. Good behaviour is not automatically learned but needs to be taught and supported by parents/carers. Therefore, whilst we treat all children fairly, treating fairly doesn't always mean treating everyone the same.

Our school provides a place where we have high expectations to improve and where we will make a difference.

The following principles have been agreed by the Governing Body to inform and direct the Behaviour Policy:-

Through the Behaviour Policy, our school will promote and teach the values we learn from the example of Jesus Christ:

Love, Joy, Wisdom, Humility, Thankfulness, Endurance, Respect, Trust, Peace, Forgiveness, Friendship, Justice, Hope, Creation and Koinonia.

Such values in turn promote not only the Christian ethos and aims of Coppull Parish CE School, but assist in the preparation of the children for the responsibilities and duties of adult life.

THE PURPOSE OF OUR BEHAVIOUR POLICY IS:-

- To develop a shared understanding and a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To support staff through the identification of whole-school (or key stage), effective systems and practices to foster good behaviour and provide measures for dealing with children's varying behavioural needs;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.

RIGHTS AND RESPONSIBILITIES

All members of the school community have rights and responsibilities based on the values of the school.

Our Behaviour Policy is positive in that it enhances self-esteem, mental health and well-being, truth and good relationships and emphasises rewards rather than punishments. Rules are kept to a minimum and expressed in positive terms when possible, with '**SHINE**' being our main school code. Punishments which are humiliating or degrading should never be used.

The Behaviour Policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and non-teaching staff. Our Behaviour Policy is issued to all staff at induction and will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems if they are to succeed. Behaviour management is regularly revisited during staff meetings and the SLT monitor behaviour management in class, on the playground and dining hall and provide additional support to key staff when necessary.

Parents are involved in all aspects of a child's development at Coppull Parish and should be notified at an early stage if a child is having behavioural difficulties. Good behaviour is promoted and praised and communicated with parents through certificates, phone calls, stickers, behaviour charts and during our Celebration Assemblies.

At Coppull Parish we strongly believe that the key to excellent behaviour and high quality learning is based upon strong relationships between everyone within our school. We create a safe, caring, family environment for our children, where our Christian Values underpin all that we do. Our children flourish and behaviour is very good.

	Rights	Responsibilities
Staff	• To have support for their mental health and wellbeing. • To be safe. • To be treated fairly and with respect. • To teach without unnecessary interruption. • To be listened to and supported by senior/other staff when dealing with behaviour.	• To contribute to and implement the school's Behaviour Policy. • To follow the school code of conduct • To set high standards of work and behaviour. • To be a good role model. • To develop good class management skills. • To keep appropriate records/logs (cpoms) • To work in partnership with parents.

Pupils	• To have support for their mental health and wellbeing. • To be safe. • To be treated fairly and with respect. • To learn without unnecessary interruption • To be listened to. • To have appropriate work set.	• To follow the school rules and behaviour policy. • To treat everyone with respect. • To increasingly take responsibility for their own behaviour.
Parents	• To be informed about their child's behaviour – good and bad. • To receive confidential and sensitive support for families under stress.	• To support the school's Behaviour Policy/Home-School Agreement. • To promote good behaviour in school and support any targets set. • Inform school of changes in circumstances which may impact upon their child's mental health, wellbeing and/or behaviour.
Governors	• To receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary.	• To set principles for, and approve and review, the Behaviour Policy. • To be supportive in difficult circumstances, including exclusion.

CONSISTENCY

Consistency of staff behaviours is vital. When staff members consistently enforce rules, expectations and rewards, children know what is acceptable behaviour and what is not. This clarity creates a predictable, safe and secure environment which is conducive to learning. What staff do every day matters more than what they do once in a while.

1. **Consistent language and consistent responses** Simple and clear agreements are made between adults and children for the whole school and in each classroom about behaviour and these are reflected in all conversations. This is used to clarify expectations and promote high standards of behaviour.
2. **Consistent Follow Up** All staff take responsibility for behaviour, behaviour plans and interventions, seeking support from senior leaders but not delegating or passing up the hierarchy unless absolutely necessary.
3. **Consistent Positive Reinforcement** All staff regularly use consistent ways of reinforcing, encouraging and celebrating appropriate, expected, good and 'above and beyond' behaviour.
Consistent Consequences Consequences are defined, agreed and applied at classroom level and there are also consistent structures for more serious behaviours.
4. **Consistent Respect from the Adults** Coppull Parish staff consistently show respect to all children even when faced with challenging and/or disrespectful behaviours
5. **Consistent Models of Emotional Control** Emotional restraint is modelled at all times by staff as role models for our children.
6. **Consistent Reinforced Routines for Behaviour** Children and adults will know what is expected of them during certain regular routines such as handwashing, lining up, entering assembly, moving around school. These routines will be regularly modelled and positively reinforced by staff around school at all times
7. **Consistent environment** Consistent visual messages in the school environment reflect our core Christian Values (Curious, Courageous, Compassionate), our Coppull Parish School Code, positive language and positive images of learners.

COPPULL PARISH SCHOOL CODE

We expect all children at Coppull Parish Church of England Primary School to follow the behaviours which are captured in our school code '**SHINE**'. Our school code is displayed prominently in all

classrooms. Regular and consistent teaching, application and reminders of the school code ensures that it is understood and followed by all members of the school community.

S – Show Respect
H – Have a Positive Attitude
I – Include Everyone
N – Never Give Up
E – Ensure Safety

POSITIVE REWARDS AND RECOGNITION

At Coppull Parish, our emphasis is on positive behaviour. We use a range of strategies for positive reinforcement to encourage children to have ownership of their behaviour. Rewards must be attainable for all pupils and not just a select few. We praise and reward positive behaviour in many ways including;

Praise	Verbal, written, sticker, friendly word or gesture, referral to another adult (other class teachers/support assistants, Deputy Headteacher, Headteacher).
Special responsibility, privilege or trust	Work with/sit by a friend of their own choice, complete a special task, be awarded a special job or responsibility.
Teams	Children are placed in house teams (St George, St Andrew, St Patrick, St David) to work towards collecting house points for the end of term treat. Where possible, please try to keep children in the same team as they progress through school. This keeps the teams even and instils a sense of pride and belonging in their team.
School Guardians	This prestigious responsibility will be awarded to children in Year 6. We have two head guardians for the whole year and 1 new deputy head guardian added each term to total a team of 5 in the Summer Term. It is the responsibility of the Year 6 teachers (and occasionally senior leaders) to allocate responsibilities for these roles in addition to assembly duties. For example, it may be showing potential candidates round school, sitting on interview panels.
Informing parents	Communicating good news whenever possible, speaking to parents at collection time, sending home messages (via Class Dojo), entry in home/school diary or a phone call.
Visiting another member of staff or Key Stage Lead	Sharing good news with other teachers or Key Stage Leads to receive acknowledgement, praise and/or rewards.
Visiting the headteacher	For outstanding performance/behaviour children may be sent to visit the headteacher. Stickers/certificates/praise pads/small gifts will be used to reward.
Weekly Achievement Assemblies (Friday Celebration Worship)	These are held on a Friday morning. 1 child from each class is selected. They are commended for hard work, good manners, sporting achievements etc. These behaviours are then linked to one of our school Christian Values.
Proud Pots	The whole class can work together to earn rewards for the class. Every time a child does something praiseworthy, a handful of pasta goes into the jar. When then jar is full the class receive a reward (which is decided upon by a class vote).
Children's commitment to learning is recognised	In termly school reports children are recognised and celebrated for how committed they are to learning (how much effort they put in).
Celebrating success through social media	Behaviour and achievements can be posted and celebrated on the school's social media.

ESCALATION LADDER

A behaviour escalation ladder is a structured framework used to categorise, address and manage pupil behaviour. It outlines a series of progressive steps or interventions that will be used when responding to instances of pupil behaviour that do not meet our expectations at Coppull Parish. The purpose of the escalation ladder is to provide a consistent and fair approach to managing behaviour whilst also aiming to prevent further escalation or harm.

The decision to sanction a pupil must be made by a member of school staff or a member of staff authorised by the headteacher. When behaviour patterns emerge, approaches will be recorded, so that a clear log of support, interventions and impact can be built up and evaluated at each stage. Behaviour patterns will be logged on a Pupil Behaviour Log. Children should always be given a warning before a

consequence so that they have a chance to change their behaviour before the consequence. The principles upon which consequences for unacceptable behaviour are based are that they should:

- Be immediate and short lived
- Be consistent
- Be focused upon the act not the child
- Be expected and understood by the child
- Be delivered in a calm way
- Be accompanied by a model of acceptable behaviour
- Not be humiliating to the child or the adult
- Be avoided where possible
- Be sufficiently disagreeable to discourage a repetition
- Involve parents/carers where deemed appropriate
- Be from our school-agreed sanctions in order of the escalation ladder and must not be invented on the spot.
- Not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights)
- Whole class sanctions are never acceptable – it is not fair or reasonable to punish a child for the actions of another

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- Demonstrate unconditional care and compassion
- Prioritise the development of positive relationships with, and between, children
- Be the minimum necessary (proportionate)
- Be immediate and short-lived
- Be consistent
- Be focused on the behaviour, not the child
- Be expected and understood by the child
- Be delivered in a calm manner
- Be accompanied by a model of acceptable behaviour
- Not be humiliating to the child or the adult
- Be avoided where possible
- Be sufficiently disagreeable to discourage repetition
- Involve parents/carers where appropriate
- Follow the school's agreed sanctions and escalation ladder (not invented on the spot)
- Not breach any legislation (e.g. disability, SEN, equality, or human rights)
- Whole-class sanctions must not be used (children should not be punished for the actions of others)

We have divided inappropriate behaviours into five categories:



Stage	Description	Examples	Consequences / Response	Responsibility
Stage 1	Low-level inappropriate behaviour (isolated)	Unkindness, running, shouting, minor disruption, unsafe behaviour, minor damage, negative body language	Level 1–2: - Non-verbal reminder / praise - Verbal reminder - Quiet warning 30-second intervention Follow-up: - Restorative conversation	- Class teacher/TA - Parents informed same day (if required)
Stage 2	Low-level inappropriate behaviour (frequent)	Repeated unkindness, disruption, rudeness, aggression, damage, inappropriate language	Level 2–3: - Warning and intervention (as above) - Time out with another adult - Loss of break/lunch - Complete work at home - Internal exclusion - Adjustments (e.g. playground changes) Support: - SENCO, ELSA, pastoral Follow-up: - Restorative conversation	- Class teacher (with team support) - Parents informed same day
Stage 3	Serious inappropriate behaviour (isolated)	Theft, serious aggression, verbal abuse, discrimination, bullying, defiance, misuse of technology, prohibited items	Level 3–4: - As Stage 2 sanctions - SLT involvement - Parent meetings - Individual Behaviour plan (IBP) if needed - Risk assessment (if needed) - Targeted interventions - External agency support - Possible suspension/exclusion In emergencies: - Remove class if needed - Call for support Support: - SLT, SENCO, ELSA, pastoral Follow-up: Restorative conversation	- Referred to SLT - Parents informed (teacher/SLT)
Stage 4	Serious inappropriate behaviour (frequent)	Repeated serious behaviours (as above)	Level 4: - All Stage 3 responses - Report card - Temporary class move - Increased intervention/support - Reduced timetable In emergencies: - Remove class if needed - Call for support Support: - SLT, SENCO, ELSA, pastoral	- SLT lead - Parents informed by SLT

			Follow-up: Restorative conversation	
Stage 5	Very serious inappropriate behaviour	Violent assault, serious vandalism, drug misuse, sexual assault	Level 4–5: - All Stage 4 responses - Suspension or permanent exclusion - Police involvement (if necessary) In emergencies: - Ensure safety of all Support: - SLT, SENCO, ELSA, pastoral Follow-up: - Restorative conversation	- Headteacher / Deputy - Parents informed by SLT

EYFS

Children in reception are just beginning to understand their own emotions and can struggle to identify or verbalise these. Therefore, they need a greater amount of staff support in managing their emotions and consequently their behaviour. In recognition of this, we support the children in understanding their emotions by discussing how the incident has made them feel and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use zones of regulation.

We also ensure the EYFS classrooms have an area that is comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe. The staff use consistent approaches and support the children with clear expectations, for example through the use of visual prompts and sand timers for taking turns. We use praise (as outlined in this policy) in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

Supporting Children with SEND and Mental Health Needs

In some cases, children may present with challenging behaviour due to special educational needs or mental health needs. Behaviour can often be a form of communication, indicating unmet needs or underlying difficulties, including experiences of trauma. As a result, some children may find it difficult to follow the Coppull Parish Code, instructions or guidance.

Where behaviour is clearly linked to SEND or mental health needs, appropriate adaptations will be made. An individual behaviour support plan (IBP) will be developed in collaboration with staff, parents/carers, the SENDCo/Inclusion Lead, and any relevant external professionals. Where appropriate, the child will also be involved in this process. The plan will include clear, personalised rewards and consequences to support the child effectively.

It is also important that all children understand that some pupils may require a different approach to behaviour support. This reflects our school Christian Values. Pupils are supported to develop understanding and empathy, including learning appropriate ways to respond, such as when to ignore certain behaviours or when to seek adult support.

At the same time, all children are taught which behaviours are unacceptable (as outlined in the Escalation Ladder) and how to respond appropriately. This approach helps children to develop key life skills, including empathy, understanding and resilience.

Identifying and Recording Behaviour Issues

- Isolated low-level behaviour incidents do not need recording.
- When a pattern of behaviour begins to emerge (regular low-level incidents or more serious incidents) then a behaviour record log needs keeping by the class teacher. This will be kept within the secure class file in the Behaviour Log folder on the shared drive.

- Behaviour incidents (above low-level incidents such as talking in class) are reported on CPOMS with the relevant staff members alerted. This helps to build up a chronology of behaviour choices and help to decide upon the right interventions to put in place to support the child. It also then allows us to evaluate if the interventions have been successful.
- If behavior logs evidence ongoing, repeated incidents of low-level negative behaviours, these should be uploaded to CPOMS.
- The Lancashire Behaviour Support Toolkit will be used to provide support and resources for positive behaviour management in school
- The ABC approach will be used to observe pupil behaviour and identify patterns and potential solutions.
- The Behaviour Pathway evaluation document in the Lancashire Behaviour Support Toolkit can be used to identify the best support for a pupil experiencing difficulties with behaviour management.

Bullying

Bullying in all its forms is completely unacceptable at Coppull Parish. Bullying is a **repetitive** behaviour which is carried out by one person, or a group of children, on another child causing physical or emotional harm. Bullying can take many forms: from physical abuse, to name calling, 'putting someone down' (either face-to-face, or online), or continually excluding a child.

At Coppull Parish we teach our children that everyone is equal and loved in the eyes of God. We also work hard to teach our children about the diverse world we live in. Through our assemblies, our curriculum and by celebrating festivals and national events, such as Anti-bullying Week, Black History Month we teach our children about equality, rights, responsibilities, gender stereotyping, gay and transgender people, race, different cultures, backgrounds and religions and how we are all special, unique and valued for our wonderful differences. We truly celebrate our uniqueness and strive for our children to become open minded, curious, courageous and compassionate citizens of the world.

As a result of our school ethos and firm but fair approach to behaviour, we do not have many instances of bullying at Coppull Parish. However, any reports of bullying are treated very seriously and must be reported to staff so that they can be dealt with promptly. Staff record all incidents on our CPOMS system and notify all relevant parties. Parents are informed and involved within the process and must support the school in dealing with it.

All incidents of confirmed bullying will be dealt with in line with the school escalation ladder.

Racial Abuse

All incidents relating to Racial Harassment will be taken extremely seriously. As our school population is predominantly White British, we ensure that our children recognise that Britain is a multi-cultural society and that everyone is valued and deserves to be treated with respect and dignity. We do this by teaching children about diversity, equality and respect for all during our assemblies, through our curriculum and through our daily interactions with one another. We make it clear to pupils and their parents that racial abuse is completely unacceptable and will not be tolerated at Coppull Parish. All incidents will be recorded in accordance with LEA procedures and on our school system, CPOMS.

Instances of racial abuse are rare at Coppull Parish, but when they do occur, we will investigate each incident thoroughly and take appropriate action. If it is deemed the behaviour was intentionally racist this will result in a fixed term exclusion from school, whether this is the first offence, or not. As part of our procedures, both sets of parents will be informed and support will be offered to the victim of the abuse.

Sexual Abuse

All incidents relating to Sexual Abuse will be taken extremely seriously. All teachers have received training on gender equality and preventing sexual harassment in Primary Schools via Feminista. We teach our children about their right to be safe from harm and be treated respectfully by others through our assemblies, the NSPCC 'Talk Pants' and 'Pantosaurus' program and our One Decision PSHE resources. In addition, we ensure all children access age appropriate lessons from the 'Outside the Box' website, which addresses gender inequality and sexual harassment. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LEA and safeguarding procedures and on our school system, CPOMS. As part of our

procedures, both sets of parents will be informed and support will be offered to the victim of abuse.

Child-on-Child Abuse

This is defined as abuse between children under 18 years of age. Coppull Parish Church of England Primary School has a zero-tolerance approach to abuse, including child-on-child abuse. Coppull Parish Church of England Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff are aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils are aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

The school’s procedures for managing allegations of child-on-child abuse are outlined below. Staff will follow these procedures:

Coppull Parish Church of England Primary School and DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved

- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

Banned Items

In order to protect and safeguard our children and staff at Coppull Parish, we have a list of items that are prohibited on the school premises.

- Any types of weapons, including penknives.
- Any illegal substances, such as drugs.
- Alcohol
- Tobacco, cigarettes or e-cigarettes
- Stolen items
- Any flammable items, such as lighters or matches.
- Pornography

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and Working together to safeguard children. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. If school becomes aware, or suspects that a child has any of these items under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Then a member of the SLT, accompanied by the class teacher, will carry out a search. If the child does not agree, we will ask their parents' permission to carry out the search, or ask them to attend the school and search the children for the items.

Searching, Screening and Confiscating

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. As such, we implement measures for searching, screening, and confiscation when necessary. These actions are carried out with the utmost respect for children's rights and dignity, and they are conducted by trained staff members following established procedures. Searches and screenings may be conducted if there are reasonable grounds to suspect that a student is in possession of prohibited items that may pose a threat to safety or disrupt learning. Confiscation of such items serves to mitigate potential harm and maintain order within the school community.

In line with Searching, Screening and Confiscation Guidance (July 2022), headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These items are

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks; and
- pornographic images.

Any searching of a pupil will be implemented consistently, proportionately and fairly in adherence with the Searching, Screening and Confiscation Guidance (July 2022).

Restrictive Interventions and the Use of Reasonable Force

From April 2026, schools are required to have clear guidance on the use of restrictive interventions. At Coppull Parish Church of England Primary School, this guidance is embedded within our Behaviour and Relationships Policy and reflects our commitment to safeguarding, dignity and respect for all.

At Coppull Parish, our priority is always to prevent the need for restrictive interventions through:

- Strong, positive relationships between staff and pupils
- A consistent whole-school approach to behaviour
- Early identification of need
- Effective de-escalation strategies
- Individualised support for pupils, particularly those with SEND or additional needs

We recognise that behaviour is a form of communication, and we seek to understand and support pupils before considering any form of restrictive intervention.

Restrictive interventions will only be used as a last resort, when:

- There is a risk of harm to the child or others
- There is a risk of serious damage to property
- There is a risk of significant disruption that cannot be managed in other ways

Any intervention will always be:

- Reasonable, proportionate and necessary
- Used for the shortest possible time
- Carried out in a way that maintains the child's dignity and safety

Restrictive interventions are never used as a punishment.

Restrictive interventions may include:

- Use of reasonable force – physical contact to prevent harm, damage or disorder
- Physical restraint – holding or restricting movement
- Seclusion – preventing a pupil from leaving a space

Seclusion will only ever be used to manage immediate risk and will:

- Be supervised by an adult at all times
- Be used for the shortest time necessary
- Never be used as a sanction or punishment

This policy is informed by the school's duties under:

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Human Rights Act 1998

We are committed to ensuring that all pupils, particularly those with SEND or vulnerabilities, are treated fairly, lawfully and with respect.

All significant incidents involving restrictive interventions will be recorded on CPOMS as soon as possible, ideally on the same day.

This includes:

- Any use of reasonable force
- Any use of restraint
- Any use of seclusion

Records will include:

- Names of pupils and staff involved
- Date, time, location and duration
- Reason for the intervention
- What de-escalation strategies were attempted
- Any injuries or follow-up actions

Parents/carers will be informed as soon as practicable, usually on the same day.

Senior leaders will regularly review incidents to:

- Identify patterns or triggers
- Evaluate the effectiveness of support strategies
- Reduce the need for future restrictive interventions

Following any incident:

- The child will be supported to regulate and recover
- A restorative conversation will take place where appropriate
- Staff involved will be supported
- Risk assessments and behaviour plans will be reviewed and adapted

Where there is an increased risk of restrictive intervention being required, an Individual Behaviour Plan (IBP) or risk assessment will be put in place to reduce this risk through proactive strategies.

- Staff will always aim to de-escalate situations first
- Only trained staff should use physical intervention where possible
- All staff have a duty to act to keep children safe
- Senior leaders will monitor the use of restrictive interventions to ensure safe and consistent practice

At Coppull Parish, restrictive interventions are a last resort. Our approach is rooted in our Christian values and our commitment to connection before correction, ensuring that all children are treated with dignity, understanding and compassion.

Suspensions and Exclusions (DfE Guidance September 2023)

Internal Exclusion

At Coppull Parish Church of England Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the Coppull Parish Code and/or our Behaviour and Relationship Policy.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. Parents will always be spoken to before a child carries out an internal exclusion. A letter will also be sent home.

Suspension

In cases of repeated disruption or on occasions of high-level inappropriate behaviour, a suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from a suspension and is chaired by the Headteacher or Deputy Headteacher. Parents will always be spoken to before a child is suspended from school. A letter will also

be sent home.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). This will be in response to extreme or repeated high level negative behaviour. The decision to exclude a pupil permanently should only be taken:

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

Issues Out of School Hours

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Issues out of school hours should be referred to the school leadership team. They may choose to act if the child is;

- On the way to / from school.
- Taking part in out of school clubs or school-organised activity.
- Wearing school uniform and therefore representing the school in the eyes of the community.
- In some other way identifiable as a pupil from Coppull Parish Church or England Primary School.
- Other behaviour which brings the school into disrepute (e.g. derogatory comments on a social network site).

Additionally, pupils may be sanctioned for poor behaviour choices 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 or could adversely affect the reputation of the school.

We would advise parents to inform the school of any out-of-school incident which may affect relationships.

Behaviour on School Trips, Residential Trips and Sporting Events

We are proud of the children who attend Coppull Parish Church of England Primary School and believe they are ambassadors for the school on trips and when representing the school at outside events. We have the same expectations for behaviour when taking part in trips and visits and representing the school as we do during the school day. The same school code and behaviour expectations apply when children are out on visits or representing the school as will apply on the school premises during school hours. If children fail to adhere to these expectations, the same consequences will apply.

Parental Concerns and Complaints

The school works in partnership with parents and carers and values open communication. If a parent or carer has any concerns regarding behaviour management, including the application of this policy or the use of sanctions or restrictive interventions, they are encouraged to contact the school in the first instance to discuss the matter.

Any formal complaints should be made in accordance with the school's Complaints Policy. This outlines the procedures for raising and resolving concerns in a fair and transparent manner.