The Blue Coat School

BEHAVIOUR MANAGEMENT AND EXCLUSIONS POLICY

Approved by the Governors' Safeguarding, Health and Safety Committee on _____

Signed: _____

(H Andrews – Chair of Safeguarding, Health and Safety Committee)

This Behaviour Management and Exclusions Policy was devised by the Deputy Head (Pre-Prep) and the Deputy Head (Prep) in consultation with the Senior Leadership Team.

Date of Next Review: Michaelmas 2027

1. INTRODUCTION

1.1
The Blue Coat School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all pupils is key to their development. Staff aim to teach trust and mutual respect for everyone. They believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners and who reach their full potential.

1.2
The Blue Coat School is an inclusive community. Pupils from a wide variety of ethnic and social backgrounds and faiths are welcomed. Everyone is treated as an individual and staff aim to enable each child to develop as a whole person equipped to take his or her place in the modern world.

1.3
Staff at The Blue Coat School recognise that there might be underlying causes for a child's behaviour. If staff suspect a child's behaviour is because the child is suffering, or is likely to suffer, significant harm, then the procedures set out in the Safeguarding and Child Protection Policy are followed.

1.4
The Blue Coat School Behaviour Management and Exclusions Policy applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception). It is available to parents on the school website.

1.5
Parents and guardians who accept a place for their child at The Blue Coat School undertake to uphold the school's policies and regulations, including this Policy, when they sign the Terms and Conditions. Parents are required to support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework.

1.6
In determining appropriate disciplinary action, staff at The Blue Coat School have regard to the Equality Act 2010, the SEN Code of Practice, the non-statutory 'Behaviour in Schools – Advice for headteachers and school staff' (2024), Keeping Children Safe in Education (2026), 'Mental health and behaviour in schools' (2018), 'Searching, Screening and Confiscation' (2022) and any other relevant legislation or Guidance.

2. THE BLUE COAT SCHOOL VALUES

2.1
The Blue Coat School Values are designed to set out the principles which underpin the School's strategies to promote and encourage positive behaviour and self-discipline whilst the children are at school and also on trips, outings and off-site visits. Staff aim to reward and encourage good behaviour.

2.2

Pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the Blue Coat School Values and understand what is expected of them and why, as well as the consequences of poor behaviour. The children are taught these Values throughout their time at the School and it forms part of the PSHE curriculum each year for children in Years 1 – 6. Pupils who join the school mid-year are taught these Values when they start the school. The Values are promoted regularly in assemblies.

2.3

In Pre-Prep and Prep the children are encouraged to give a good impression of themselves and the School both within and beyond the campus, both in person and online. Throughout the school day, in activities and on off-site visits, trips and outings, the children should follow the Blue Coat School Values:

- Be Truthful, Patient and Kind
- Cheerfully Try Hard
- Show Respect

Be Truthful, Patient and Kind

– We can be trusted to be honest and truthful, to say what we mean and to do what we say.
– We aim to stay calm while waiting, not getting angry with each other and never trying to take revenge, get our own back, or get even.
– We care for others through our words and actions, always being ready to give and to share, especially with those who are in difficulty.

The children are encouraged to:

- Tell the truth and take responsibility for their own behaviour
- Speak to each other thoughtfully and considerately
- Interact with each other in appropriate ways
- Share and take turns
- Involve others in their games at break times, in Pre-Prep Aftercare and in the Year Group Hubs
- Help others around the campus where needed.

Cheerfully Try Hard

– We work hard, trying to do everything to the best of our abilities, refusing to give up when things are hard.

The children are encouraged to:

- Take a cheerful approach to their work and activities
- Have a positive 'Growth Mindset' attitude
- Do everything to the best of their ability.

Show Respect

– We recognise that we are all of value and importance, and we appreciate each other despite our differences.

The children are encouraged to:

- Talk to staff, adults and other children politely

- Listen attentively and respond to requests
- Show an awareness of others and a consideration of their needs
- Show respect by arriving punctually for lessons, assemblies and Chapel Services
- Show respect by ensuring that they have the correct books and equipment for lessons
- Show respect for the books and property of others and of the school
- Show respect by wearing the correct uniform
- Move around the classroom, school and grounds and line up in an orderly fashion
- Show respect for the school by keeping the outdoor play areas, classrooms, cloakrooms and toilet areas tidy and using them appropriately
- Say grace before lunch (Pre-Prep)
- Observe good table manners.

3. BEHAVIOUR PARTNERSHIPS

3.1

The school sees education as a partnership between Governors, staff, parents and pupils. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation by modelling expected behaviours and positive relationships as set out in this Policy and by challenging unacceptable conduct. The highest values and standards of behaviour are expected inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

3.2

Everyone has a right to feel secure and to be treated with respect at The Blue Coat School, particularly the vulnerable. Harassment, bullying, physical threats or abuse and intimidation will not be tolerated. The Anti-Bullying Policy is available to parents on the school website. The school is strongly committed to promoting equal opportunities for all, irrespective of ethnicity, culture or religion, home language, ability, age, learning difficulties or disabilities, gender, sexual orientation or family background. Any incident of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively as set out in this Policy.

3.3 Staff

3.3.1

The management of the behaviour of the pupils at The Blue Coat School is the responsibility of all of the staff at the school. It can also be the responsibility of people who the Headmaster has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Staff are supported in their management of behavioural issues by the school SENCOs, the Deputy Head Pre-Prep, the Deputy Head Prep, Head of Year, the Head of Pre-Prep, the Head of Prep and the Headmaster. The Deputy Head Pre-Prep is the Main Designated Safeguarding Lead (DSL) and the Deputy Head Prep, the Head of Prep and the Head of Pre-Prep are all Deputy DSLs. They provide guidance and support on safeguarding and child protection matters including those relating to children's behaviour. Support with behavioural matters might also be provided by the Pastoral Team.

3.3.2
New staff are informed about the Values and the behavioural expectations for children, including the expectations as set out in this Policy and the Anti-Bullying Policy as part of the staff induction process. Training updates are regularly provided to staff on behavioural matters, including on how mental health needs and certain special educational needs can impact on a child's behaviour.

3.3.3
All staff have high expectations of the children's conduct and behaviour and these expectations are applied consistently and fairly to help in creating a calm and safe environment. The guidelines below are common to all members of staff. Whenever possible, staff ensure that:

- they are consistent in all aspects of discipline
- they rarely show anger
- they are never patronising
- they use with the children the manners they would expect from them
- they expect each child to be well behaved
- they show surprise when a child behaves inappropriately
- they do not give whole-class punishments
- they listen to all sides in any given dispute
- they are more often positive than negative
- they start afresh after any incident
- they admit their mistakes and apologise for them
- they value what children have to offer.

3.4 Pupils

3.4.1
The ethos of, and respect for, the school is enhanced by listening to all our children from the youngest in Nursery to the oldest in Year 6. Staff encourage the children to make constructive suggestions about the school with opportunities for discussion being provided in Pre-Prep class time, in Prep Form time, PSHE lessons, Golden Table sittings with the Head of Pre-Prep and Headmaster and in School Council meetings. The Chair of Governors also undertakes pupil voice sessions on a termly basis.

3.4.2
The Blue Coat School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning and behaviour throughout the school. Success is celebrated, the positives are emphasised and the negatives are dealt with in a sensitive and tactful way. Staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, every pupil is expected to cooperate, work hard and behave in accordance with The Blue Coat Values.

3.4.3
All of the children are supported in developing appropriate behaviour through positive reinforcement, praise, reminders and encouragement.

3.4.4

Staff are fully aware that a child displaying persistent disruptive or withdrawn behaviours does not necessarily have special educational needs or disabilities. Appropriate adjustments are made and strategies are devised to assist any child with emotional or behavioural difficulties in the management of their behaviour irrespective of whether or not the child has special educational needs or disabilities. These strategies and adjustments are devised following observations by the teaching staff in Pre-Prep and Prep to determine whether or not there are any causal factors or triggers for behaviours. Staff are supported in devising strategies by the school SENCOs, the Deputy Head Pre-Prep and the Deputy Head Prep. Continuing disruptive behaviour might be the result of unmet educational or other needs. Where required, clear communications about the individual behaviour strategies for a child are given to staff so that a consistent and predictable approach is taken and applied fairly. The School will consider whether a multi-agency assessment of the child should be recommended to parents. Staff are also aware that there might be underlying safeguarding concerns about a child with persistent disruptive or withdrawn behaviours and they take appropriate actions to follow up any such concerns as set out in more detail in the Safeguarding and Child Protection Policy.

3.4.5

Support strategies for the younger children include sticker charts or other visual tools such as Zone Boards to help them to focus on specific aspects of their behaviour and understand the behavioural expectations. Buddy systems might be used to help children with behavioural issues. Behaviour Support Plans might also be implemented to provide focused targets for improvements in behaviour. These will be devised in consultation with parents and in conjunction with the school SENCOs, in accordance with the school SEN Policy and will be kept under review with parents, with successes celebrated and areas for further development discussed. Friendship groups are sometimes used to help support children in Key Stages 1 and 2 with social, emotional and behavioural needs. These groups enable the children to meet on a weekly basis to discuss issues and explore how to manage their individual needs.

3.4.6

Reasonable adjustments are made for children with social, emotional and behavioural needs when required. An additional adult might accompany the children on a trip, outing or off-site visit to ensure that this is accessible to the child and to provide additional support. The needs of the child will be considered as part of Risk Assessments so that specific adjustments can be planned and implemented if necessary.

3.4.7 Banned items and searches

3.4.7.1

Pupils are not allowed electronic equipment, such as mobile phones, smart watches, iPods or cameras at school. There may be occasions when these can be brought in during school trips, but that will be specified for each event. Electronic devices brought in by pupils without permission will be confiscated and appropriate sanctions taken. They must not bring any electronic cigarettes or vapes to school.

3.4.7.2

With the permission of a pupil or parents, a search may be made of the pupil or their possessions if it is reasonably thought that the pupil has brought such items to school. Only the Headmaster or a member of staff authorised by the Headmaster can carry out a search. Other than in limited exceptional circumstance, the search will be carried out be a member of staff who is of the same sex as the pupil and an additional member of staff will also be present. Staff may search a pupil's outer clothing, pockets, possessions, desks or

lockers. Staff will have due regard to the age and needs of any pupil being searched. A record will be kept of any searches made including the date, time and location of the search; which pupil was searched; who conducted the search; what was being searched for; what items, if any, were found; and what follow-up action was taken. Before any such search is carried out, careful consideration will be given to the impact that search may have on the pupil concerned. The Headmaster and Main DSL will always be informed of the outcome of any search and the follow-up actions. Records will be reviewed by the Headmaster and the Main DSL and the Safeguarding Governor so that any patterns and trends can be identified and addressed.

3.4.7.3

The School has a statutory power to search a pupil or their possessions, if the pupil agrees, where there are reasonable grounds to suspect that the pupil may have a prohibited item as specified in the Government guidance, 'Searching, Screening and Confiscation' namely: knives and weapons; alcohol; illegal drugs; stolen items; any article that a 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 the property of, any person, including the pupil; tobacco and cigarette papers; fireworks; and pornographic images. Pupils are not allowed to bring any prohibited items to school (knives and weapons, alcohol, illegal drugs, stolen items, any inappropriate literature or any items which could cause harm or injury). Reasonable force may be used to search for these specific items if absolutely necessary. If any of these items are found, the item(s) will be confiscated and appropriate sanctions will be taken. Members of staff should never intentionally view any indecent image of a child. Staff must never copy, print, share, store or share such images. They should inform a DSL without delay. Parents will be notified of any searches and the DSL will be informed so that it can be determined if there are additional safeguarding concerns to be followed up and any pastoral support required. The protocols for searching will be followed and will be addressed in line with the Safeguarding and Child Protection Policy..

3.5 Parents

3.5.1

When there are issues with a child's behaviour the support of the parents is sought at the earliest opportunity. The concerns are discussed with parents and strategies for managing the child's behaviour are discussed so that a consistent approach can be developed. This might include the implementation of a Behaviour Support Plan. Staff will keep parents updated about their child's behaviour and the strategies being implemented. Parents sometimes request advice about their child's behaviour outside school. Staff offer guidance when appropriate.

3.6 Liaison with other agencies

3.6.1

In order to ensure that the emotional and behavioural needs of a child are addressed, it is sometimes necessary, following discussion with parents, to seek guidance and advice from outside agencies such as educational psychologists, health and social services and voluntary bodies.

3.7 Transitions

3.7.1
Staff discuss the children's needs when they transfer from Pre-Prep to Prep and also when they transfer to a new year group. Information about effective support strategies is discussed to ensure the children's needs continue to be met as they progress through the school. All of the children are prepared for transitions such as end of year transfers by discussions with staff and visits to new year groups, particularly for the younger children.

4. REWARDS IN PRE-PREP AND PREP

4.1
A very high standard of behaviour is encouraged and promoted throughout the school. Children learn by encouragement and by the praise they receive when they succeed. This is the method used to obtain safe sensible conduct. Staff aim to work in partnership with parents to promote acceptable behaviour.

4.2 Pre-Prep

4.2.1
In Pre-Prep the rewards include:

- Verbal praise and written praise for good work to individuals, groups of children or the whole class
- Stickers for achievements both in work and behaviour
- Weekly awards for each class in Assembly for good work and for friendship, kindness or effort
- Celebrations of good work in a 'Well Done' Assembly for Years 1 and 2 approximately every two weeks
- Recording achievements in *Update*, the school electronic newsletter
- Reports to parents which are always worded to be as constructive as possible
- Sitting at the Golden Table for lunch on a Friday with the Head of Pre-Prep.

4.3 Prep Rewards

4.3.1

The systems of reward in place are designed to encourage and promote The Blue Coat School Values.

In Prep, rewards include:

• **STARS (1HP)**: these may be awarded for oral or written work, and work carried out on the initiative of the child (such as researching something of relevance). Usually, 1 Star will be awarded in such circumstances but more than 1 Star may be awarded for a single piece of work if deemed appropriate by that member of staff. Stars are recorded regularly by staff using Trackit Lights and these will be monitored by key staff.

• **ACADEMIC AWARD (5HP)**: a piece of exceptional work or work that represents a real achievement for a child can be sent to the Head of Pre-Prep and Academic Lead to be nominated for an Academic Award. An additional 5HP will subsequently be issued for that piece of work.

• **HEADMASTER'S ACADEMIC BOOK OF EXCELLENCE (5HP)**: a child's work nominated for an Academic Award may subsequently be nominated for entry into the Headmaster's Academic Book of Excellence. An additional 5HP will subsequently be issued for that piece of work.

• **HEADMASTER'S HOUSE POINTS (1HP)**: these can be awarded by the Headmaster for a variety of reasons at the Headmaster's discretion.

• **HEADMASTER'S COMMENDATION BADGES (10HP)**: these are awarded by the Headmaster for a variety of reasons at the Headmaster's discretion. Pupils collect a bronze badge for their first commendation, a silver badge for their second and a gold badge for their third.

• **DEPARTMENTAL AWARDS (5HP)**: pupils who have shone in specific departments may receive a weekly award. These include 'Rising Sport Star', 'Music Maestro' and 'Standout Artist'. Other such awards may be introduced during the academic year.

• **BCS VALUES STICKERS (1HP)**: staff are encouraged to award Values Stickers outside of the classroom for excellent behaviour, initiative, courtesy, kindness, etc.

• **GOLDEN BRUNCH (5HP)**: pupils who have displayed The Blue Coat Values can be nominated to attend Golden Brunch with the Headmaster on a Friday breaktime.

• **STAR OF THE WEEK (5HP)**: pupils who have displayed The Blue Coat Values can be nominated as their Form 'Star of the Week'.

• **HOUSE POINTS**: all of the above amount to a specific number of House Points that contribute to the weekly total for that child's House. As all of the above are recorded on Trackit Lights by staff, House Point totals are automatically calculated. Children will receive the following certificates in their Year Group Assembly once the specified number of House Points have been awarded:

Bronze Award (100 HP), Silver Award (250 HP), Gold Award (400 HP), Platinum Award (600 HP)

When children achieve the following awards, in addition to their certificate they also receive the following prizes:

Gold Award (Small BCS soft ball), Platinum Award (£5 book voucher)

A prize is awarded to the children in each Year Group with the highest total of House Points accumulated during the year.

• **WEEKLY YEAR GROUP ASSEMBLIES/TERMLY CELEBRATION ASSEMBLIES**: these provide opportunities to celebrate other miscellaneous achievements of pupils (both school related and non-school related).

• **ANNUAL PRIZE GIVING CEREMONIES**: at the end of each academic year, a number of prizes are awarded within each year group in celebration of academic achievement, academic progress and commitment to The Blue Coat School Values.

5. SANCTIONS

5.1

If a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively where appropriate. They should ensure the safety of other children and staff to restore a calm environment. All staff will respond in a consistent, fair and proportionate manner.

5.2

Sanctions are used at The Blue Coat School to set boundaries and to manage challenging behaviour which may include child-on-child abuse, bullying or sexual harassment or violence, including the soliciting and sharing of nude or semi-nude images and videos. As set out in the Anti-Bullying Policy and the Safeguarding and Child Protection Policy, bullying, victimisation, discrimination, sexual violence and sexual harassment (offline and online, physically and verbally) are never acceptable and will not be tolerated, nor will inappropriate language or sexually abusive language be treated as 'banter'. Appropriate sanctions will be instigated in such cases and the procedures as set out in the Safeguarding and Child Protection Policy will also be followed to support the perpetrator and victim. The Main Designated Safeguarding Lead will be informed. Victims will be reassured that they will be supported, kept safe and that they are being taken seriously, regardless of how long it has taken them to come forward. They will not be given the impression that they are creating a problem by reporting sexual harassment or sexual violence whether it occurred online or outside of school. They will not be made to feel ashamed of making a report and their experience will not be minimised. If a report of sexual abuse or harassment transpires to be malicious then discussions will be held with the child and the child's parents and appropriate sanctions will be agreed.

5.3

When signing the Terms and Conditions, parents and guardians undertake to support the authority of the Headmaster in inculcating The Blue Coat Values in a fair manner that is designed to safeguard the welfare of the community as a whole. The Headmaster, for his part, undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity. Sanctions are proportionate and reasonable and take into account the child's age, any special educational needs or disability, any religious requirements affecting them or any specific circumstances such as whether the child has suffered a bereavement, experienced abuse or neglect, has mental health needs, is experiencing significant challenges at home or has been subject to bullying. Pupils are supported through the sanctions imposed to reflect on their behaviour and to make improvements.

5.4

Removal from the classroom constitutes a serious sanction. Children will only be removed from the classroom when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Children will be supervised by staff in such cases. Parents should be informed on the same day if a child has been removed from the classroom. The Headmaster will also be informed. Removal should only be used for the following reasons: to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and to allow the pupil to regain calm in a safe space. The pupil will return to the classroom as soon as is reasonably practicable and when safe to do so. They will be encouraged to reflect on their actions. Records will be kept and analysed to identify trends and patterns in any such removals and to monitor their effectiveness.

5.5
Staff do all that is reasonable to ensure that the children remain in the care of the School during School hours. If a pupil leaves the School premises without permission, then the procedures set out in the Lost or Uncollected Children Policy will be followed and disciplinary action will be taken.

5.6
Malicious accusations against staff made by a pupil will be investigated and appropriate discipline will be applied based on the findings and any contributory factors.

5.7
A record of the sanctions imposed for serious misbehaviour is recorded on CPOMS by the Deputy Head Prep and the Deputy Head Pre-Prep. This includes the pupil's name and year group; the nature and date of the offence; the sanction imposed; the member(s) of staff involved; dates and records of any meetings in respect of the offence; and follow-up actions. If the incident involves child on child abuse, a separate log is maintained and reviewed to identify any patterns of misbehaviour and any potential bullying or safeguarding concerns.

5.8
This Policy is on the school website, and parents and pupils should be aware of the more serious sanctions, including suspension and permanent exclusion, that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour.

5.9 Sanctions for breaches of discipline that do not merit suspension or permanent exclusion

5.9.1 Pre-Prep

5.9.1.1
Behavioural problems may have many causes. Detailed below are some general guidelines for staff when dealing with unacceptable behaviour. These guidelines apply throughout the school day and also in Before and After School Care.

5.9.1.2
Usually, a look or a firm word will be enough to deter a child from behaving unacceptably. Teachers should feel able to adopt any reasonable approach or sanction within the classroom and will talk to the child so that the child understands what is unacceptable. The Class Teacher may choose to speak to the parents informally. If an incident happens in the playground, the person on duty should deal with it and inform the Class Teacher. If unacceptable behaviours are repeated, constitute bullying or are of a more serious nature, the Head of Pre-Prep or Deputy Head Pre-Prep must be informed. Repeated unacceptable behaviours or serious behavioural concerns will be discussed with parents, including the parents of any other children involved, where appropriate. The Anti-Bullying Policy will be followed where a child's behaviour constitutes bullying.

5.9.1.3
The following are examples of some of the sanctions used:

- Children may be removed from the company of others for a short time if they have been annoying or disrupting those around them

- A child may be put to work on a table by him/herself for a short period
- A child who behaves in an unruly or over-exuberant fashion in the playground may be or asked to stand next to a teacher or assistant until he or she calms down. In more serious cases he or she may be taken indoors to his or her teacher, the Head of Pre-Prep, the Deputy Head Pre-Prep or the Head of Year.

5.9.1.4
Staff should not feel that they have to deal alone with persistent bad behaviour. Support will be given by the Head of Pre-Prep, the Deputy Head Pre-Prep, or a Head of Year and a strategy will be formed if necessary. A child with suspected behavioural problems may be referred to the School SENCO and the child's needs will be discussed with his or her parents. Staff are supported in their implementation of behaviour management strategies by the Head of Pre-Prep, the Deputy Head Pre-Prep and the Head of Year. Records of concerns about children's behaviour are maintained by the Deputy Head Pre-Prep so that patterns and trends and any potential safeguarding concerns can be identified.

5.9.1.5
In cases where a child in Pre-Prep needs to be disciplined by the Head of Pre-Prep or Deputy Head Pre-Prep for a serious misdemeanour, consideration should be given as to whether or not another adult should be present.

5.9.1.6
In the event of a child injuring him or herself or another child as the result of an incident relating to behaviour, a member of staff in Pre-Prep will complete a CPOMS entry including an electronic body map.

5.9.2 Prep Sanctions

5.9.2.1

Where children's behaviour is contrary to The Blue Coat School Values, a range of disciplinary measures can be used to address and correct such behaviour.

Stage 1.

These may include: minor disruption to lessons or activities (incl. silly/unsuitable behaviour in the playground); lateness to lessons or activities; running in school buildings or inappropriate areas around school; disorganisation; untidy uniform; forgetting necessary/expected equipment; being too loud or boisterous; acting without thought in a way that may be unkind or unsafe to others

Action to be taken by staff:

A verbal warning may be used by the member of staff as a positive intervention so that the child is aware that their behaviour is unacceptable and has the opportunity to correct their behaviour with guidance from that member of staff (i.e. this may involve moving that child during an activity).

If that behaviour continues then that member of staff should explain clearly to the child that the warning has not been understood and the member of staff should issue the child with a **Demerit (-1 HP)**. That member of staff is also responsible for recording this information onto Trackit Lights.

If that behaviour still continues, or worsens, then that member of staff should explain to the child that the warning has still not been understood and the member of staff should explain to the child that the sanction will now be escalated to Stage 2.

Where a verbal warning has recently been given to a group of children by a member of staff and a child does not take heed of that warning, a member of staff may issue a Demerit without issuing an individual warning to the child.

The School has a zero-tolerance approach to unkindness, and a Demerit will be given without an individual warning if thoughtless unkindness has occurred.

Parents will not be informed directly by staff about Demerits issued at Stage 1 but parents will be able to see the Demerit via the Trackit Lights Parent App on their child's school managed iPad.

Stage 2.

These include: persistent 'Stage 1 incidents of poor behaviour'; rudeness; intentional unkindness; intentional child-on-child abuse; lying; over-physical behaviour; inappropriate use of language; major disruption of lessons or activities

Action to be taken by staff:

Where required (i.e. not directly witnessed by a member of staff), it is important that such unacceptable behaviour is investigated, by the relevant Form Tutor together with the Head of Year, before action is determined.

Where behaviour is confirmed at Stage 2, the child will be required to attend a 'Head of Year Reflection' in their free time (i.e. at morning break or at lunchtime) and 3 Demerits will be issued by the Head of Year. A 'Head of Year Reflection' may involve completing a Head of Year task or lead to a removal of privileges/restriction to certain activities for a specified amount of time. Where Stage 2 is due to persistent 'Stage 1 incidents of poor behaviour', the 'Head of Year Reflection' may lead to the completion of a 'Report Card' for a set period of time.

In all of these cases, parents will be informed directly of the child's behaviour by the Head of Year, as well as the subsequent action that is going to be taken.

In all of these cases, the Head of Year is responsible for ensuring that all necessary information is recorded onto CPOMS and 3 Demerits are issued onto Trackit Lights.

For Stage 2 incidents, the Head of Year may request the support of the Deputy Head Prep or Head of Prep when: investigating an incident; deciding on the nature of the Head of Year Reflection; completing the Head of Year Reflection; communicating a child's behaviour and follow up action to parents.

Stage 3.

These include: persistent 'Stage 2 incidents of poor behaviour'; use of targeted racist/sexual or any other discriminatory language; persistent unkindness; bullying; vandalism; theft; physical behaviour with intent to harm

Action to be taken by staff:

Where required (i.e. not directly witnessed by a member of staff), it is important that such unacceptable behaviour is investigated, by the relevant Head of Year together with the Deputy Head Prep and/or Head of Prep, before action is determined.

Where behaviour is confirmed at 'Stage 3', the child will be required to attend a Headmaster's Detention, run by either the Deputy Head Prep, Head of Prep, or Headmaster between 3.10pm and 4.10pm on a Friday afternoon, or on a Saturday morning from 8.00am until 9.00am, and 10 Demerits will be issued by either the Deputy Head Prep, Head of Prep, or Headmaster. A parent will be required to collect the child from the Main Reception once the detention has been served. A Headmaster's Detention will involve completing a task set by the Deputy Head Prep, Head of Prep or the Headmaster. If a pupil is issued with a Headmaster's Detention, this may also lead to a removal of privileges/restriction to certain activities for a specified amount of time. Where Stage 3 is warranted due to persistent Stage 2 incidents, the Headmaster's Detention may lead to the completion of a 'Report Card' for a set period of time.

In all of these cases, parents will be informed directly of the child's behaviour by either the Deputy Head Prep, Head of Prep or the Headmaster, as well as the subsequent action that is going to be taken. Parents may be invited to attend a meeting to discuss follow up action.

In all of these cases, either the Deputy Head Prep, the Head of Prep or the Headmaster is responsible for ensuring that all necessary information is recorded onto CPOMS and 10 Demerits are issued onto Trackit Lights.

At the sole discretion of the Headmaster, serious incidents of poor behaviour may also lead to suspension or permanent exclusion (see below).

At all stages, the following will apply:

- This policy will be considered alongside the Anti-Bullying Policy when necessary.
- Demerits are issued using Trackit Lights.
- As Demerits count against a child's weekly House Point total, where the number of Demerits issued exceeds the number of House Points gained, the child's weekly House Point total will not fall below

5.10 Sanctions for breaches of discipline that merit suspension or permanent exclusion

5.10.1
A decision to suspend or permanently exclude a pupil, is seen as a last resort by the School. When considering such a decision, the School considers possible contributing factors for the child such as safeguarding concerns, SEND or mental health concerns. *See also Safeguarding and Child Protection Policy.*

5.10.2
The School is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures is in place to promote good behaviour and appropriate conduct.

5.10.3
No suspension or permanent exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

5.10.4 Reasons for suspension or permanent exclusion

5.10.4.1
The continued presence of any pupil in the school is solely at the discretion of the Headmaster, and depends upon the pupil's application, progress, conduct, attendance and behaviour (including outside of school) being in accordance with such standards as the School deems necessary and appropriate. Pupils who are found to have made malicious accusations against school staff may also be subject to suspension or permanent exclusion.

5.10.4.2
The Headmaster[1] may also at his sole discretion permanently exclude, or require parents to remove, a child if the behaviour of either parent is, in the opinion of the Headmaster, unreasonable and affects or is likely to affect adversely any pupil's progress at the School or the well-being of the School or its staff, or to bring the School into disrepute.

5.10.4.3
A suspension or permanent exclusion may be considered for a child who has been found to be sexually bullying or sexually abusing another child or who has been found to be sexually violent towards another child, subject to the provisos set out below and the principles of the Safeguarding and Child Protection Policy.

5.10.4.4
Whilst a pupil is suspended then the pupil must remain away from School and will have no right to enter School premises during that time without written permission from the Headmaster.

5.10.5 Suspension

5.10.5.1
A suspension should be for the shortest time necessary in order to minimise the educational consequences on the child.

5.10.6 Persistent or cumulative problems

5.10.6.1
Suspension for a period of time from half a day to five days for persistent or cumulative problems would be imposed only if the School had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring
- Report card
- Target setting
- Checking on any possible provocation
- Detention
- Internal exclusion

[1] Reference to the "Headmaster" also applies to another senior member of staff acting in that capacity as necessary.

5.10.6.2
Suspension will not be used for minor incidents (e.g. failure to do homework, poor academic performance or breaches of uniform rules) except when these are persistent and/or defiant.

5.10.7 Behaviour outside school

5.10.7.1
Pupils' behaviour outside school on school business (e.g. on school trips, at sports fixtures) is subject to the requirements set out in this Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

5.10.7.2
For behaviour outside school, not on school business, the Headmaster may suspend a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

5.10.8 Single incident

5.10.8.1
Suspension may be used in response to a serious breach of The Blue Coat Values and policies or a disciplinary offence.

5.10.8.2
In such cases the Headmaster will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the School's policies. The pupil will be encouraged to give his or her version of events, and the Headmaster will check whether the incident may have been provoked, for example by bullying or racial or sexual harassment or violence.

5.10.8.3
It may be helpful for The Headmaster to consult a Governor but the final decision will rest with him.

5.10.9 Permanent exclusion

5.10.9.1
A permanent exclusion is a very serious decision, and the Headmaster will consult with a Governor before enforcing it.

5.10.9.2
As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, or a grave or persistent offence such as, but not limited to:

- Carrying an offensive weapon
- Fraud
- Malicious damage
- Persistent bullying

- Possession or use of an illegal drug
- Racial harassment
- Sexual harassment
- Sexual misconduct
- Any other activity that is illegal under English law

5.10.9.3
Further guidance and information on the School's Policy regarding the use or possession of alcohol, tobacco, solvents or drugs by children is given in Appendix 1 of this policy.

5.10.10 Authority to exclude permanently

5.10.10.1
Only the Headmaster has the absolute discretion to permanently exclude a pupil from the School. The Headmaster is obliged to keep the Governing Body informed of any permanent exclusion, with the exception of any members of the Governing Body who may be required to sit on an Appeals Panel.

5.10.11 Suspension/Permanent Exclusion procedure

5.10.11.1
The Headmaster is responsible for ensuring that the procedures are followed correctly and for reporting progress regarding any suspensions or permanent exclusions to the Governors.

5.10.11.2
The Headmaster will:

1. Inform the pupil's parents of the period of any suspension or permanent exclusion in writing setting out the reason for the decision.
2. In the case of permanent exclusion, advise the parents that they may appeal to the Governing Body against permanent exclusion. Should parents wish to appeal to the Governing Body against a permanent exclusion the request must be made as soon as possible and in any event within seven days of the Headmaster's decision being notified to the parents.
3. Advise the parents of the Appeal Procedure (see below) for permanent exclusion.
4. Notify the Chair of Governors of the details of and reasons for the suspension or permanent exclusion.

5.10.12 Appeal procedure

5.10.12.1
Parents are not able to appeal a decision made to suspend their child. However, in such cases, they are able to use the Complaints Policy.

5.10.12.2
If parents wish to appeal against the permanent exclusion of their child:

1. The Parents will be referred to the Clerk to the Governors to call a hearing of the Pupil Discipline Appeal Panel.

2. The matter will then be referred to the Panel for consideration. The Panel will consist of at least three persons, one of whom shall be independent of the management and running of the School. Each of the Panel members will be appointed by the Governing Body. The Clerk to the Governors, on behalf of the Panel, will then acknowledge the appeal and arrange a hearing as soon as is practicable, notifying the parents of the names of the Panel members – normally within 14 days. The Panel will seek all relevant information and evidence from both parties.

3. If the Panel deems it necessary, it may require that further particulars on any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 10 working days prior to the hearing.

4. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

5. If possible, the Panel will resolve the parents' appeal immediately without the need for further investigation.

6. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts it considers to be relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 10 working days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it.

7. The decision of the Panel will be final. The Panel's findings and recommendations, if any, will be sent in writing to the parents, the Headmaster and the Governors.

5.10.12.3

Parents can be assured that the appeal will be treated seriously and confidentially. All correspondence, statements and records will be kept confidential except in so far as is required of the School.

5.10.13 Fees

There will be no refund of fees following suspension or permanent exclusion. In the case of permanent exclusion the Acceptance Deposit will not be returned or credited. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

5.10.14 Removal from the School for other reasons

The Headmaster may send a pupil home, after consultation with that pupils' parents, and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not a suspension or permanent exclusion and should be for the shortest possible time.

6. RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE

6.1

Like all schools, The Blue Coat School reserves the right for staff to use ***reasonable force*** to control or restrain a pupil in specific circumstances, including to manage a child's behaviour if absolutely necessary. Further details can be found in Appendix 2.

7. CORPORAL PUNISHMENT

7.1

Corporal punishment is illegal in all circumstances and is entirely rejected by The Blue Coat School. It will not be given to any child of any age by any person who cares for or who is in regular contact with children

at The Blue Coat School, or by any person living or working on the premises, nor will it be threatened. No form of punishment is used or threatened which could have an adverse impact on the child's well-being. A person shall not be taken to have given corporal punishment in breach of the above where physical intervention was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person (including the child) or to manage the child's behaviour if absolutely necessary. If any such action is taken the member of staff or volunteer must report this to the Headmaster, the Head of Prep or the Head of Pre-Prep without delay. Records are kept of any occasion where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

7.2
Any person who is alleged to have carried out corporal punishment will be investigated under the School's disciplinary procedures.

7.3
Corporal punishment by parents is a safeguarding issue.

8. COMPLAINTS

8.1
The Blue Coat School hopes that parents will not feel the need to complain about the operation of the Behaviour Management and Exclusions Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure, which applies equally to the children in the EYFS, is on the school website. Copies of the Procedure can also be sent on request.

9. RELATED POLICIES, MONITORING AND POLICY REVIEW

9.1
This Policy should be read in conjunction with other related whole school policies including: Anti-Bullying, Safeguarding and Child Protection, Lost or Uncollected Children, Equal Opportunities, EYFS and Special Educational Needs. This Policy will be reviewed at least annually to ensure that it complies with statutory requirements and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Safeguarding and Health and Safety Committee for approval in the Michaelmas Term each year. The minutes of this meeting will be presented to the Governors.

APPENDIX 1 – ALCOHOL, TOBACCO, SOLVENTS AND DRUGS

GUIDANCE AND INFORMATION

1. ALCOHOL

1.1
Any child found to be drunk on the school premises or on a trip, outing or off-site visit will receive initial medical assistance from the Health Centre or a First Aider. Thereafter, parents or guardians may be required to remove him/her from the premises, or trip, outing or off-site visit, if erratic or disruptive behaviour is displayed. In serious cases, the police and ambulance services may be summoned.

1.2
Alcohol found on any child will be confiscated and returned to his/her parents/guardians accordingly. 'Suspicious' drinks brought on to the campus or taken on a trip, outing or off-site visit may also be confiscated, and a ready supply of drinking water made available as a substitute.

1.3
Pupils found drunk or in possession of alcohol on school premises or on a trip, outing or off-site visit will be liable to disciplinary action. Sanctions will include a Headmaster's Detention and further education on the dangers of alcohol. Offences may also lead to suspension or permanent exclusion.

2. TOBACCO

2.1
Smoking (or the use of nicotine pouches) on the school premises or on school trips, outings or off-site visits is expressly forbidden. Smokers' requisites found on any child will be confiscated and returned to the parents/guardians accordingly. Sanctions will include a Headmaster's Detention and further education on the dangers of tobacco. Offences may also lead to suspension or permanent exclusion.

3. VAPING

3.1
Vaping on the school premises or on school trips, outings or off-site visits is expressly forbidden. Vapers requisites found on any child will be confiscated and returned to the parents/guardians accordingly. Sanctions will include a Headmaster's Detention and further education on the dangers of vaping. Offences may also lead to suspension or permanent exclusion.

4. SOLVENTS

4.1
Any pupil found suffering from solvent intoxication will be given emergency medical attention in the Health Centre or First Aider, and his/her parents contacted immediately.

4.2
Where a pupil is involved in solvent abuse on the school premises or on a trip, outing or off-site visit, the school will ensure that the child's parents are informed.

4.3
Pupils found under the influence, or in possession, of solvents on school premises or on a trip, outing or off-site visit will be liable to disciplinary action. Sanctions will include a Headmaster's Detention and further education on the dangers of solvent abuse. Offences may also lead to suspension or permanent exclusion.

5. DRUGS

5.1 Controlled drugs and the law

5.1.1
Under the Misuse of Drugs Act 1971, it is an offence:

- To supply or to offer to supply a controlled drug to another in contravention of the Act
- To be in possession of, or to possess with intent to supply to another, a controlled drug in contravention of the Act
- For the occupier, or someone concerned in the management of any premises, knowingly to permit or suffer on those premises the smoking of cannabis, or the production, attempted production, supply, attempted supply or offering to supply of any controlled drug.

5.2 Classification of controlled drugs

5.2.1
Drugs can be divided into the following categories:
- Depressants (designed to slow down the body)
- Stimulants (to give a feeling of energy)
- Hallucinogenics (substances that alter perceptions)
- Medicines (substances that alleviate the symptoms of illness).

5.3 Controlled substances in common use

5.3.1 Category A

- *Heroin (slang: boy, china white, dragon, H, scag, smack, junk)*

Derived from the opium poppy, this can be identified as a white powder. It can be smoked, sniffed, injected or inhaled.

- *Cocaine (slang: crack, rock, C, charlie, coke, dust, snow)*

Extracted from the coca plant, this can be used as a white powder or in a small white block (crack). It is sniffed, injected or smoked.

- *Ecstasy (slang: E, adam, burgers, Dennis the Menace, brownies, MDMA, XTC)*

This will be found in capsules and tablets of various sizes and is swallowed.

- *LSD (slang: acid, tabs, blotters, frash, lucy, dots, transfers, rhubarb and custard)*

This is generally made into small white or brown tablets, or found as blotting paper soaked in chemicals. These substances are swallowed.

- *Amphetamines (slang: speed, whizz, sulph, uppers, stimulants)*

These can be included in category A (if prepared for injection) or Category B (if ingested). Found in powder, tablet or capsule form, they are either sniffed, swallowed or injected.

5.3.2 Category B

- *Cannabis (slang: hash, grass, dope, ganja, pot, blow, draw, marijuana)*

Hash is a brown solidified resin from the cannabis plant, whereas grass consists of dried leaves of the cannabis plant. This substance is smoked with tobacco, or on its own. It can also be eaten.

- Hallucinogenic mushrooms and solvents are not illegal substances unless otherwise prepared, or knowingly sold, for eating or sniffing.

5.4 Drug abuse identification

5.4.1

Warning signs – individuals

- Changes in attendance and an unwillingness to participate in school activities
- Decline in performance in school work
- Unusual outbreaks of temper, marked swings of mood, restlessness or irritability
- Increased time spent away from home, possibly with new friends in older age groups
- Excessive spending or borrowing of money
- Stealing of money or goods
- Excessive tiredness without obvious cause
- Lack of interest in physical appearance
- Sores or rashes on the mouth or nose
- Lack of appetite
- Heavy use of scents to disguise the smell of drugs
- The wearing of sunglasses at inappropriate times

5.4.2

Warning signs – groups

- Regular absence on certain days
- Keeping a distance from other pupils
- Being the subject of rumours about drug taking
- Stealing
- Using drug takers' slang
- Associating with an older person not normally part of the peer group

5.4.3
Objects that may indicate drug misuse:

- Foil containers or spoons discoloured by heat
- Metal tins
- Pill boxes
- Plastic or glass bottles
- Twists of paper
- Straw
- Sugar lumps
- Syringe and needles
- Cigarette papers and lighters
- Spent matches
- Stamps, stickers, transfers or similar items
- Plastic bags or butane gas containers (solvent abuse)
- Cardboard or other tubes (heroin)
- Paper folded to form an envelope (heroin)
- Shredded or home-rolled cigarettes and pipes (cannabis)

5.5 Possession and supply of illegal substances

5.5.1
If a pupil is found in possession of, or using a controlled drug on campus, or on a trip, outing or off-site visit, the drug will be immediately confiscated and handed to the police. Where a threat exists to the safety of others, it is permitted in law to destroy the substance confiscated.

5.5.2
In cases where a pupil or other person is found to be supplying, or offering to supply, controlled drugs ('pushing'), the police will be informed immediately. Disciplinary action will follow which may involve either suspension or permanent exclusion.

5.6 Search and discovery of illegal substances

5.6.1
If the Headmaster or a member of staff has reason to believe that a pupil's desk or locker (or personal belongings when on a trip, outing or off-site visit) contains unlawful items, a search will be conducted by two authorised members of staff in the presence of the pupil. Where pupils are suspected of concealing illegal drugs on their person, every effort will be made to encourage a voluntary handing over of such substances. Should a pupil refuse, the police will be summoned. On no account will intimate physical searches be undertaken.

5.6.2
Any substance seized that is not disposed of will be stored in a secure place and taken as soon as possible to the local police station, or arrangements made for the police to collect the substance from the school. The substance will be packed securely and labelled with the date, time, place of discovery and signatures of the two authorised members of staff.

5.6.3
It is also legally permissible to dispose of an illegal substance by incineration or by flushing it away. Such a means of disposal must be witnessed by another member of staff and careful note made of it. The resulting report must be signed by both members of staff involved.

5.7 Responsibilities of the Headmaster

5.7.1
The Headmaster's responsibilities in respect of drug-related matters on school premises, or while pupils are elsewhere engaged on school activities, fall into two categories:

- The paramount duty of care to all pupils, to ensure their health, safety and welfare according to their needs at all times; to act in loco parentis (as a reasonable parent) to all pupils entrusted to the school.
- The observance of and compliance with laws related to controlled substances.

5.8 Interviewing pupils

5.8.1
When a pupil is interviewed, a witness must always be present. In most cases, it is appropriate to inform parents if their child is involved in a drug-related incident. One should nevertheless be sensitive to the possibility of adverse reactions from parents, who might accept such information with reluctance.

5.9 Dissemination of information

5.9.1 Parents

5.9.1.1
The Headmaster will inform parents or guardians as soon as a case of substance misuse (or supply on the school premises, a school trip, outing or off-site visit) has been positively identified. Should a pupil disclose information about the use of illegal substances, the Headmaster will verify the disclosure with the appropriate member of staff before contacting the parents concerned.

5.9.1.2
Pupils cannot be guaranteed that a disclosure will be treated in confidence. The Headmaster is under an obligation to inform parents and appropriate agencies when required.

5.9.1.3
The school may consider acting as an agent in these matters and facilitate a meeting between the child and the parent. Should concerns exist regarding the safety of the child at home after a drug incident, the school will alert Children's Services.

5.9.2 Police

5.9.2.1
Consistent with the recommendations of the Department for Education (DfE), the Headmaster may consider it appropriate to inform the police when a drug incident or offence has been discovered on the premises.

5.9.2.2
Police wishing to interview a child in school must inform his/her parents. According to the DFE Circular 5/95, 'In exceptional cases, the police may interview pupils on school premises with the headteacher's agreement and provided that efforts have been made to inform the pupil's parents. The Police and Criminal Evidence Act 1974, in its Code of Practice, sets out the procedures in respect of the detention, treatment and questioning of young people by police officers, which should be observed when children are interviewed on school premises.'

5.9.2.3
Parents have the right to refuse to allow their child to be interviewed.

5.9.2.4
In cases where a pupil or other person is found to be supplying or offering to supply controlled drugs ('pushing'), the police will be informed immediately.

5.10 Suspension or Permanent Exclusion

5.10.1
Suspension or permanent exclusion may well be an appropriate outcome resulting from continued abuse of substances, but the school will consider the whole welfare of the child involved. Suspension may be appropriate in some cases, and permanent exclusion may be warranted as a final sanction when all other reasonable steps have been taken. Where it is regarded as the right course of action, such decisions will be conducted in accordance with appropriate procedures.

6. HEALTH AND SAFETY SUPPORT FOR PUPILS

6.1
Any pupil suspected of experimenting with illegal substances will be given appropriate counselling and support via the school's pastoral system. Should a pupil suffer the effects of an illegal substance, appropriate emergency care will be sought from a member of staff in the Health Centre or a First Aider and from professional medical services. Attempts will be made to contact parents in cases where professional medical support has been summoned.

6.2

Should a child lose consciousness owing to drug misuse or admit to an overdose of drugs, staff must adopt the following procedures:

- Summon help from a First Aider or the Health Centre but do not leave the child alone
- Ensure that airways are clear and, where necessary, place the child in the recovery position
- Phone 999 for an ambulance
- Keep the child warm to prevent shock
- Inform the Headmaster (or the Head of Prep or Head of Pre-Prep) immediately
- Contact the child's parents or guardian as soon as possible

APPENDIX 2 - Restrictive interventions, including use of reasonable force in schools

1. DfE

1.1

The School follows the non-statutory DfE 2026 Guidance 'Restrictive Interventions, including use of reasonable force, in schools'. Whilst there is no legal requirement for schools to follow it, the guidance is intended to provide clarification on the use of restrictive interventions, including reasonable force, to help school staff feel more confident about using these powers when necessary. It makes clear the responsibilities of headteachers and governing bodies in respect of these powers.

1.2

The Guidance includes the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Reasonable force: a term used in legislation which includes physical restrictive interventions.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

The guidance also defines seclusion but you have this in the specific section on seclusion.

2.

2.1

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do)" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

2.2

The Act also defines to whom the power applies as follows:

- Any teacher who works at the school and
- Any other person whom the headteacher has authorised to have control or charge of pupils

This includes support staff whose job normally includes supervising pupils such as Teaching Assistants, Learning Support Assistants, Learning Mentors and Breaktime Supervisors. It can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits). It does not include Year 6 School Leaders or Year 6 School Officers.

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit). Under no circumstances (including staff or pupil safety) will a pupil or group of pupils be locked in a room for any reason (other than a lockdown situation managed by SLT), nor will this be threatened.

2.3

All staff are made aware of the circumstances in which reasonable restrictive interventions or minimum force may be used. In particular, they are advised to always use their voices first, and to use the minimum force necessary to restrain a child for the shortest possible period of time. A number of factors must be considered in reaching a judgement as to whether the use of physical restraint or restrictive interventions is appropriate. These include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force or a restrictive intervention are not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies
- Consideration of any particular special educational need (SEN) and / or disability that a pupil might have.

2.4

Staff are aware of the potential risks when using restrictive interventions, including reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions.

Every member of staff will inform the Headmaster (or in his absence the Head of Prep or Head of Pre-Prep) immediately after he or she has needed to restrain a pupil physically.

3. Recording and reporting the use of force

3.1

Written records are kept of any occasion of each significant event where a member of staff has used force on a pupil. Records are made and parents/carers are informed on the same day, or as soon as reasonably practicable thereafter. The record includes the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

3.2

Use of significant force will be reported to parents of the pupil involved as soon as practicable after the incident, and wherever possible, on the same day. A report of the incident made to parents will include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

3.3

Parents will be communicated with in writing, such as by email or by online messaging, to inform them of any use of reasonable force. Parents will usually be invited into school to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed Behaviour Support Plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing Behaviour Support Plans, as needed. Records of any follow up meetings will also be kept.

4. Seclusion and non-force related restraint

4.1

Seclusion is a non-disciplinary intervention that involves temporarily placing a pupil in a separate space away from others and preventing them from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing significant emotional or behavioural dysregulation. In these circumstances, the pupil is not considered to be acting with deliberate intent.

4.2

Non-force related restraint may occur with or without direct physical contact. All forms of restraint, including non-force restraint must be recorded under the procedures outlined in this section.

4.3

Seclusion will never be used as a form or threat of punishment. Any space used for seclusion will be safe, appropriate, and designed to minimise distress. The pupil will be continuously supervised for the duration of the seclusion period.

4.3

Seclusion will last only for as long as the immediate risk of harm remains. As soon as that risk has reduced, the pupil will be allowed to leave the space.

4.4

Incidents will be recorded as soon as practicable after the event. They will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's Behaviour Support Plan. The Blue Coat School will record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code

- brief account of why the intervention was assessed as necessary in that instance • details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

All incidents involving the use of seclusion will be recorded and reported to parents in writing as soon as practicable and, where possible, the same day. Parents will also be invited to attend a meeting to discuss the incident as set out in 3.3 above and records of the meeting will be kept.

5. Restrictive interventions: reducing the likelihood of and situations arising where use of force may be required

5.1
Although preventative measures will not always work, there are a number of steps which The Blue Coat School will take to minimise the need to use restrictive interventions where the power to use force may need to be exercised such as:

- creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind;
- developing effective relationships between pupils and staff that are central to good order;
- adopting a whole-school approach to developing social and emotional skills;
- taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management, managing conflict and also to support each other during and after an incident
- recognising that challenging behaviours are often foreseeable
- effectively managing individual incidents.

5.2
When managing incidents, it is important to:

- communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil
- wherever practicable, warning a pupil that force may have to be used before using it
- working closely with parents to support individual pupils
- giving pupils time, space and strategies to calm down before their behaviour escalates

6. Governing bodies and proprietors on using data

6.1
Governors at The Blue Coat School regularly review data on restrictive interventions at the Health and Safety sub-committee, the minutes of which are presented to the full Board. This is to ensure School leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective

- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a Behaviour Support Plan or revise an existing plan
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

The governing body will consider the limitations of data and what can be inferred from it. Analysis will aim to be proportionate and avoid over-interpreting small subgroups of people.