

## BEHAVIOUR POLICY 2025-2026

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<b>Version:</b>	Four
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<b>Approved by:</b>	Mrs Anne Fletcher, Chair of Governors

For the purposes of this policy, Pre-Prep refers to Reception, Year 1 and Year 2. Prep refers to Years 3-6. This policy also covers Nursery (Butterflies, and Bumble Bees)

### 1. Policy Statement

Copthorne Prep School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential as outlined in The Copthorne Way.

To this end we seek to ensure that Copthorne Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Copthorne Prep School does not permit corporal punishment during any activity whether on or off the school premises. This policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

The Head is responsible for overseeing the management of behaviour issues in the school.

### 2. Aims of the Policy

- Promoting an environment where all members of our community feel safe, happy, valued and respected, following The Copthorne Way
- Supporting a caring community where all are treated fairly, with values built on mutual trust and respect
- Promoting good relationships on every level so that every member of the community can live and work together in a mutually supportive way

- Helping the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible, and independent members of the school and wider community
- Setting out rewards that may be given for particularly good behaviour or achievements and award them consistently
- Setting out sanctions that may be applied when misbehaviour occurs and apply them consistently

This document should also be read in conjunction with the following policies and documents:

- Safeguarding Policy
- Anti-Bullying Policy
- Admissions and Admissions Process Policy
- KCSIE 2024
- The Equality Act 2010
- Online Safety Policy
- Alcohol, Drugs and Tobacco Policy
- Searching a Pupil Policy

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The Deputy head is responsible for overseeing the management of behaviour issues across the whole school. The Nursery Manager is responsible for the day-to-day management of behaviour issues for EYFS.

### **3. Introduction**

At Copthorne Prep School we work in partnership with parents to facilitate and encourage good behaviour. Our approach places a high premium on respect for others, respect for property and respect for ourselves.

#### **Respect for Others**

This is fundamental to all that goes on at Copthorne Prep. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. Copthorne Prep School

recognises the impact that bullying has on the mental health and self-esteem of pupils and has measures in place to prevent bullying and cyber-bullying. Bullying is defined as 'the repetitive,



intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'. Bullying can take place in the forms of physical, verbal, covert, cyber or alienation and can be prejudice-based or discriminatory. Staff and pupils reinforce that bullying is not acceptable through courageous reporting, following anti-bullying protocol, and open conversations with peers and colleagues. Our wellbeing programme has explicit lessons around respecting others, celebrating differences and acceptance.

### **Respect for Property**

We want to sustain a culture in which the property of others is respected by all. Pupils should do what they can to reduce the risks of damage to their property by keeping their belongings in their locker/tray and/or bag and by not bringing high-value items into school. Any valuables brought into school should be handed to the pupil's class teacher/Form Tutor for safekeeping. All clothing and equipment should be named. Any theft or damage to someone else's property will be taken very seriously.

### **Respect for Self**

Copthorne Prep wants all pupils to have respect for themselves. Pupils are supported to think about their own wellbeing through many different methods, including our wellbeing curriculum. We have an empathetic and supportive tutorial system. Pupils know they can approach their Form Tutor, Class Teacher, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and support them. Posters are in Form Rooms and around the school which signpost this. The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age-appropriate levels of choice are given and staff encourage children to eat balanced meals. At morning break fruit is offered. Milk is also available in the Pre-Prep. Every child has a water bottle and is encouraged to keep themselves hydrated. Children attending clubs or Waiting House have a healthy snack after school. Tea and nursery meals during the 48 weeks offering are all healthy.

## **4. Promoting Positivity and Rewards**

### **Rewards**

We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability, and perseverance. These are reinforced through The Copthorne Way, our Learning Powers and our wellbeing programme.

### **The Copthorne Way**

The Copthorne Way is our School code of conduct. The Copthorne Way enshrines the values which the school believes to be most important in life. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil.

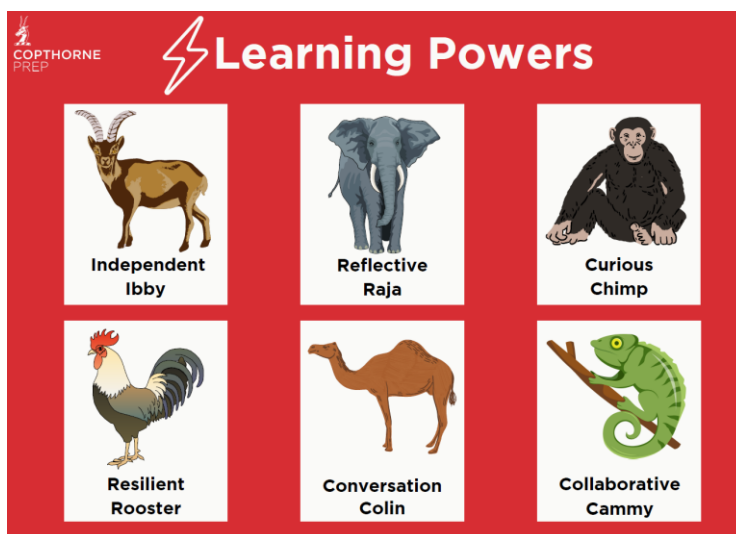


## Copthorne Way Learning Powers

Our Learning Powers are designed to help pupils develop the behaviours needed to thrive in school, and in life more generally. Pupils are introduced to these behaviours from EYFS onwards, with regular discussions and assemblies to explore their meaning and how they help us in our lives.

In Pre-Prep the characters are represented by soft toys. The children are awarded certificates and tokens when demonstrating one of the Pre-Prep Super Learning Powers. Tokens can be spent in a 'Learning Powers shop' at the end of term.

In Prep the characters are represented by photographs. Pupils are awarded certificates for displaying these learning behaviours. These certificates are awarded in front of the school in an assembly.



## Learning Powers Awards



Every week, pupils across the school are celebrated for demonstrating one of our key Learning Powers during the Celebration Assembly. Certificates are awarded to recognise effort, perseverance, creativity, and curiosity, highlighting each pupil's progress and encouraging them to continue developing all aspects of their learning. These awards celebrate not just achievement, but the journey of growth and the habits that make great learners.

### House System

From Reception onwards, pupils are assigned to a house: Newton (blue), Rendall (red), Sale (yellow), Workman (green) The houses are named after previous Heads of the school. These houses meet together each term for special events, assemblies and activities to promote friendship, collaboration, loyalty, and positive competition across the 4-11 age range. Two Year 6 pupils are appointed as House Captains following an application and interview process. Throughout the year there will be various house competitions for children to work towards collaboratively.

### Other Awards

In Pre-Prep, Staff also use a range of award strategies including verbal praise, stickers, stampers and certificates. There is a weekly celebration assembly, where certificates are awarded for Good Work, and Star of the Week. There is also a Good Manners Award, and Courtesy Cards are awarded throughout the week for kindness and good manners.

In Prep, praise is frequently delivered verbally, may be written on a pupil's work, or given in the form of a Star (sometimes all three).

Stars are awarded across the school for good effort, good achievements or frequently for acts of kindness, help or good manners. Each pupil can achieve 'Effort Stars' for any good piece of work, academic or non-academic, citizenship or anything that demonstrates Copthorne's core values.

Bronze	50
Silver	100
Gold	150
Diamond	250
Platinum	350
Ruby	450

Each milestone the child receives a certificate in assembly and from diamond upwards they also get a badge to put on their blazer. Totals are kept in prep diaries and the children begin back on 0 each September.

Stars will run cumulatively through the year although there will be certificate assemblies half termly and recognition will be given at the end of each term for the winning house

## 5. Sanctions

The promotion of good behaviour underpins our ethos and practice. However, if a pupil's behaviour falls beneath the standard which could reasonably be expected of them, it will sometimes be necessary to employ sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Sanctions should:

- Impress on the pupil that their behaviour has not been our code of conduct
- Deter the pupil from repeating that behaviour;
- Assist in helping the pupil to make good choices in the future

Adults will always consider any special educational needs and other contextual circumstances of the pupil involved in misbehaviour by consulting with the Head and/or Head of Learning Support and school safeguarding leads as appropriate. In some cases there may be a safeguarding concern from which the behaviour stems and this will be referred to the Safeguarding Team. There are times when it is appropriate and necessary to make 'reasonable adjustments' to the Behaviour Policy as directed by the Equality Act (2010).

There may be times where a child will need a specific individual plan to address particular concerns or behaviours. This may include a risk assessment or the involvement of outside agencies. This will be discussed with parents before implementation.

There are rare occasions when 'physical intervention' by staff might be necessary, perhaps in a playground incident to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. This includes children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the Education and Inspectors Act 2006 and the School's Safeguarding Policy.

It is important that any sanctions are applied consistently by all adults. It is equally important that the language used by staff is consistent and the system is clear and easy to follow for all children.

The sections below lay out the levels of sanctions which might be applied, dependent on the context and severity of the misbehaviour. These are guidelines on the scale of sanctions which exist in Copthorne Prep School and provide some room for flexibility and professional judgement. Behavioural incidents are logged via My Concern as well as on pastoral, behavioural and bullying logs, held by the DSL, and the Pastoral Lead. In this way any trends and patterns are identified and used to inform support approaches. Parents are informed of disciplinary issues at the appropriate time.

Sanctions are communicated and delivered as appropriate to the age and developmental stage of the pupil but follow similar stages throughout the School. Having a staged approach means that the child can be praised for making the right choice at every stage by correcting their behaviour. It is important to recognise that the majority of children will need reminders at some time and is not an indication of 'poor behaviour'.

### Level 1

All staff are encouraged to step in early to promote positive behaviour choices and to ensure expectations and instructions are specific and explicit, individually delivered when necessary. If

the pupil is not following the Copthorne Way and has not responded to staff direction, the staff member will use a '**Reminder**' to indicate to the child that they need to adjust their behaviour.

### **Level 2**

If the behaviour continues the staff will issue a '**Formal warning**'. The staff member will directly speak to the pupil to remind them of the expectation, ensuring that the pupil is looking and listening. If the pupil corrects their behaviour, staff will praise them for making the right choice and re-engage them in class.

### **Level 3**

If the pupil does not respond to the '**Formal warning**' and continues to misbehave, the member of staff will issue a '**Reflection**'. This will be different for different age phases. Reflection is a 'time out' opportunity for a pupil to reflect on their choices and behaviour, and to make a good choice moving forwards.

In Pre-Prep this will be a short period of 'time out' within the classroom or on the playground, monitored by their class teacher. The reflection timings are age dependent: for Reception it is 2 minutes, for Year 1 and 2 it is 3 minutes.

In Prep, Reflections will take place in the first few minutes of a breaktime or during Golden Time and will be supervised by form tutors or a Pastoral Lead. In Years 3-6 a single reflection is 5 minutes long.

At the end of the reflection time, the member of staff will support the child through a short conversation to establish that they know why they had a Reflection and what they now need to do (the desired behaviour).

### **Level 4**

In the event of persistent misbehaviour, and/or multiple 'Reflections':

The Head and/or the Pastoral Lead will be notified. They will issue an '**Extended Reflection**' where the child will miss a full break time.

During this time a written template will be used so that the pupil can discuss:

- Why they were given a Reflection
- What part of the Copthorne Way they did not follow
- What they could have done differently, and which Learning Powers will help them.

The adult will then log this as a pastoral concern on my Concern and pass copies of the written Reflection sheet to the Pastoral Lead and the Form Tutor to be logged. Parents will be informed of the '**Extended Reflection**'.

In cases of severe poor behaviour such as swearing and physical aggression towards others levels 1-3 would be bypassed and an 'Extended Reflection' issued immediately.

## **6. Serious Behavioural Issues**





Certain behaviours bypass the stepped approach above. Examples would include swearing, pre-meditated attack, unprovoked attack, physical aggression towards others which leaves a mark (e.g. biting, spitting, hitting, kicking etc.), repeatedly leaving the care of the adult in charge or other repeated behaviour where there has been no response to warnings.

Parents would be immediately informed through a telephone conversation and would expect to meet with the Head.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum. Only the Head may give such a sanction. This is a rare occurrence.

For very serious offences, for example stealing or inappropriate online behaviour, the Head is informed as soon as possible. The matter is then dealt with in an appropriate manner, which is likely to include a fixed period or permanent exclusion. Only the Head may give such a sanction. Such extreme circumstances are very rare occurrences. Details about exclusion can be found in the Exclusions, Expulsion, Removal and Review Policy, which is published on the school website.

#### **7. Before and After School Care / Co-Curricular Activities / School Trips / 48 Weeks a Year Nursery Provision**

The same high standards of behaviour are expected and encouraged from all children who attend before and after school care, co-curricular activities, school trips, and 48 weeks a year Nursery provision. Should a child's behaviour fall below expectations the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Head.