



This policy applies to all pupils attending Copthorne Preparatory School, including EYFS. For the purposes of this policy, Pre-Prep refers to Reception, Year 1 and Year 2. Prep refers to Years 3 to 6. This policy also applies to Nursery provision, including Butterflies and Bumble Bees.

Behaviour Policy 2026-2027

Version: 5
Approved by: Governing Body
Responsible Officer: Head of School
Review Frequency: Annual
Next Review: September 2027

Policy Statement

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Copthorne Prep School recognises that good behaviour is most likely to be achieved when pupils feel safe, valued, respected and supported. Positive behaviour contributes significantly to effective learning, strong relationships and individual wellbeing.

The school seeks to create an environment where every child can flourish academically, socially and emotionally through consistent expectations, positive role modelling and supportive relationships.

In accordance with Section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited and is not permitted by Copthorne Prep School under any circumstances, whether on or off the school site and whether during curriculum or co-curricular activities.

This policy applies:

- During the school day
- During wraparound care provision
- During educational visits and residential trips
- During co-curricular activities
- During nursery provision
- During online activity where it impacts members of the school community
- Whenever a pupil is representing the school

The Head of School has overall responsibility for standards of behaviour and implementation of this policy. The Deputy Head and Head of Wellbeing are responsible for the day-to-day management, monitoring and review of behaviour across the school. The Head of Early Years is responsible for behaviour management within EYFS provision.

Related Policies and Documents

This Behaviour Policy should be read in conjunction with the following policies and documents:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Searching a Pupil Policy
- Physical Intervention / Positive Handling Policy
- First Aid Policy
- Mental Health and Wellbeing Policy
- Exclusions, Expulsion, Removal and Review Policy
- Staff Code of Conduct
- Complaints Policy

- EYFS Policy and Procedures
- Keeping Children Safe in Education (KCSIE) (Current Version)
- Equality Act 2010
- Education and Inspections Act 2006
- School Standards and Framework Act 1998

The school recognises that behaviour, safeguarding, attendance, wellbeing and inclusion are closely linked. Staff implementing this policy will have regard to these associated policies and documents to ensure a consistent and coordinated approach to supporting pupils' welfare, behaviour and personal development. Behaviour concerns will be considered within the wider context of safeguarding, SEND, mental health, wellbeing and individual pupil needs where appropriate.

Aims of the Policy

The aims of this policy are to:

- Promote a safe, happy and inclusive environment.
- Foster mutual respect between all members of the school community.
- Encourage self-discipline and personal responsibility.
- Support pupils in becoming confident, considerate and resilient individuals.
- Promote positive learning behaviours.
- Recognise and reward exemplary conduct and achievement.
- Provide a fair, consistent and proportionate framework for responding to inappropriate behaviour.
- Support pupils in understanding and improving their behaviour choices.
- Ensure behaviour management supports safeguarding, wellbeing and inclusion.

Introduction

At Copthorne Prep School we work in partnership with parents to encourage positive behaviour and strong personal values. Our approach places a high emphasis on respect for others, respect for property and respect for self.

Respect for Others

Respect for others is fundamental to life at Copthorne Prep. Any actions, words or attitudes that demonstrate a lack of respect towards others are treated seriously.

The school recognises the impact that bullying can have on wellbeing and self-esteem and actively promotes a culture in which all pupils feel safe and supported.

Bullying is defined as repetitive, intentional behaviour intended to hurt another individual or group where there is an imbalance of power.

Bullying may be:

- Physical
- Verbal
- Emotional
- Social
- Online (cyberbullying)
- Prejudice-based

The school actively teaches kindness, courage, inclusion and respect through assemblies, PSHE, wellbeing programmes and everyday interactions.

The school will not tolerate behaviour that discriminates against or harasses others on the basis of protected characteristics, including race, disability, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

Respect for Property

The property of others should be respected at all times.

Pupils are expected to:

- Care for school resources.
- Respect others' belongings.
- Keep personal property safe and appropriately stored.
- Avoid bringing unnecessary valuables to school.
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Any theft, deliberate damage or misuse of property will be treated seriously.

Respect for Self

Copthorne Prep seeks to develop pupils who respect and care for themselves.

Through pastoral support, wellbeing education and positive relationships, pupils are encouraged to:

- Care for their physical wellbeing.
- Maintain healthy relationships.
- Develop resilience.
- Seek support when needed.
- Make positive choices.
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Staff provide support through class-based pastoral systems, wellbeing programmes and open communication with pupils and families.

The Copthorne Compass

The Copthorne Compass provides the foundation for the expectations, values and behaviours promoted throughout the school. Through the values of being **Adventurous, Courageous, Respectful, Curious, Communicative, Resilient, Independent and Creative**, pupils are encouraged to make positive choices, take responsibility for their actions and contribute constructively to the school community.

These values underpin our approach to behaviour, relationships and learning, helping pupils to develop the confidence, character and skills needed to thrive both in school and beyond. The Copthorne Compass supports a culture in which every child is encouraged to challenge themselves, show kindness and respect towards others, and embrace opportunities for growth and exploration.



Safeguarding and Behaviour

The welfare of children is paramount.

The school recognises that changes in behaviour may indicate:

- Safeguarding concerns
- Abuse or neglect
- Mental health difficulties
- Bullying
- Adverse childhood experiences
- Domestic difficulties
- Trauma

Staff will always consider whether inappropriate behaviour may have an underlying safeguarding cause and will follow safeguarding procedures where appropriate.

The school further recognises that some behavioural incidents may constitute child-on-child abuse.

This may include:

- Bullying
- Cyberbullying
- Prejudice-based behaviour
- Sexual harassment
- Sexual violence
- Online abuse
- Harmful behaviour towards others

Such concerns will be managed in accordance with the Safeguarding and Child Protection Policy and, where appropriate, referrals will be made to external agencies. Behaviour expectations apply equally to online behaviour, digital communications and the use of technology. Pupils are expected to demonstrate the same standards of respect and responsibility online as they do in person.

Promoting Positivity and Rewards

Positive behaviour, effort, achievement and contribution to school life are recognised through:

- Verbal praise
- Written praise
- Stickers and stamps
- Certificates
- Effort Stars
- Celebration Assemblies
- Recognition by staff and senior leaders
- Positions of responsibility
- Commendations awarded by the Head of School

The school values and celebrates:

- Effort
- Kindness
- Respect
- Responsibility
- Perseverance
- Good citizenship
- Contribution to the school community

House System

From Reception onwards, pupils belong to one of four houses:

- Snowdon (red)
- Donard (green)
- Pike (yellow)
- Nevis (blue)

The houses are named after the highest peaks in the four nations of the United Kingdom and reflect the school's commitment to challenge, aspiration, resilience and adventure. Through the House System, pupils are encouraged to work collaboratively across year groups, demonstrate leadership, support one another and contribute positively to the wider school community. House points are awarded for demonstrating the values of the Copthorne Compass, positive behaviour, effort, kindness and contribution to school life. Throughout the year, pupils participate in competitions, charitable initiatives, sporting events and community activities which foster a strong sense of belonging, teamwork and healthy competition.

Sanctions

The promotion of positive behaviour remains central to school life. However, where behaviour falls below expectations, sanctions may be necessary.

Sanctions are designed to:

- Impress upon the pupil that their behaviour is not in accordance with the Copthorne Compass and the school's expectations.
- Deter repetition of inappropriate behaviour.
- Help pupils reflect upon their choices.
- Support future positive behaviour.
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All sanctions are applied fairly, proportionately and consistently.

SEND and Equality Considerations

When responding to behaviour incidents, staff will consider:

- SEND
- Disabilities
- Medical conditions
- Safeguarding concerns
- Contextual factors

The school will make reasonable adjustments in accordance with the Equality Act 2010 to ensure expectations remain fair, proportionate and inclusive.

In some cases, individual behaviour plans, risk assessments or external specialist support may be appropriate. Parents will be consulted where these are implemented.

Physical Intervention

There may be rare occasions when physical intervention is necessary to prevent:

- Injury
- Serious damage to property
- Serious disruption
- A pupil placing themselves or others at risk

Any physical intervention will be reasonable, proportionate and recorded in accordance with school procedures and relevant legislation.

Searches and Confiscation

Where necessary, prohibited, banned or harmful items may be searched for and confiscated in accordance with the school's Searching a Pupil Policy and current statutory guidance. All searches will be conducted by authorised staff and recorded appropriately.

Behaviour Stages

Level 1: Reminder

A reminder is given when a pupil requires support in meeting behavioural expectations. The pupil is reminded of:

- The expected behaviour.
- The relevant aspect of the Copthorne Compass.
- The opportunity to make a positive choice.

Level 2: Formal Warning

If behaviour continues:

- A clear formal warning is issued.
- Expectations are reiterated.
- The pupil is given an opportunity to correct behaviour.

Positive choices are acknowledged and praised.

Level 3: Reflection

Where behaviour continues despite warnings, a Reflection is issued.

Pre-Prep

Reflection takes place within the classroom or supervised area.

- Reception: 2 minutes
- Year 1: 3 minutes
- Year 2: 3 minutes

Prep

Reflection consists of:

- Five minutes during break time or Golden Time.
- Supervision by an appropriate adult.

At the conclusion, staff will discuss:

- Why the Reflection was issued.
- Appropriate future choices.
- Repairing relationships where necessary.

Level 4: Extended Reflection

Persistent misbehaviour or repeated Reflections may result in an Extended Reflection. The pupil may miss an entire break period and complete a structured reflection process considering:

- Their actions.

- The relevant aspect of the Copthorne Compass.
- Alternative choices that could have been made.
- How they can demonstrate the values and expectations of the Copthorne Compass moving forward.

Parents will be informed.

All incidents are recorded appropriately.

Recording and Monitoring

Behaviour incidents are logged using CHIP and other school recording systems where appropriate.

Behaviour records are reviewed regularly by the Head of School, Deputy Head, Head of Wellbeing and DSL in order to identify trends, monitor vulnerable pupils, assess the effectiveness of interventions, inform support strategies and identify safeguarding concerns.

Parents are informed of significant concerns and serious behavioural incidents.

Serious Behavioural Issues

Certain incidents may bypass the staged system due to severity.

Examples include:

- Physical aggression
- Biting
- Spitting
- Racist incidents
- Discriminatory language
- Sexual harassment
- Sexual violence
- Serious bullying
- Repeated refusal to follow instructions
- Deliberate damage
- Theft
- Significant online misconduct
- Behaviour placing others at risk
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Parents will be informed as soon as reasonably practicable and may be required to attend a meeting with the Head of School, Deputy Head or Head of Wellbeing.

Sanctions may include:

- Extended Reflection
- Loss of privileges
- Behaviour support plans
- Suspension
- Permanent exclusion

Only the Head of School may authorise a suspension or permanent exclusion. Further information can be found within the Exclusions, Expulsion, Removal and Review Policy.

Before and After School Care, Co-Curricular Activities, School Trips and Nursery Provision

The same standards of behaviour apply:

- During wraparound care
- During educational visits
- During clubs and co-curricular activities
- During nursery provision
- During any activity organised by the school

Persistent concerns will be referred to senior leaders and managed in accordance with this policy.

Monitoring and Governance

The Governing Body receives regular reports from the Head of School, Deputy Head and Head of Wellbeing regarding behaviour, safeguarding concerns, suspensions and exclusions in order to monitor the effectiveness of the school's behaviour arrangements.

This oversight enables governors to:

- Review trends.
- Monitor consistency.
- Evaluate effectiveness.
- Ensure compliance with statutory requirements.
- Promote continual improvement.

The policy is reviewed annually or sooner where statutory guidance changes.