



COPTHORNE PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of issue		Review date		Date ratified by Governing Body	
July 2025		July 2026			
	Print name	Signature		Date	
Head Teacher	Miss S Ngenda				
On behalf of Governing Body	Mrs Anna Wallace				

BEHAVIOUR POLICY

Rationale:

We want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
2. To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
3. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
4. To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be unacceptable behaviour, including bullying and discrimination
5. To state and promote the strategies necessary for ensuring a high standard of behaviour: to adopt a 'prevention rather than cure' approach whilst being aware of more formally recognised channels for dealing with discipline problems.
6. To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
7. To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

NB For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENCO, class teacher and parents. In some cases, the SENCO may seek support from Behaviour Support and the pupil will be placed on School Action Plus Range 2 or 3 IEP as a result.

Copthorne Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- *Whole school anti bullying policy*
- *Safeguarding & Child Protection Policy*
- *Pupil Restraint policy*

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

The school rules should be promoted and encouraged at all times using positive strategies and methods. The school rules are:

Copthorne Rules

1. Listen to adults in school straight away
2. Be kind and respectful to everyone
3. Always make safe choices
4. Look after your school and school equipment
5. Always do your best

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

Foundation Stage Rewards and Consequences

Nursery Rewards:

1. Praise
2. Stickers

Nursery Consequences:

1. Verbal warning
2. Sit quietly on a chair
3. Remove to Reception class
4. Meet with parents

Reception Rewards:

1. Stamps and stars
2. 5 star rewards and special stickers
3. 5x5 stars - parents invited to the presentation with the School Leader
4. Star of the week

Reception Consequences:

1. Child talked to about inappropriate behaviour and reminded of school rules
2. Removed to sit in another area for five minutes
3. Sent to another class in foundation stage
4. Sent to a member of SLT
5. Meet with parents.

Severely negative behaviour in the Foundation Stage:

At staff's discretion:

- Miss playtime
 - See School Leader or member of SLT
1. Parents will be seen for a child's persistent bad behaviour and a behaviour letter is sent home.

Key Stage 1 and 2 Rewards and Consequences

Children will be awarded **Dojo points** for good conduct and positive attitudes to learning. A tally of these can be kept on the 'happy side' of the Rewards/Consequences boards in the classrooms but they can also be recorded straight away on Class Dojo when not in the classroom i.e. during assemblies.

Staff are expected to take their iPads with them to assemblies etc. so that children can see points being awarded at those times.

Each time a name appears on the happy side that will be worth 1 Dojo point.

Multiple points should **not** be awarded for one example of positive behaviour e.g. 5 points for cooperating well.

Pupils can only be awarded a **maximum of 15 dojo points in a day** in order that the rewards are meaningful. Dojo points must be left open until the end of the week and teachers should keep a cumulative record. For every 50 (cumulative points) the children will receive a prize. Teachers will write the names of children who have achieved 50 points on a poster in the staffroom and **Haris Khan** will hand out prizes to each class.

Dojo of the week will be awarded to the child who has achieved the highest number of Dojo points in that class that week. Teachers are responsible for passing these names/certificates to the member of staff leading Celebration Assembly. Dojo of the Week winners should be logged on to the Positive Behaviour section of CPOMS.

At the end of each week, points are erased and the system then starts again the following week.

Rewards (these are maintained and issued by a Learning Mentor):

50 Dojos = reward

100 Dojos = reward

150 Dojos = reward

200 Dojos = reward

250 Dojos = reward from special box

300 Dojos = reward from special box

350 Dojos = reward from special box

Year 6 = 30 minutes Golden Time Friday PM.

Key Stage 2 Consequences

1. Name on the board
2. Name on the board with rule number which has been broken
3. Name on the board x3 = 10 mins in the next class
4. Name on the board x4 = Base manager SLT
5. If anyone is sent to SLT x2 in a week, a behaviour letter is sent home.

Lunchtime Behaviour

Lunchtimes are a key part of the school day where pupils can relax, socialise and recharge. At Copthorne Primary, we are committed to making lunchtime a safe, inclusive and positive experience for every child.

Expectations and Positive Reinforcement

- All pupils are expected to follow the **school rules** at all times, including during unstructured times like lunch and play.
- Lunchtime staff will be trained to **consistently refer to and reinforce these rules**, using shared language that promotes positive behaviour choices.
- Staff will use a **proactive, praise-based approach**, deliberately “**catching children doing the right thing**”—whether it’s using kind words, inviting others to join a game, or showing responsibility.

Listening and Restorative Support

- Where incidents arise, staff will ensure that children feel **heard and supported**. All pupils involved are given a chance to explain their perspective.
- **Restorative conversations** will be used as a key strategy to help pupils reflect, take responsibility, and rebuild relationships.
- These conversations will focus on problem-solving and empathy, supporting children in understanding the impact of their actions and how they might respond differently in the future.

Continuous Development

- Regular staff briefings and check-ins will ensure lunchtime teams are supported and aligned in their approaches.

- Pupils will be encouraged to take ownership of their choices and to speak to an adult if they feel upset, left out, or unsure about something that's happened.

Through a balance of clear expectations, consistent adult presence, and relationship-focused support, we aim to foster a lunchtime environment where all children can thrive.

Outside Consequences:

1. Sit on the bench for 5 minutes
2. Remain inside with SLT

Weekly Rewards

Each week **KS1** have an achievement assembly where they celebrate a **Star of the Week** and **BLP Hero of the Week**. Chosen children receive a certificate and prize.

In **KS2** there is a weekly achievement assembly where children receive a certificate for being Class Dojo of the week – receiving the most class dojo points.

Star of the Month

Pupils in Key Stage 2 - one pupil per class, per month - will be chosen for outstanding behaviour and presented with a certificate and prize. The award will be logged on to CPOMS under Positive Behaviour.

BLP Hero of the month

Pupils in Key Stage 2 – one pupil per class, per month will be chosen or nominate by their classmates for demonstrating one of the BLP muscles during the month. They will be presented with a certificate and prize. The award is then logged on CPOMS.

Class Rewards

If the whole class keep the rules, adults may reward the class with a class reward.

10 class rewards = a class treat

A class treat can consist of extra play time, extra P.E or ICT time, etc (approximately for 15 mins)

Whole School Rewards

Lunchtime Good Manners Award

Each week a child from each class will be chosen for good manners and good behaviour at lunchtime. They will receive an invitation in the post inviting them to have lunch on the 'Top Table' with a member of the SLT at Friday lunch time and will be allowed to invite a friend.

Raffle Tickets

Children receive lunch time raffle tickets for good behaviour during the lunch hour from the lunchtime supervisors.

Special Mention Award

Where a child demonstrates behaviours around school which require a 'special mention' e.g. showing care and concern, demonstrating excellent manners, looking after visitors well, being good ambassadors for our school etc. then he/she should be given a 'special mention' whereby brief details of the behaviour are logged on to CPOMS under 'Positive Behaviour' and the member of the SLT responsible for behaviour, alerted. These children's names will be entered in a raffle to see who receives the Special Mention Award. Certificates and a trophy are awarded in the whole school assembly on Monday.

At lunchtime

Children are expected to follow the outside rules. Positive behaviour is rewarded with a raffle ticket given by a lunchtime supervisor, these are then put in a lunchtime raffle ticket box in each classroom when children return to their classrooms after lunch. Every half term these raffle tickets will be collected by a learning mentor and names pulled out and these children will win a prize. The number of positive behaviour incidents at lunchtime will be recorded each half term and the number passed to the behaviour leader.

Negative incidents of behaviour at lunchtime.

Negative incidents at lunchtime (equivalent to x4) will now be recorded on a lunchtime slip by the lunchtime supervisor who deals with the incident and then handed to a class TA at the end of lunch to be recorded on CPOMs. This will then be followed up by a member of SLT.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Bullying

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. Bullying can be carried out by an individual or a group of people towards an individual or group.

The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding from a group, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, pinching, taking another's belongings, any use of violence
Verbal	Name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, making fun of someone
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Procedures for reporting and responding to bullying incidents

Allegations and incidents of bullying at Copthorne Primary School will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved.

The following procedures are to be followed:

- Incidents of bullying need to be reported to an adult in school.
- The incident should be recorded on CPOMS

- Children involved will be spoken to about the incident separately or if appropriate as a group. This will be reported to a School Leader.
- The problem will be identified and possible solutions suggested
- Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied e.g. loss of privileges, Spending playtime and lunchtimes with an adult, parents being called into school.
- If possible, the pupils will be reconciled.
- An attempt will be made and support given to help the bully (bullies) understand and change his/her behaviour.
- In repeated or serious cases the school may follow the following sanctions: lunch time exclusion, fixed term exclusion, permanent exclusion.
- Staff will attempt to adopt a problem solving approach through circle times, PSHE activities and/or drama activities
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

Role of Parents

Parents have an important part to play in our anti bullying policy. We ask parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Always take an active role in their child's education, Enquire how their day has gone, who they have spent time with etc.
- Inform the school if they feel their child may be a victim of bullying behaviour. Their complaint will be taken seriously and appropriate action will follow.
- Never approach a child in the playground or on their way home who they feel has bullied their child.
- Advise their child not to fight back or to repeat the bullies' behaviour as this will only make the situation worse.
- Reassure their child that it is not their fault they are being bullied.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- Work by the Learning Mentors
- The 'Talk it Out Team' are trained to support positive relationships on the playground. They are a point of contact for children during breaks and can help encourage friendship and games, making sure no-one feels alone and are able to sort out any minor concerns.
- Regular PSHE teaching following the agreed scheme of work
- Taking part in national anti bullying week
- Awareness through anti bullying assemblies
- Outcomes from monitoring of bullying, pupils voice and questionnaires etc. will be acted upon to ensure provision continually addresses any concerns
- Circle time
- Drama/role play activities
- Befrienders for children who are experiences difficulties settling into school
- The following of the whole school behaviour policy which includes using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

CPOMs

All incidents of behaviour will be logged onto CPOMs by the member of staff who has dealt with the incident first hand. Members of the SLT and the appropriate Learning Mentor will be notified about the behaviour and actions are followed up by the designated member of staff. If required, the School Leader will send home a Behaviour Letter 1 to notify parents of the children's behaviour and a Behaviour Letter 2 to ask the parents to come in to school for a meeting.

Reflection Sheets

When children are x4 and sent to a member of the SLT they will be expected to complete a reflection sheet to reflect on their behaviour. There are differentiated reflection sheets for Foundation Stage, KS1 and KS2. Children will be expected to explain their behaviour and consider what caused it and think about how they can behave differently in the future. If the

behaviour continues, a Home/School reflection sheet will be sent home for the children to complete with a parent or carer.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Pupil Restraint Policy). In these rare cases, staff will -wherever possible - use the techniques taught as part of the Team Teach training.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Exclusions

Where a child persistently misbehaves, the School Leader or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the School Leader may choose to exclude the pupil. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- *Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- *Physical abuse of children and adults
- *Persistent racist or homophobic remarks or behaviour
- *Persistent and deliberate hurting of other children
- *Persistent defiance to adults, both verbally and non-verbally
- *Persistent disregard for other people's/school property

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.