Behaviour and Discipline

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1. Policy Statement

At Coworth Flexlands we believe that all pupils should be offered the opportunity to learn in a safe, happy, and supportive environment. We believe that all pupils and staff have the right to expect good behaviour in all lessons and activities which allows for learning to take place. We teach pupils to respect each other, the adults in the school, their surroundings, property and belongings. We help them to develop empathy for each other's feelings and to use different strategies to deal with conflict when it occurs.

Pupils learn how to behave in an appropriate manner through education, praise and rewards. They also understand that their actions have consequences and that they are responsible for their own behaviour. Staff will be consistent in their approach to pupil behaviour, using appropriate sanctions when necessary and supporting pupils in learning strategies to deal with their own behaviour.

This Behaviour and Discipline policy seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour. Pupils are able to raise questions or queries about the school's Behaviour and Discipline policy through the School Ambassador system.

This policy applies to all members of our school community, including those in our EYFS setting. In line with our Provision of Information Policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the School's Aims and Ethos, Admissions Policy, Attendance Policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy, Exclusions, Expulsion and Removal Policy, Restrictive Intervention Policy, SEND Policy and Equality Policy.

Coworth Flexlands School is fully committed to ensuring that the appliance of the Behaviour and Discipline policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the schools' Equal Opportunity Policy document. Coworth Flexlands School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy should be read in conjunction with the following School documents:

- Anti-Bullying Policy
- Exclusions, Expulsion and Removal Policy
- Safeguarding Policy
- Supervision of Pupils Policy
- Restrictive Intervention Policy
- SEND Policy

This document is reviewed annually by the Deputy Head or as events or legislation change requires.

2. Key Personnel

The Deputy Head Wellbeing, Joe Yates, of Coworth Flexlands School is responsible for overseeing the management of behaviour issues in the Prep, Pre-Prep and the EYFS setting. This is overseen by Nicola Cowell, Head.

Responsibility for dealing with disciplinary matters

The following diagram shows who is responsible for dealing with disciplinary matters, with serious incidents or persistent poor behaviour by an individual being referred up the 'chain of command.'

Form/Subject Teacher/Teaching Assistant

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Form Tutor

↓

Deputy Head

↓

Head

The Local Governing Body receives regular reports regarding serious behaviour incidents, suspensions, exclusions and behaviour trends and monitors the effectiveness of the school's behaviour systems and interventions.

3. Procedures

It is expected that all staff members and volunteers follow the guidelines laid out in this policy to promote positive behaviour management and the continued wellbeing of our pupils. It is deep-rooted within our community that our pupils respond well to positive reinforcement and, as such, this policy reflects the need, first and foremost, to celebrate our pupils' achievements and efforts. However, we also recognise that there are occasions when a firmer stance is required, and as such, it is the intention of this policy to provide clear and structured sanction procedures detailing the expectations that we have for our pupils.

Coworth Flexlands upholds the ban on corporal punishment for all pupils (section 548 of the Education Act 1996 as amended by section 131, School Standards and Framework Act 1998) and understand that a threat to use corporal punishment may constitute an assault. However, this does not preclude staff using restrictive intervention in line with the School's Restrictive Intervention Policy. Corporal punishment by parents/carers will be treated as a safeguarding issue by the school.

The school does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including those acting in Loco Parentis.

Staff should recognise that persistent, challenging or unusual behaviour may indicate an underlying safeguarding, mental health, wellbeing or special educational need. Where appropriate, behaviour concerns will be shared with the DSL, SENCO or other relevant staff.

Form Teachers are responsible for keeping behaviour records and having an overview of each child in their Form. CPOMs is used to centrally record behaviour of concern and the Deputy Head will monitor CPOMs for each class so patterns of poor behaviour can be quickly identified by the school and appropriate interventions made. Form Teachers will highlight concerns to all staff at the Thursday Weekly Briefing and the Deputy Head will highlight concerns to the Head.

The Deputy Head keeps a Behaviour Log for Suspensions, Exclusions and Serious Misdemeanours. This will include the pupil's name, sex, year group, the date and nature of the offence, the sanction imposed and who administered the sanction. This is kept centrally in the Deputy Head's locked cupboard and reviewed by the SLT regularly so that patterns can be quickly identified and appropriate interventions made by the school. This record of Serious Misdemeanours will also be shared with the Local Governing Body on a regular basis. Racist incidents, and incidents involving all protected characteristics are identified by a category on CPOMs and will be recorded in the log too.

Where behaviour is identified as Bullying, this is dealt with following the guidelines outlined in the Anti-Bullying Policy.

Children with special educational needs may require to be treated differently from other children in certain circumstances. This will be written into their Individual Support Plan and should be referred to prior to administering any sanctions/consequences. The school will consider whether reasonable adjustments are required for pupils with SEND, medical needs or disabilities when responding to behaviour concerns.

Members of staff may very occasionally have to make restrictive interventions with children in line with the Restrictive Intervention Policy and only where there is an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil). Members of staff must use the minimum force necessary for the shortest period of time possible, and never restrain a child using ties, ropes or other artefacts. Any incident of this nature should be recorded and signed by a witness, the Head informed, and the parents informed the same day or as soon as reasonably practical. This is of prime importance in EYFS.

Parents have the right to appeal against disciplinary decisions and may follow the schools complaints procedures to formalise their concerns. Further details can be found in the Complaints Policy.

4. Rewards

Pupils respond to praise and encouragement in all aspects of their lives. To that end, we give out a variety of rewards, which should be used consistently by all staff, and pupils should clearly know what they are being rewarded for. These are as follows:

- Stickers/stamps/smiley faces
- Star of the Week certificates
- Well Done Cards
- House Tokens
- Show work to class
- Display work
- Verbal praise – shy children 1-1 basis
- Round of applause
- Headmistress's Award
- Special pencils
- Prep: Bubbles the Dog Pre-Prep: (Caring Tree Leaves) for kindness

House Tokens

Each member of staff operates the House Token system which encourages children to work as a team to collect tokens. Tokens are awarded to encourage the following:

- Substantial effort towards an improvement in an area of work
- Substantial effort towards an improvement in a specific behaviour
- Helpful, kind or thoughtful behaviour towards other pupils or staff
- Responsible performance of duties
- Working together as a team for the benefit of everyone.

House tokens are collected by pupils and put into one of the room collector tubes and these are transferred weekly to the larger collection tubes by the Year 6 Captains. This provides a visual way for each House to see how they are doing. All House tokens count towards the termly House totals which are celebrated at the end of each term.

In the weekly Celebration Assemblies, endeavours achieved both inside and outside the school are celebrated, including musical, creative arts and sporting certificates. 'Player of the match' certificates are awarded for demonstrating inspirational gameplay and/or leadership values in competitive fixtures and these are all recorded in the weekly notes which is sent out to parents every Friday.

At the end of the year, cups and prizes are awarded for achievement, effort and ability. These are mostly aimed at our departing Year 6 children, however, there are opportunities for pupils from each year group to be awarded medals for Achievement, Endeavour and Kindness as well as extra prizes for Year 2 as they leave Pre-Prep.

5. Sanctions (see Appendix 2)

Although rewards are central to the encouragement of good behaviour, there is a need to recognise and address unacceptable behaviour.

Each class follows the Coworth Class Charter (see Appendix 1), which is based upon the five main rules but written in age appropriate language for the class. These were agreed on by the School Ambassador system and shared with staff, pupils and parents.

Formal sanctions are consistently used, but staff must consider individual and mitigating circumstances along with how a pupil's behaviour may impact upon their peers. Pupils are made aware that they are responsible for their own actions and breaking rules will lead to consequences.

The school recognises that behaviour is a form of communication and seeks to understand the underlying causes of behaviour whilst maintaining consistently high expectations. In most cases, the member of staff should deal with the problem in a caring, supportive and fair manner. It should be made clear why a sanction has been applied and what changes in behaviour are required to improve. It is important that pupils are made aware that they are responsible for their own conduct. Where appropriate, restorative approaches may be used alongside sanctions to help pupils understand the impact of their actions and repair relationships.

In line with the 'Responsibility for dealing with disciplinary matters' diagram, behaviour responses are graduated. At each stage both the **possible** response and sanctions are outlined below.

Low Level Negative Behaviour (Stage 1)

Pupils may receive verbal warnings for such behaviours as:

- Ignoring instructions or rudeness
- Noisy or thoughtless behaviour
- General untidiness with appearance
- Not handing in homework
- Carelessness with school property
- Entering school at break time without permission

- Being ill-equipped for lessons including items of PE kit and iPads (Prep)

If the child forgets or does not complete their homework, does not have their iPad in school or it is not charged three or more times a standard email will be sent to the parents by their form teacher (see Appendix 4).

It is expected that pupils arrive to their PE lessons with the correct kit. If they do not have certain items that are required to protect them (e.g. shin pads and gum shields), then they are unable to participate within the PE lessons on safety grounds and will be given a kit warning (recorded as such on CPOMs). Three kit warnings would result in a standard email being sent by the form teacher to the parents.

Repeated lateness to registration, lessons or school activities may be addressed through the school's behaviour procedures alongside attendance monitoring processes.

In between, pupils will be given time and/or opportunities to reflect upon their behaviour, as well as support, where necessary, to help them to improve. This could include reflection time with their form teacher or Deputy Head or a conversation about what they have done wrong with a relevant member of staff. There is a recognition that awareness of causality, effective communication strategies and an understanding of the impact of behaviours is developmental, and teachers adjust their communication and actions based on the child's age or developmental stage.

Sanctions may include:

- Verbal reprimand and reminder of expected behaviour
- Moving a child from the location of the behaviour
- Class agreed consequence (loss of free time, time to reflect, completion of work outside of class time)

Persistent Low-Level Negative Behaviour (Stage2)

Pupils may receive verbal warnings for such behaviours as:

- Persistent stage one behaviour
- Demonstrating a lack of respect towards members of the school community
- Disruptive behaviour impacting on the learning of others
- Use of inappropriate language
- Refusal to follow instructions or requests

Where behaviour demonstrated is deemed to be at the second stage, conversations about pupil behaviour and sanctions are managed in collaboration with the Deputy Head.

Sanctions may include:

- Restorative work to be completed
- Loss of free time, such as playtime, to reflect on the poor behaviour and how things could be done differently another time (never to exceed more than half of the total break time).
- Parents informed using the standard parent email.
- Increased monitoring of behaviour by SLT/Deputy Head.

Significant Negative Behaviour (Stage 3)

If this behaviour does not improve, then this will be upgraded to a 'Significant Negative Behaviour (Stage 3)' and recorded as such on CPOMs.

At this point, a meeting should be arranged with the parents and or child as deemed appropriate to discuss the behaviour and an action plan. This could include a reward chart, regular meetings to reflect on behaviour with the form teacher/Deputy Head or visual reminders of expected behaviour. This

would be reviewed after a stated number of weeks/days and parents updated. The process, and meetings with parents would be managed in collaboration with the Deputy Head. The headteacher will oversee this process for all Stage 3 behaviour.

Serious Misdemeanours (Stage 4)

Serious misdemeanours may include either an escalation or persistence of the previous behaviours or a one off more serious behaviour such as dangerous or offensive behaviour, swearing, fighting, knowingly using racially/sexually/religiously offensive or discriminatory behaviour or wilful damage to school property.

In these cases, it is important to inform the Deputy Head or Head straight away and then an action plan will be agreed on, parents informed and then reviewed as needed.

The school recognises that some incidents of inappropriate behaviour may constitute child-on-child abuse rather than a behaviour matter alone. Allegations involving sexual violence, sexual harassment, harmful sexual behaviour, coercive behaviour, intimate image abuse or other safeguarding concerns will be managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Incidents involving racism, sexism, homophobia, transphobia, disability-related discrimination, prejudice towards religion or other protected characteristics will be treated particularly seriously and may be recorded as a serious misdemeanour regardless of previous behaviour history.

It is rare that a pupil persistently behaves badly and refuses to abide by the school's expectations and ethos. A continuance of such behaviour could, in consultation with the Head and SLT, result in the pupil being excluded for a fixed period in line with the Exclusion, Expulsion and Removal Policy. In these cases, the parents are asked to bring their child in to discuss the terms of re-admittance with the Head.

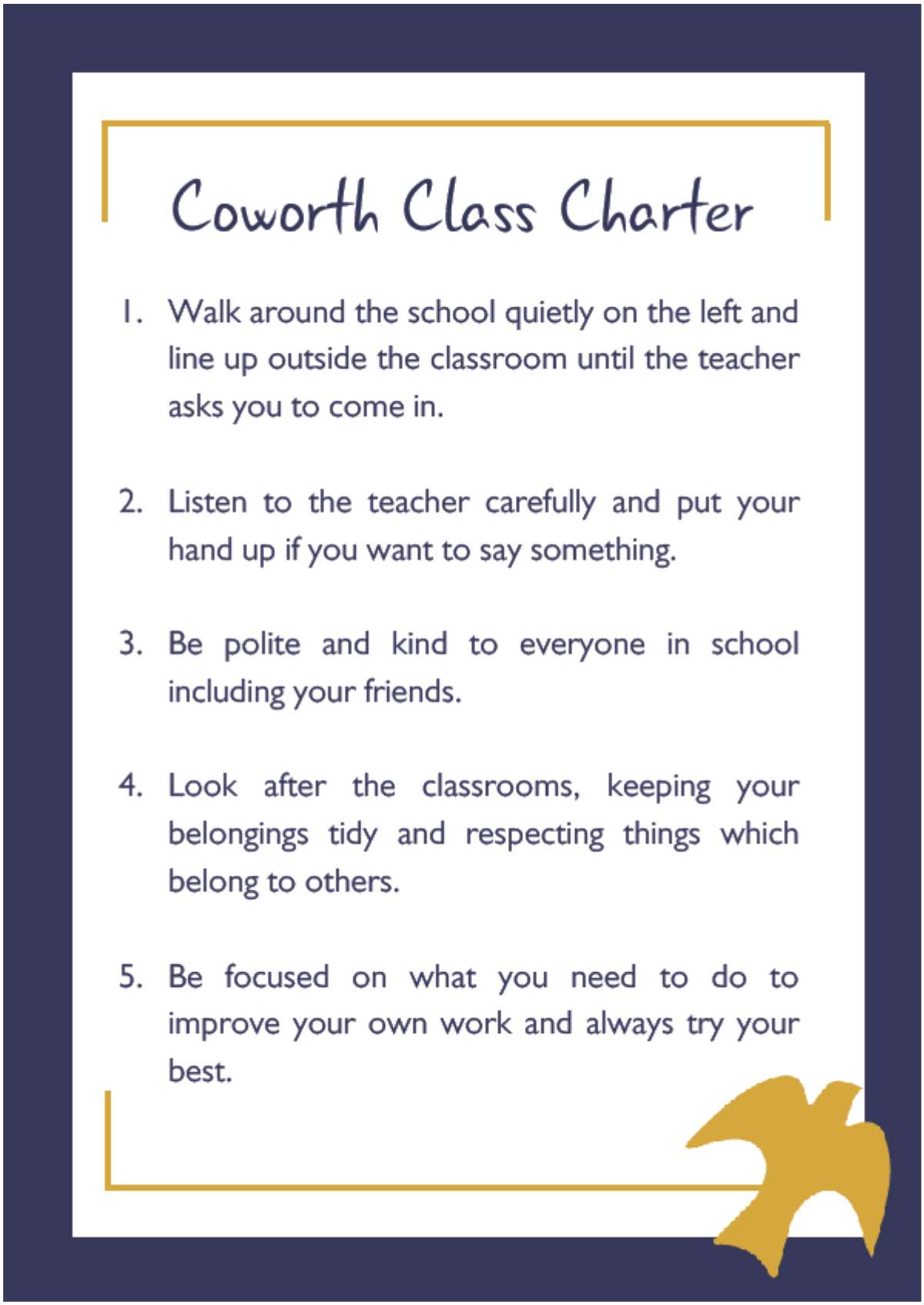
EYFS (see appendix 3)

A slightly amended age-appropriate sanction flowchart has been developed in consultation with the Head of Early Years and Head of Nursery.

Document Log

Reviewed by	Joe Yates
Role	Deputy Head - Wellbeing
Review schedule	Annually
Date Authorised	October 2026
Reason for review	Completed annual review.
Review Date	October 2027

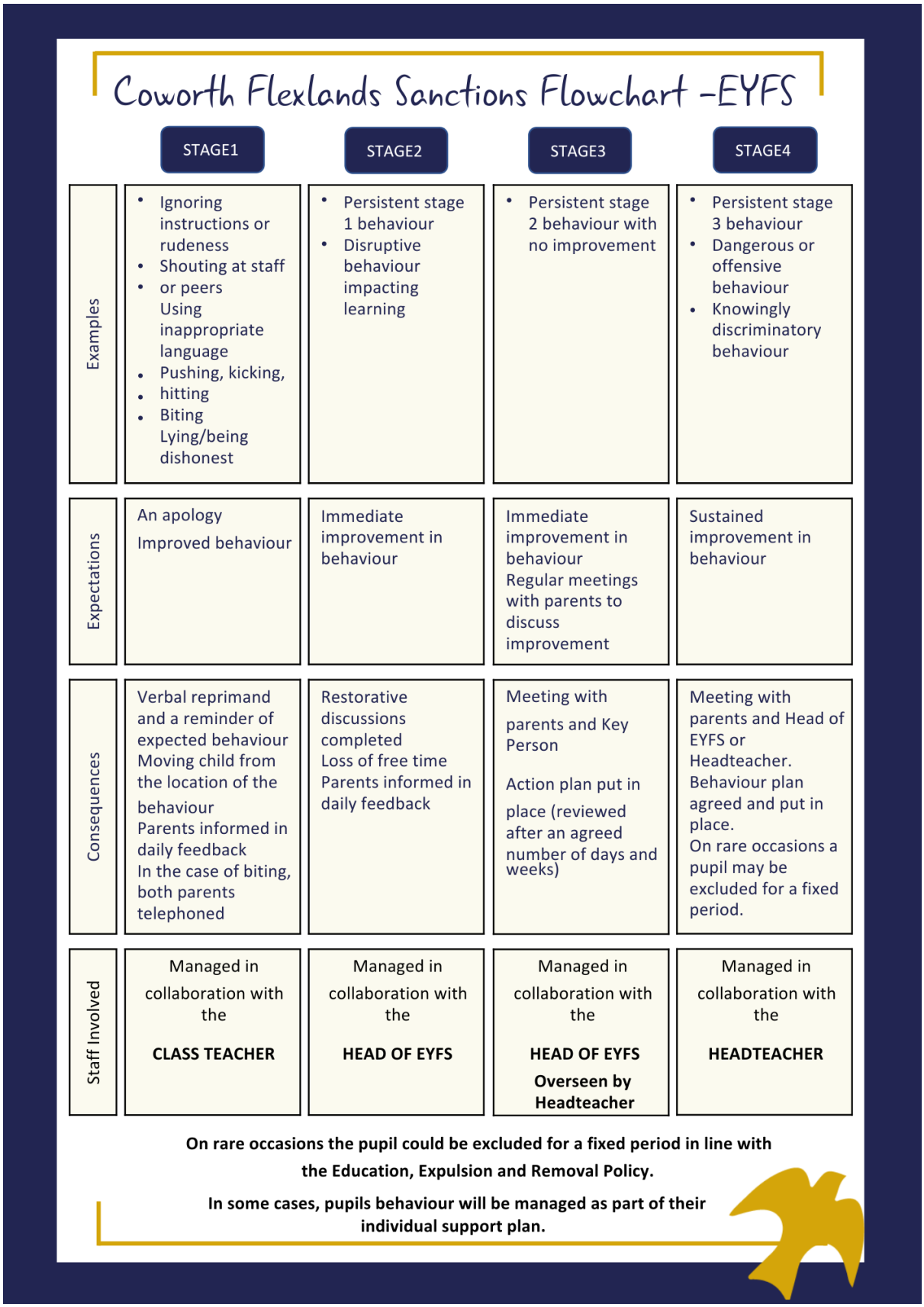
Appendix 1: Coworth Class Charter.



Appendix 2: Sanctions Flow chart



Appendix 3: EYFS Sanctions Flow chart



Appendix 4: Standard parent email

<u>Standard Parent Email</u>

Dear Parents,

We wanted to inform you that your child …….. in Year …… has:

- forgotten ……. from their PE kit
- not had their iPad charged or in school
- has not completed or given in their homework

on three or more occasions this term.
Please can you remind them to make sure they have all of their equipment in school on the correct days.

Regards, …….. (form teacher)