



## Promoting Positive Behaviour Policy

### Document control

| Item                      | Detail                                                                                                                  |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------|
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| Policy owner              | Deputy Head Pastoral and Wellbeing                                                                                      |
| Senior leader responsible | Deputy Head Pastoral and Wellbeing                                                                                      |
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### Policy summary

This policy sets out the standards of behaviour we expect across the whole School, how those standards are taught and celebrated, and how we respond when behaviour falls below them, including the staged escalation process, detentions, suspension and exclusion, the use of restrictive interventions, and searching, screening and confiscation. It applies to the Prep School and EYFS as well as the Senior School.

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## 1. Why this matters

Cokethorpe School, we believe that high standards and expectations of behaviour are rooted in a shared sense of purpose, belonging and responsibility. Every member of our community plays a vital role in fostering a culture that supports academic, social and emotional growth. Our expectations are grounded in the values of respect and integrity and apply at all times and to all members of the community.

Its purpose is proactive: it is a statement of the kind of school we are and intend to be. Underpinning the policy and its implementation are three basic principles:

- Clarity – everyone understands the standards and expectations of the School.
- Consistency – standards and expectations are upheld fairly and reliably by all members of the community.
- Culture – standards and expectations reflect what we value as a School, and are taught and owned by the whole community.

## 2. What we are seeking to achieve

This policy outlines the standards and expectations of all members of the Cokethorpe community. It seeks to promote:

- a safe, calm and supportive learning environment that supports the School's aim to nurture every pupil so that they are able to discover passions, pursue excellence and learn from mistakes;
- an inclusive environment in which kindness and mutual respect prevail;
- high expectations and standards that keep the focus on learning and progress; and
- the spiritual, moral, social and cultural (SMSC) development of pupils, in accordance with the School's wider educational aims.

### 3. Scope and application

This policy applies to all members of the Cokethorpe community, including pupils in the Prep School and the Early Years Foundation Stage (EYFS). It governs conduct:

- on the school site at all times;
- on school transport;
- during off-site activities and trips, including residentials and overseas visits;
- in the local community when pupils are in school uniform or otherwise representing the School; and
- online, including on social media, where conduct affects the wellbeing of other members of the school community or brings the School into disrepute.

We maintain one behaviour policy for all pupils. Where the practical application differs by age — for example in the Prep School and EYFS — this is set out in Appendix A.

The designated staff member responsible for behaviour management in the EYFS is the Prep Assistant Head (Pastoral), Mr Dale Baker.

### 4. Roles and responsibilities

All staff play a vital role in promoting and modelling the School's Standards and Expectations, recognising and reinforcing behaviours that reflect the School's values while guiding pupils to make positive choices.

- Tutors celebrate positive behaviour, encourage pupils' development, and maintain oversight of Stage 0 and Stage 1 concerns recorded on the School's management information system.
- Heads of Year provide leadership across the year group, monitor behaviour data to identify patterns, and work with Tutors to provide timely support. In the Prep School, the class teacher monitors for early intervention.
- Heads of Department ensure standards and expectations are consistently high in the classroom and support their teams in applying this policy. In the Prep School, the Assistant Head Academic provides this leadership.
- The Deputy Heads (Academic and Pastoral) hold collective responsibility for strategic oversight of behaviour, support the recognition of positive behaviour and ensure appropriate responses where expectations are not met, and analyse trends, sharing insights with the Head and Governors.
- In the Prep School, this leadership is exercised by the Prep Assistant Head (Pastoral).
- The Head holds ultimate responsibility for culture and behaviour across the School, and alone has the authority to suspend, exclude or require the removal of a pupil.

### 5. Standards and expectations

At Cokethorpe School, our Standards and Expectations are underpinned by the values of Respect and Integrity.

#### **Respect**

Treat everyone with kindness, courtesy and empathy. Listen well, speak respectfully and resolve differences constructively.

Uphold a positive and inclusive school culture where unkindness, discrimination or bullying — online or in person, directly or indirectly, written or verbal — are never acceptable.

Show respect for yourself and the community to which you belong, for example in your appearance and the language you use.

### **Integrity**

Do the right thing, even if nobody is watching.

Treat others as you would expect to be treated in return.

Be honest and accountable. When mistakes are made, take responsibility and seek to repair trust.

### **What does this look like in the classroom?**

- Come prepared – arrive on time, fully equipped and ready to learn.
- Stay focused – listen carefully, follow instructions and avoid distractions.
- Work with purpose – try your best and apply real effort.
- Use feedback to grow – take advice positively and keep going, even when things are tough.
- Ask questions – speak up when you don't understand and join in discussions.
- Aim high – embrace challenge and be curious to learn more than what's expected.

### **What does this look like around the School?**

- Be kind – look out for one another and treat one another with respect and kindness.
- Be involved – take advantage of the many opportunities available and make the most of the learning environment.
- Show empathy – take time to think about the experience of other people and understand their position.
- Take ownership – take responsibility for your own actions.
- Look after the environment – keep shared spaces tidy, use bins, and respect the school site and property.
- Speak with respect – use appropriate language and tone at all times, avoiding gossip or unkind words.
- Include others – be welcoming, avoid exclusion, and support those who may feel left out or vulnerable.
- Act responsibly – follow staff instructions promptly and behave sensibly in corridors, social spaces and beyond.

All members of the Cokethorpe community – pupils, parents and staff – have a role to play in contributing towards a culture that promotes respectful relationships, celebrates commitment and hard work, and encourages integrity at all times. In doing so, we build a happy, safe and inclusive environment in which children can thrive.

## 6. The behaviour curriculum

Promoting the behaviours and attitudes that enable a high-quality learning environment is essential. Pupils must understand what is expected of them and be supported through clear and consistent guidance to make decisions aligned with the School's values.

We are aligned to the principle of 'upstream thinking': establishing a shared understanding of standards and expectations across the whole school community. This collective clarity helps to create and sustain an environment grounded in mutual respect and integrity. When behaviour is positive, pupils feel safe, experience a stronger sense of belonging, and are better able to achieve academically.

## 7. Mobile phones

The School is a mobile-phone-free environment by default, having regard to the DfE guidance Mobile phones in schools (January 2026). Pupils in the Prep School and First to Fifth Form should not have access to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. In the Sixth Form students are permitted to have mobile phones but should not use them outside the Sixth Form Centre. The School's detailed approach is set out in the Mobile Phone Policy.

## 8. Working in partnership with families

Positive and supportive relationships with families are central to maintaining high standards of behaviour and shared expectations.

What the School will do

- Communicate expectations clearly through induction, the Year-group Handbook, this policy and regular contact.
- Contact home promptly for positive behaviour as well as concerns.
- Work closely with families where concerns escalate, to support children in making the right choices.

What we ask of families

- Notify the School promptly if something at home may be affecting a child's behaviour.
- Support the School's rules and expectations.
- Engage constructively when concerns arise, through the appropriate channels.

Where a parent has a concern about the management of behaviour, they should raise it directly with the School while continuing to work in partnership. Concerns that cannot be resolved informally may be raised through the Complaints Procedure Policy.

## 9. Promoting and celebrating excellence

At Cokethorpe School, we value the power of noticing. By recognising and celebrating the behaviours, values and efforts we wish to encourage, we help pupils build confidence, develop positive habits and become reflective, purposeful individuals. We recognise not only academic excellence, but also personal growth, resilience, emotional awareness, responsible decision-making and meaningful contributions to the school and wider community.

Praise has most impact when it is specific and precise. Rewards include:

- Verbal and written praise and encouragement – in lessons, in conversation, in written feedback or reports.
- Recommendations – formal recognition of excellent effort, attitude or contribution, awarded via the Involve and shared with parents.
- Departmental awards – celebrating pupils working especially effectively, with parents informed.
- Head of Year Awards – highlighting significant effort or contribution within a year group.
- Challenge Certificates – for resilience, creativity, initiative or emotional growth beyond the classroom.
- Optimum Certificates – for academic excellence, presented in the Head's Assembly.
- End of Year Prizes – celebrating academic excellence, progress and contribution to the School.

Recognition may take the form of a personal message, a phone call or email home, a public celebration in assembly, a certificate, a feature in the school newsletter, or a meeting with a senior member of staff. Rewards should be administered fairly, consistently and coherently, taking care to avoid the excessive rewarding of behaviours that would, in others, be considered a basic expectation.

In the Prep School rewards include:

- Verbal and written praise and encouragement – in lessons, in conversation, in written feedback or reports.
- House Points – formal recognition of excellent effort, attitude or contribution. These are awarded via Prep planners and uploaded to Involve. Pupils receive termly certificates for (Bronze, Silver, Gold or Platinum) in line with the number of House Points they individually received.
- Postcards home– All Staff are encouraged to identify and celebrate pupils who are working especially effectively, showing particular strength or are applying themselves wholeheartedly. This should be done on an ad hoc basis, with parents receiving a postcard featuring Prep pupils art work as the design.
- Cokethorpe Characters – One pupil from each class will be awarded a Cokethorpe Character at the end of each half term.
- Termly Awards – Pupil of the term is awarded for excellence within the classroom and beyond.
- End of Year Prizes – celebrating academic excellence, progress, and contribution to the School.

Weekly Celebration Assembly

The Prep School holds a weekly celebration assembly, providing an opportunity for us to champion the pupils across all areas of the school and outside of school life. This includes,

- Sports Team of the week– highlighting a team's significant effort or contribution within Prep Sports.
- Musician of the week – Recognises resilience, creativity and initiative within Prep music.
- Golden Spoon Award – Celebrates excellent table manners in Pre-Prep.

- Pupil of the week – Awarded each week by the Prep tutor for demonstrating outstanding effort within the classroom and beyond.

## 10. Responding to behaviour that falls below expectations

While we prioritise promoting constructive and positive behaviours, the School must also have a clear process for addressing behaviour that falls below expectations. In all but the most serious cases, our aim is to ensure that pupils experience consequences that help them grow, learn and move forward. Consequences are not ends in themselves; they form part of a wider, thoughtful and responsive pastoral approach.

The School's response to behaviour considers three purposes:

- Deterrence - discouraging a specific pupil, or pupils generally, from repeating misbehaviour.
- Protection - keeping pupils and staff safe, whether immediately or following an assessment of risk.
- Improvement - supporting pupils to understand and meet the School's expectations and to re-engage in meaningful education.

Corporal punishment, or the threat of corporal punishment, is not permitted at Cokethorpe School and is illegal. No sanction may be designed to humiliate or denigrate a pupil, and no sanction will be incompatible with the Human Rights Act 1998. No pupil may be detained during or after the school day in circumstances that might be harmful to their health or safety. The School does not support the use of corporal punishment by parents; where this occurs it will be treated as a safeguarding matter under the Safeguarding and Child Protection Policy.

As a general principle, all members of the community are responsible for upholding the School's Standards and Expectations. Decisions regarding escalation of pupil behaviour lie with the pupil's Tutor and the Head of Year, in consultation with affected colleagues and, where necessary, a Deputy Head. The Head reserves the right to escalate a consequence depending on the severity of the transgression. Rudeness or obstruction is unacceptable and may result in a pupil being referred to the Senior School Office to be seen by the Deputy Head Pastoral or the Deputy Head Academic.

Behaviour management is an integral part of high-quality learning and teaching. Often, quiet, informal conversations — 'informal boundary setting' — in which behaviour and its impact are discussed can prevent the need for further intervention.

In the classroom, staff should first give a verbal warning and, potentially, use a 'reset' (a brief step outside to reflect, followed by a restorative conversation, or repositioning). During activities outside the classroom, staff should give a verbal warning, drawing attention to the reason for the behaviour being unacceptable and identifying a resolution. Where behaviour has been addressed in this way, the teacher may register this on Involve. This enables the Tutor and Head of Year to monitor 'low-level' concerns.

### Stage 1 – Early interventions

Where best practice has not moderated behaviour, the class teacher should remove the pupil from the lesson (where appropriate, to a neighbouring classroom or the Head of

Department), followed by a restorative conversation and a lunchtime detention. Where removal is not warranted, a lunchtime detention may still be issued. For activities outside the classroom, staff should refer the pupil(s) to the Head of Year on duty. All Stage 1 interventions must be recorded on the School's system, including the location, to support trend identification. Parents should be alerted by email or phone. Following a Stage 1 intervention, Tutors must provide an update on CPOMs.

Monitoring cards: where a pupil accumulates six Stage 0 referrals in a half term, the Tutor must place the pupil on a Tutor Monitoring card oriented around precise, measurable goals, signed by the parent each evening and by the Tutor each morning.

Lunchtime detentions take place on Tuesday and Friday lunchtimes, from 12.45 to 1.05, supervised by a Head of Year or Head of Department on rotation, and involve a reflective activity. Non-attendance without good reason will result in further escalation.

### **Stage 2 – Senior Leadership Detention**

Where concerns are more serious or repeated and Stage 0 interventions have not brought about the necessary improvement, pupils may be placed in a Senior Leadership detention, set by the Head of Year and supervised by a member of the Senior Leadership Team, held on a Friday in lieu of an AOB. Parents are notified.

### **Stage 3 – Head's Conduct Review**

Where concerns persist beyond Stage 2 or are of a severity that a Senior Leadership detention alone would not adequately address, a Head's Conduct Review will be held, involving a meeting with the pupil and their parents/guardians (typically with the Head of Year) to establish a route forward, which may include escalation to Stage 4.

### **Stage 4 – Suspension, exclusion or required removal**

Where behaviour significantly breaches the values of safety, dignity, integrity or respect, removal from the community may be required – either temporarily (suspension) or permanently (exclusion). Decisions on suspension, exclusion and required removal are reserved to the Head and are made carefully and only after a full and fair process. Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous sanctions or warnings, and a serious 'one-off' incident may justify exclusion even where a pupil has not previously been disciplined. Where a pupil is suspended, re-integration is managed with care, typically through a meeting with the Head of Year and follow-up reviews. The framework of behaviour that may merit suspension, exclusion or required removal, and the appeal process, is set out in the Exclusions and Required Removal Policy.

### **Prep School: age-appropriate interventions**

A different escalation process is in place for children in the Prep School, including EYFS. These are outlined in Appendix A.

## **11. Detentions**

Staff authorised by the Head may issue detentions. Parental consent is not required. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the

toilet. Staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

## 12. Consideration of SEND

We maintain one behaviour policy for all pupils. We recognise that some pupils will need additional support to meet our expectations, and that some behaviours are connected to identified special educational needs and disabilities (SEND). In such cases, we make reasonable adjustments, not lower expectations, in accordance with our duties under the Equality Act 2010.

- Known needs are shared with all relevant staff and factored into responses from the outset.
- Individual behaviour plans may be agreed in consultation with the SENCO, pupil, parents and relevant staff, and are documented and reviewed regularly.

Where there is misbehaviour by a pupil with SEND, the School will consider whether the pupil's SEND has contributed to the behaviour and whether it is appropriate and lawful to sanction the pupil. It does not follow that every incident of misbehaviour is connected to a pupil's SEND, and not all pupils requiring behaviour support will have identified SEND. Where a pupil has an Education, Health and Care (EHC) plan, the School will consider whether to contact the local authority and whether an emergency review of the plan is needed. This section should be read alongside the Support for Learning Policy.

## 13. Behaviour and safeguarding (contextual safeguarding)

Staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concern for the welfare of the pupil. Where staff reasonably suspect that a pupil may be suffering, or is likely to suffer, significant harm, whether inside or outside School, they will follow the procedures in the Safeguarding and Child Protection Policy and discuss their concerns with the Designated Safeguarding Lead without delay, in line with Keeping Children Safe in Education 2026. The School will consider whether pastoral support, an early-help intervention or a referral to children's social care is appropriate.

## 14. Training and communication

### **For staff**

At the start of each academic year, all staff receive training on the School's Standards and Expectations to ensure a consistent and effective approach to behaviour management. The following core principles underpin all practice:

- Clear routines promote positive behaviour. Consistent routines — such as greeting pupils at the classroom door — help establish calm, purposeful starts to lessons.
- Communication should be respectful and considered. Where appropriate, addressing behaviour privately can lead to more constructive conversations.
- Consistency and fairness are essential. Pupils respond best when expectations are applied reliably and relationships are built on trust, equity and mutual respect.

- Expectations must be upheld by all staff. The standards we accept become the standards pupils adopt.

The School will provide induction training for all new staff (covering routines, escalation and recording requirements); regular Continuous Professional Learning including lesson observations, coaching and peer reflection; support from the SENCO, pastoral team and senior leaders; and a supportive culture in which challenges can be raised without stigma.

### **For pupils**

An induction programme is delivered at the start of each academic year, and for all new pupils on entry, explicitly introducing the School's Standards and Expectations with practical examples. Visible reminders are displayed in all classrooms, and expectations are reinforced through assemblies and the rewards and consequences systems. The LIF-Ed programme supports pupils in understanding how the School's Standards and Expectations relate to life beyond school.

This policy is published on the School website, is provided to parents and is available in hard copy on request. Staff are briefed on it at induction and whenever it is materially changed.

## **15. Monitoring, review and publication**

The School records all behavioural incidents and sanctions in accordance with this policy and uses this data to monitor behaviour and evaluate the effectiveness of the policy. Behavioural and sanctions data is objectively analysed regularly, drawing on behaviour-incident data (including removals from the classroom), suspension and exclusion data, records of searching, screening and confiscation, and anonymous surveys of staff, pupils and other stakeholders on their experiences of the school behaviour culture. Where patterns of concerning behaviour are identified, the School will decide an appropriate course of action, which may include further staff training, curriculum changes, or amendments to this policy. This policy is reviewed and updated at least annually by the Governors.

## **16. Related School policies and procedures**

This policy should be read in conjunction with the following School policies and procedures:

- Safeguarding and Child Protection Policy and Procedures (and Keeping Children Safe in Education 2026)
- Prevention of Bullying Policy
- Staff Behaviour Policy (Code of Conduct)
- Complaints Procedure Policy (including the Stage 3 panel used for exclusion/required-removal appeals)
- Support for Learning Policy (SEND)
- Equal Opportunities Policy for Pupils
- Mobile Phone Policy
- Practical Handbook for Academic Staff and Practical Handbook for Support Staff
- LIF-Ed Policy
- Drugs, Alcohol, Smoking and Vaping Policy

- Discipline, Exclusions and Required Removal Policy [if adopted as a separate policy — see notes below]

## 17. Legislation, regulation and guidance

This policy has regard to the following (references should link to the current authoritative publication pages when the policy is published):

- Education (Independent School Standards) Regulations 2014 (as amended), Part 3, paragraph 9 (and new paragraphs 16A and 32A in force from 1 April 2026);
- DfE, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024);
- DfE, Restrictive interventions, including use of reasonable force, in schools (April 2026);
- DfE, Searching, screening and confiscation in schools (19 July 2023);
- DfE, Mobile phones in schools (January 2026);
- Keeping Children Safe in Education 2026 (in force 1 September 2026);
- Equality Act 2010; and
- Human Rights Act 1998.

## Appendix A –

### Positive behaviour management in the Prep School and EYFS

#### Managing Behaviour – Natural Consequences Flow Diagram

##### Stage 0 Behaviour

**Stage 0** (First incident of disruption or negative behaviour) Verbal warning by teacher, restorative conversation with student.

(Stages 2 to 4 should all be uploaded to CPOMS, with (Stage number) at the start of every incident reported).

##### Stage 1 Behaviour

##### Stage 1 Consequences

Not putting in best effort / not engaging fully in learning

Not prepared for learning (e.g., missing equipment or not settled)

Speaking or acting without courtesy towards others

Distracting others or interrupting learning/play

Not looking after equipment & property

Leaving areas untidy or failing to clear up after oneself

Moving unsafely in school areas (e.g., corridors, classrooms)

Brief verbal reminder using agreed script via staff in charge

Short calming time within the classroom

Temporary relocation to another classroom for focused work (up to 10 minutes)

Short loss of free time to complete work or reflect (maximum 5 minutes)

Repairing learning by completing or improving work during free time

Making amends through a simple, sincere apology

Completing a reflection activity to consider

##### Stage 2 Behaviour

##### Stage 2 Consequence

Refusing to follow instructions

Speaking or acting in a way that is hurtful or unkind

Interrupting or disturbing others' learning or play

Irresponsible or unsafe behaviour

Not taking care of school or personal property

Persistent Stage 1 behaviours

Being rude/disrespectful to an adult

Brief verbal reminder using the agreed script

Switch to a different supervising adult for a fresh start

Time out to work in another class and/or loss of free time

Restorative conversation

Restoring relationship – e.g., apology

Replacing damaged property

Parents informed via Form Tutor

##### Stage 3 Behaviour

##### Stage 3 Consequence

Choosing not to cooperate with adult guidance or support

Using language that is offensive or inappropriate

Repeatedly targeting or intimidating others through words or actions

Displaying physical or verbal aggression towards others

Taking property that does not belong to you

Using technology or social media in an unsafe or unacceptable way

Persistent Stage 2 behaviours

Time out with Prep Assistant Head (Pastoral) and loss of free time – if negative behaviour continues

Implementation of an individual behaviour support plan, possible involvement of external agencies, and suspension if required

Immediate communication with parents to share concerns and agree next steps

Apply the school's Anti-Bullying Policy where relevant

Temporary removal of independent access to technology for a set period

#### Stage 4 Behaviour

#### Stage 4 Consequence

Violence or threat of violence to an adult or child

Any form of bullying

Serious physical incident

Wilful disobedience

Vandalism

Highly inappropriate language

Immediate referral to Head of Prep

Parents informed via Head of Prep

Involvement of outside agencies

Possible fixed term suspension