

# Pocklington Prep School

## Behaviour Policy



## **Pocklington Prep School Behaviour Policy**

### **1. Philosophy**

Good behaviour and discipline are key foundations of good education for, without an orderly atmosphere in school; effective teaching and learning are unlikely to take place. We all need to have a clear understanding of the values that matter in order to bring about a caring school and at Pocklington Prep School (and in the Pocklington School Foundation as a whole) we believe these values to be:

#### Trust

The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools.

#### Truth

We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative.

#### Courage

We challenge ourselves and each other to change for the better.

These values will be promoted in school through collective worship, assemblies, personal, social and citizenship education, religious education, the ethos of the school itself and the example set by staff within it. We recognise and reward success and commitment, progress and achievement.

We will aim to create and maintain a happy, secure and caring environment where everyone is valued as an individual. We put the well-being of our pupils first, with excellent pastoral care. We believe good behaviour needs to be carefully developed and that children need to be clear about the standards of behaviour expected.

### **2. Aims**

- To create a calm, ordered atmosphere in which children and adults are happy, secure and hardworking.
- To ensure that everyone in school feels valued and is held in high esteem.

- To foster a spirit of co-operation, responsibility and independence.
- To encourage an understanding of the feelings, values, beliefs and cultures of others.
- To give children a pride in their own achievements and in the achievements of others.
- To be fair and consistent as a staff team.

**In all contexts of applying Rewards or Sanctions, there will be due regard made to a pupil's special educational needs, or any specific disability they may have.**

We expect high standards of work and behaviour from all children and believe in positive reinforcement rather than emphasizing the negative. Discipline will be consistent throughout the School and will be applied in a calm but firm way. The children will follow and adhere to the Pocklington Prep Respect Code. This is displayed in the termly calendars from September 2016:

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**POCKLINGTON PREP RESPECT CODE**

A high standard of courtesy, common decency, tidiness and honesty is expected from every member of the School. Any action that may lower the good name of the School goes against our 'Respect Code'. In particular, this applies to conduct on buses and in the streets where quiet, orderly behaviour is expected at all times.

On accepting a place in the School, pupils are accepting the Code and willingness to live up to it.

**Respect**

We **respect** and care for our school and everyone within it.

We show **respect** by listening when others speak and follow instructions straight away.

We show **respect** by being on time with everything we need.

We show **respect** by being kind: keeping unhelpful hands, feet, objects and comments to ourselves.

We show **respect** by completing work to the best of our ability, within the given time, by allowing others to do the same.

We have the courage and **self-respect** to challenge ourselves in all we do.

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In the Pre-Prep, the pupils will develop their understanding of the Respect Code by following our

**5 Golden Rules:**

1. Do listen to people. Do not interrupt.

2. Do be kind and helpful. Do not damage property or hurt peoples' feelings.
3. Do be gentle. Do not hurt anybody.
4. Always be honest. Do not cover up the truth.
5. Always try your best and enjoy learning. Don't give up.

**Equality Act 2010:** When making decisions under this policy, the School will take into account any special educational needs or disabilities a pupil may have and any religious requirements affecting them.

### **3. Promoting Good Behaviour**

In addition to appropriate reward and sanctions, staff may deem it appropriate to support pupils through the following:

**A) Recognition and Celebration:** Recognition and the celebration of endeavour and achievement are at the core of the Pocklington experience. Staff are encouraged to offer praise and encouragement to their pupils. Formalised recognition also takes place in numerous ways such as in Pastoral Assemblies, House Assemblies, Prep and Pre-Prep Assemblies, on notice board displays, on the School website and across the School's publications.

**B) School Respect Code and Golden Rules:** The School Respect Code and Pre-Prep's Golden Rules are set down in the termly calendar booklet – publication that contains easy-to-reference information relating to a calendar of events and other information relevant to the smooth running of the School. All pupils and staff receive a copy and a separate copy of sent home for parents.

**C) Working Together with Parents and Guardians:** Pastoral and Academic staff are encouraged to liaise with parents directly in promoting positive behaviour in and around school. As appropriate, parents and guardians will be contacted to inform of matters and, on occasion, may be invited to come to a meeting at school to discuss particular matters with relevant pastoral and academic staff.

### **4. Rewards**

#### **REWARDS IN PRE-PREP**

Children in the Pre-Prep will be assigned to a House and will, therefore, receive Form Points, House Merits and Distinctions in a similar manner to the Prep children.

Alongside the 5 Golden Rules we strive to develop the following positive characteristics in our pupils:

- Persistence
- Self-challenge
- Independence
- Awareness of emotions (their own and others)

These skills are celebrated using the rewards outlined below:

**Star of the Day** – Each Form Teacher will select one child to be the Star of the Day. This child will receive a certificate and gain extra responsibilities on the following day. A child will be selected as a result of a positive experience that day, be it in their learning or in a child's behaviour. The Form Teacher will keep a record of who has been Star of the Day to ensure a fair system.

**Super Star (Star of the Week)** – Each Form Teacher will select one child to be the Star of the Week. This certificate is predominantly rewarded for children exhibiting persistence, independence, self-challenge and developing emotional awareness. The Super Star will be awarded a certificate in our celebration assembly.

Every week children are selected to share a positive piece of work in our celebration assembly describing what the task was, how well they did and how it made them feel.

Teachers and Teaching Assistants will award stickers/stamps to children explaining to the child specifically why they are receiving them.

The Form Teacher should communicate positive messages in the Home/School Communication Book, where appropriate.

## REWARDS IN PREP

Rewards will be given to reinforce appropriate and acceptable behaviour. These rewards will take various forms and will be given consistently throughout the school. Positive rewards applied are as follows:

- Written acknowledgement and positive comment on a pupil's work.
- Informal praise and encouragement at all opportunities, in class and outside, including the recognition of courtesy and politeness, please and thank you.
- Stars or points are awarded to individuals, be it for work or for other positive behaviour.
- Form Teachers often have their own stickers and prizes as an extra encouragement.
- Collecting ten stars gains a House merit, which is displayed on the House notice-board.
- **House Merits** are awarded by staff for pleasing attainment and/or effort in all aspects of School life. House staff keep totals of Merits awarded.
- Work or behaviour of an **outstanding** nature will be recognised by the award of a **Distinction**.
- Work, progress or positive behaviour of a sustained nature, throughout the term, **at whatever level**, will be rewarded with a **Distinction**.
- Distinctions are an opportunity for three or four people to praise a child a) the giver, b) the Form Teacher recording the Distinction, c) the Head, who signs the card d) the parents.
- **Distinctions** count triple points towards the House Merit Shield. They are recorded on iSAMS and presented in the weekly full school assembly by the Head.
- **Speech Day prizes** are awarded at Prize Giving relating to all aspects of School life.

- **Monitoring of Awards:** Prep School Managers monitor trends in the awarding of Distinctions (eg, gender, Form, subject) and liaise with the Head of Prep School. This data is analysed by PPSMG on a termly basis and, where necessary, investigated.

## 5. Sanctions

**The School rejects the use or threat of use of corporal punishment under any circumstances. (Section 131 of the Schools Standards and Framework Act 1998). This includes any parent volunteers or any person living or working in the premises. Any person must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.**

### **Use of Reasonable Force by Staff:**

School staff can use "reasonable force" to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Staff are referred to the relevant Foundation Policy, 'Use of Force (restraint)'.

### **Appropriate disciplinary measures available to staff**

In keeping with DFE guidance, there are a number of disciplinary measures that might be appropriate depending on the nature of the behavioural incident (s). These might include:

- A verbal reprimand
- Extra work, or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as statements. Completed statements are shown to the Pastoral Lead who will tear off the top section of the form and glue in to the Discipline Book of the year group. **All** statements are therefore recorded. The statements are then returned to the issuer.
- Missing break time.
- Regular reporting including start and end of break time; scheduled uniform checks, or being placed "on report" for behaviour monitoring.
- In more extreme cases Schools may use temporary or permanent exclusion.

### **SANCTIONS IN PRE-PREP (INCLUDING THE EYFS)**

At the start of every day the pupils will be given a **Star** on the Shining Star wall. They will keep their star if they maintain good standards of learning and good behaviour. If a child maintains good behaviour they will be rewarded with a Distinction.

A child will receive **1 verbal warning** before moving to the 'border' after a **2<sup>nd</sup> warning**. On the 3<sup>rd</sup> occasion the child's star would go in the 'Black Hole'. A Time-Out should be issued to a pupil who has

gone in the **Black Hole**. The duration of the time-out will depend on the age of the child and the misbehaviour but will always be used consistently by a class teacher/ teaching assistant.

If a child 'loses' their star this information will be shared with the Head of Pre-Prep and this will be communicated in the child's Home/School Communication Book. At this point the child will speak to the Class Teacher and restorative measures will be put in place. Should similar, inappropriate behaviour continue the child will speak with the Head of Pre-Prep/EYFS Behaviour Manager and the child will be warned of the consequences of continued misbehaviour. If the pupil's name is recorded **three** times in the Head of Pre-Prep's Behaviour Log, the Head of Pre-Prep will speak to the pupil individually and/or the pupil's parents and inform them that as a consequence of their behaviour, they will be set '**Behaviour Targets**' and their progress against these will be monitored on a daily basis. This may last more than one week, should it be deemed appropriate. All staff will be informed, so as to complete the form at the end of their lesson. The form must be shown to the form teacher at the end of every day to ensure completion for that day. At the end of the week the report will be sent home and returned to school with a parent response.

## **SANCTIONS IN PREP**

**A Work Card (White)** will be issued when other approaches to address unacceptable work, work not done, or work not handed in after a previous warning have not seen the required improvement by the pupil. A teacher may issue a Work Card only in consultation with the Assistant Head (Curriculum) for Y3-6, or the Head of Pre-Prep for younger classes. The teacher must have shared the concern at a Pastoral Lead/Pre-Prep team meeting and this must be recorded in the minute book. The Work Card is to be sent home, signed by parents and returned to the Assistant Head (Curriculum). The Work Card will be recorded in a Work Log file and held in the pupil's file.

**A Conduct Card (Yellow)** will be issued when other approaches seem to have failed or for a clear breach of the Code of Conduct.

Only the Head of Pre-Prep or Pastoral Lead may authorise the issue of a yellow card. A Conduct Card is issued either for an individual serious incident, or for a series of cumulative minor incidents. The card is our sign of formal disapproval and parents are asked to sign it, to show they have seen it, and to show support for the school's discipline policy. This is the purpose of sending it home. The Conduct Card should be returned to the Deputy Head the following day. The Deputy Head attaches the Conduct Card to the record of the incident in the Serious Incident File for a single serious incident, or places the card in the pupil's file if issued for a series of cumulative events.

The Head / Head of Pre-Prep / Pastoral Lead or Form Teacher may contact parents individually at (or before) this stage, depending on the reason for the issue of the card. On occasion, a letter may accompany the yellow card to add further background information.

## **6. Behaviour monitoring and targets**

If a child has displayed consistently unacceptable and poor behaviour over a period of time, his/her behaviour will be monitored. Parents will be invited into school to discuss the main issues. The form teacher will have prepared a pupil monitoring form. This will indicate the reason for monitoring and targets directly linked to the reasons for monitoring. The period of scrutiny will usually be for two weeks. The child will take the form to every lesson and the teacher will make a brief comment about the child. The form teacher (and if necessary the Pastoral Lead) will review the child's performance over the period of scrutiny, which will then inform an appropriate course of action.

## **7. Serious Incidents**

The majority of incidents of misbehaviour will be dealt with through the process of the School Behaviour and Discipline Policy. Any serious incidents of misbehaviour will be referred to the Pastoral Lead or Head of Prep School who will usually ask parents to come into school to discuss the situation. In such cases, fixed-term or permanent exclusion becomes an option. These sanctions can only be imposed by the Head of Prep School.

## **8. Wider sanctions**

When all possible avenues to help a child have been explored, the Head of Prep may feel required to involve parents in wider discussions about the progress and future of their child in the school.

The possibility of short term suspension or, ultimately, permanent exclusion exists (as a last resort) when unacceptable behaviour or approach remains unchanged following previous interventions and support.

## **9. Recording Incidents**

Incidents are recorded on the individual child's behaviour log – both victim and perpetrator. Details are recorded on relevant forms with clear actions and notifications. This allows us to track any patterns of victimisation and then address ongoing behaviour. The Deputy Head makes regular checks of all Behaviour Logs.

## **10. Behaviour outside of School:**

The School may apply the Behaviour Policy to any pupil behaviour, which takes place under School authority, i.e. when the pupil is within the School or taking part in any School-organised or School-related activity, travelling to or from School, wearing School uniform or otherwise identifiable as a pupil of the School. The School may also apply this policy to behaviour outside of School, which could have repercussions for the orderly running of the School, pose a threat to another pupil or member of the public or which could adversely affect the reputation of the School.

A clear set of sanctions will be linked to inappropriate and unacceptable behaviour. These sanctions will be applied in a calm but firm way and will be applied consistently throughout the school.

### **11. More general points regarding good behaviour**

- There are specific rules relating to the Swimming Pool, Science Room, ICT suite, Art Room and Library. These are displayed in or near the room concerned and must be read and followed.
- All rules are designed for the safety and wellbeing of pupils, staff and visitors therefore to breach them is to cause potential harm or nuisance to others as well as to oneself.
- Pupils can expect sanctions to be applied for breaking rules and failing to follow the Code of Conduct.

**In general** - we expect pupils to look smart and to behave properly, acting in a friendly and considerate manner, which reflects well upon them and upon the school.

### **Uniform**

- Pupils must wear their school uniform correctly. Smartness is an expectation.
- Full school uniform, including jackets, should be worn for journeys to and from school and for all official school functions and trips (unless other instructions have been issued).
- All pupils wear white shirts which must be of a similar style and material to those sold in the school shop. Top buttons must be fastened. Shirt tails must not be hanging out.
- Ties are to be worn properly and tied at a proper length.
- Blazers must be worn on journeys to and from school, when uniform is worn off premises and when moving between Pocklington Prep and the Dining Hall, Assembly Hall, Stoppard Centre or Pocklington School. Jackets may be removed when hot, with permission.
- Shoes must be black leather and polishable. They should be of sensible, low design. No big heels.
- Games kit. Pupils must change from games kit back into school uniform when leaving school after matches and practices unless the team coach states otherwise.

### **Hair, jewellery, badges and make-up**

- Hair should be worn in a style which is neat and appropriate for school. Extravagantly short or conspicuous cuts are not allowed. Hair must not be dyed to look unnatural.
- Hair accessories should reflect the school colours and not be extravagantly coloured or ornate.
- Jewellery is not allowed.
- Girls with pierced ears may wear a single pair of matching plain studs. For safety reasons these must be removed or covered during PE / swimming and games.
- No badges are to be worn other than those awarded by the school to denote positions of responsibility.

### **Movement**

- Pupils must walk, not run, in all areas of the school. This includes stairs, footpaths and corridors.
- We keep to the left and in single file. This is especially important on stairs.
- Pupils should be aware of visitors and are expected to wait and hold doors for adults.
- When waiting, e.g. outside a room, pupils should do so quietly on one side of the corridor and in single file.
- At busy times, such as after assembly, pupils should not stop at notice-boards as this causes congestion.
- When outside, pupils should keep to the footpaths, especially during wet weather.
- Pupils must NEVER run across the car park / turning areas.

### **Bounds**

- Pocklington Prep pupils stay on the school site at all times during the school day, unless escorted elsewhere by a member of staff.
- Pupils play on the fields in an area defined by the ends of the Pocklington Prep buildings and as far as the “two trees”, keeping off cricket squares or any seeded areas.
- The area around the squash court is completely out of bounds. A lost ball that goes into this area must be reported to the duty teacher.
- Climbing on roofs, walls and trees is expressly forbidden.
- Please respect the privacy of the Housemasters and keep out of their gardens unless needing to pass through.
- During lessons, and at all times other than when changing for break or games, the changing rooms are out of bounds.

### **Wet breaks**

- When a wet morning break is declared, pupils stay in their form rooms and should not move about the school, nor enter the rooms of others. Quiet pursuits should be undertaken and orderly behaviour is expected. At the beginning of the break pupils may collect their snack.
- Class teachers remain with their class during wet breaks.
- Wet break monitors from Year 6 go to their appointed rooms.
- When a wet lunchtime break is declared, Pre-Prep are supervised within one room by usual duty staff; Prep pupils have a small number of rooms they have to be within where various activities are provided and they are supervised by normal duty staff.

### **Changing rooms**

- Pupils have their own pegs and storage area in the changing rooms and must use these to hang and store their coats, bags and games kit. No other person’s area should be used. Kit should be hung up properly, zipped into the games bag, and the locker area kept tidy.
- It is completely forbidden to interfere with and/or “borrow” the belongings of another pupil.
- Food and drink is not to be consumed in the changing rooms. Snacks are best kept in form rooms.

- Playing games **of any kind** or fooling about in the changing rooms is forbidden. Pupils should change promptly and quietly.
- Pupils must keep out of the shower area unless supervised for showering after games.
- Books and pencil cases or anything required for lessons should be taken at the start of day and not be left in bags in the changing rooms.

### Matron

- Matron is there to help pupils who are ill or may have hurt themselves.
- A pupil who is ill or hurt should report to a teacher/duty person first.
- Pupils do not make up their own minds to go and see matron
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### **Mobile 'phones and their use**

- Mobile phones or wifi enabled devices must not be brought to school, unless written permission is granted by the Deputy Head for extenuating circumstances e.g. they travel by bus and require a phone for the journey.
- Pupils who have written permission from the Deputy Head to bring their phone to school, must turn their phone off on arrival in school and leave it with the secretary during the school day.
- Pupils are responsible for collecting their mobile at the end of the day.
- Any need to 'phone home during the school day will be dealt with by the secretary or by matron.
- Just as with computers, pupils are expected to use their phones sensibly and with a care for others, **whether in school or outside**. Messages sent must be polite and/or informative and in no way designed to hurt.

### **Property - Lost and found items**

- All items of a pupil's clothing should be named or marked, preferably with a sewn in tag.
- Other, non-clothing, items should be marked either with the name or the pupil's roll number.
- Items which can be identified are returned to their owner by staff or by matron. A pupil who has mislaid an item should speak to matron, having first retraced all their steps and looked for the missing item him/herself.
- A pupil who finds an unnamed item should hand it to matron or the nearest member of staff. If named, they should try to return it.