



POCKLINGTON SCHOOL FOUNDATION
Pocklington Prep School Behaviour Policy

Philosophy

Good behaviour and discipline are key foundations of good education. 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 Foundation's core values to create a caring school. Our School Values are:

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 are 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 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.

Aims of Policy

- 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.

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.

We expect high standards of work and behaviour from all children and believe in positive reinforcement rather than emphasising 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.

Pocklington Prep School Rules

A high standard of courtesy, common decency, tidiness and honesty is expected from every member of the School.

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

In recognition of the different levels of understanding and developmental stages within Pre-Prep and Prep, children in these two departments follow different sets of rules, with the Prep rules building on the Pre-Prep rules.

In Prep, the pupils will follow the Respect Code.

Respect Code

*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.

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

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.*

Promoting Good Behaviour

Staff support pupils through the following:

- A) Promotion of the Prep Respect Code and Pre-Prep Golden Rules:** The Prep Respect Code and Pre-Prep Golden Rules are set down in the termly calendar 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 is sent home for parents, which allows parents to work with their children in support of the school rules.
- B) 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.
- 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.

More general points regarding good behaviour can be found in Appendix A.

Rewards

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:

- Verbal or written acknowledgement in the form of a 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.

- Form Teachers often have their own stickers and prizes as an extra encouragement.
- Speech Day prizes are awarded at Prize Giving relating to all aspects of School life.

Pre-Prep Specific Rewards

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

- Persistence
- Self-challenge
- Independence
- Empathy

Due to the age of the children involved, these skills are celebrated using the additional 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.

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 ‘Star of the Week’ will be awarded a certificate in our celebration assembly.

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.

House System and Formal Rewards

All children in school are allocated to a House Team, to promote collaboration, peer support and shared goals. Our formal recognition of positive work and behaviour, allows pupils to contribute to their House Team as follows:

Form points are awarded to individuals, be it for work or for other positive behaviour. Collecting ten form points 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 and these go towards the House Merit Shield competition.

Work or behaviour of an outstanding nature will be recognised by the award of 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 competition. They are recorded on iSAMS and presented in the weekly full school assembly by the Head.

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.

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)'.

Wherever possible, staff will use positive reinforcement and encouragement to support all children in following the School Rules. Where pupils exhibit poor behaviour, this will be discouraged and pupils will be helped to understand why this behaviour is not desirable.

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
- Behaviour Reflection exercise, during missed break or lunch, for the pupil to reflect on what happened and consider what they could have done differently.
- Regular reporting including start and end of break time; scheduled uniform checks etc.

Where these measures have not been effective with a child, the following may be considered:

Behaviour Targets

SC Aug 2013, JK Sept 2013, IDW Nov 2013, AW
July 2014(re change of name), SC Jan 2016, RP
Jan 2016, IDW May 2016, IDW Oct 16, IDW
March 17, IDW Nov 17, IDW October 18, SC
October 19

Where pupils in the Pre-Prep and Prep exhibit repeated poor 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.

A Work Card (White)

This 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)

This 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 Conduct 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 Conduct Card is placed on a child's file and, in the case of a serious incident, the Conduct Card is placed both in the pupil's individual file and in the Serious Incident File.

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.

Pre-Prep Specific Sanctions (including in 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.

A child will receive 1 verbal warning before moving to the 'border' after a 2nd warning. On the 3rd 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.

*For information on how the Pre-School children are supported to develop positive behaviours, please refer to the EYFS Policy.

Behaviour Monitoring

All individual instances of negative behaviour, which require any of the sanctions outlined above (including a verbal reprimand) will be recorded on the yellow 'Behavioural Incident/Record of Bullying' form. If a child has displayed repeated, low level unacceptable behaviour over a period of time, his/her behaviour will be monitored and this may also result in the completion of a 'Behavioural Incident' form. These behaviours are recorded on both the perpetrator and victim's personal Behaviour Logs and all individual Behaviour Logs are continually monitored by form teachers, the Pastoral Lead and the Deputy Head; a formal review of Behaviour Logs takes place each half term. This allows pastoral staff to identify patterns of poor behaviour, potential pastoral issues and patterns of victimisation or bullying.

Serious Incidents

The majority of incidents of misbehaviour will be dealt with through the process of the School Behaviour Policy. Any serious incidents of misbehaviour will be referred to the Deputy Head 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.

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.

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.

Working Together

It is our hope that all pupil's can be supported, by all staff in School and by parents at Home, to develop and exhibit positive behaviour which they, and we, can be proud of. Staff will work in collaboration with parents and maintain excellent lines of communication.

Pupils who would benefit from additional pastoral support will have access to the School Wellbeing Service as required.

This policy should be read in conjunction with the Prep School Anti-Bullying Policy.

Appendix A

More general points regarding good behaviour

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.

There are specific rules relating to particular areas of school, including 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 (Prep) or Golden Rules (Pre-Prep)

Uniform

- Pupils must wear their school uniform correctly. Smartness is an expectation.
- Full school uniform, including blazers, should be worn for journeys to and from school and for all official school functions and trips (unless other instructions have been issued). In Pre-Prep, the cardigan or jumper replaces the blazer.
- 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. Blazers (Prep) or cardigans/jumpers (Pre-Prep) 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 which is collar length, or longer, should be tied back.
- 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.

Appropriate Play

- Rough and tumble play and ‘play fighting’ are not allowed.
- We expect all children to be kind to each other and to only use kind words, both in the classroom and also in their play.
- It is never acceptable for pupils to isolate other children.
- Pupils should always seek the support of duty staff at the time of any incident, so that it can be properly dealt with and the duty staff can liaise with the relevant form teachers.

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.
- 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 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.
- 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

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.

Reviewed: SW Dec 2020.