Pocklington Prep School

Behaviour Policy

Policy Contact	S Rogers, Assistant Head (Pastoral)		
Last Reviewed	October 2026	**Next Review Due**	September 2027

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Philosophy

Good behaviour and personal 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:

Earn Trust
We champion pupils to earn trust through integrity, reliability and service to our community.

Seek Truth
We inspire pupils to seek truth by pursuing knowledge and speaking honestly with humility and evidence.

Show Courage
We empower pupils to show courage by stepping beyond their individual comfort zone, taking responsibility and growing through challenge.

Pocklington Prep School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to try their best to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support all stakeholders.

Aims of Policy

- To ensure a consistent and calm approach to and use of language for, managing behaviour;
- 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 empathy towards the feelings, values, beliefs, and cultures of others;
- To give children pride in their own achievements and in the achievements of others;
- To encourage our pupils to respect their own and others' property;
- To create a calm, ordered atmosphere in which children and adults are happy, secure and able to progress.

Equality Act 2010: When making decisions under this policy, the School will take into account any special educational needs or protected characteristics 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. The School's approach to discipline will be consistent throughout the School and will be applied in a calm and firm way.

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 our school values and rules and a willingness to embody them.

In recognition of the different levels of understanding and developmental stages within the school, children in the Pre-Prep (including the EYFS) and Prep departments follow differently worded sets of the same rules.

Pre-Prep's Golden Rules

In the Pre-Prep, the pupils will follow the Golden Rules:

We listen to others to show we care.

We are kind and gentle in all we say and do.

We are quiet around school and let our friends learn.

We are always honest and have the courage to stand up for what is right.

We always do our best and never give up.

Prep Respect Code

In Prep, the pupils will follow the Respect Code:

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

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

We show respect by moving through the school calmly and quietly, allowing other children to learn.

We show respect by being honest and having the courage to stand up for what is right.

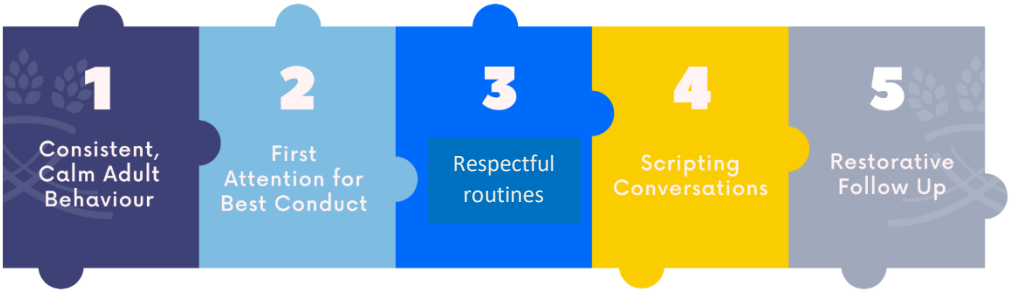
We show respect by being on time and completing work to the best of our ability.

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

The Foundations of Our Practice

At Pocklington Prep School, our practice is grounded in a relational approach that underpins every aspect of teaching and learning. This commitment fosters a positive and supportive culture within our community, where pupils are able to flourish and staff are empowered to excel in their work. There are clear boundaries, effective systems and mutual respect. We believe that exceptional behaviour management is driven not just by skill, but by the creation of a school culture that supports, guides and reinforces positive conduct. Where children are monitored for behaviour, the Assistant Head Pastoral, with the child's class teacher, will consider if a Pastoral Intervention, using the **Pastoral Intervention Pathway (see Appendix E)** will be beneficial as a support for their behaviour.

The Process of Our Practice



1. Consistent, calm adult behaviours

Staff will maintain consistency in their interactions with pupils, always establishing firm boundaries and clear expectations, to ensure children feel safe and supported. Staff will be approachable and responsive, with a focus on guiding pupils towards positive and constructive resolutions

We ask that adults in school exemplify the following behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Reflective practice
- Recognising and praising positive pupil behaviour publicly
- Confidence with a smile
- Aiming for win/win situations
- De-escalation

2. First attention to best conduct

Adults in school apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- CREATE conditions for excellent behaviour
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

Language used around behaviour should always be consistently positive. Adults will provide specific, purposeful praise and explicitly explain to pupils what behaviour is being recognised and why it matters.

Rewards and Recognition within Pocklington Prep School

Throughout Pocklington Prep School, a variety of praise strategies are used to promote pupils' self-esteem and reinforce our school values of Courage, Truth, and Trust. Adults make use of the following throughout the school day:

- Staff will use informal praise and encouragement will be given at every appropriate opportunity, both in and beyond the classroom. This includes recognising our school values, as well as pupils' courtesy, politeness, and use of good manners such as saying "Please" and "Thank you."

- Verbal or written acknowledgement in the form of a positive comment on a pupil's work;
- A weekly Celebration assembly where the whole of the Prep school can join as a community to celebrate positive actions and events from across the week.
- In Year 6, House and Sports Captains are given to those who are seen as positive role models to other children, especially younger, in the school. All year 6 children are given ambassador roles (social, academic, assembly and art) to learn the importance of responsibility to aid preparation for Senior School transition.

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 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.

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:

House tokens - Pupils are awarded house tokens by staff to acknowledge effort in positive behaviour and work. The total number of tokens for each house are added together at the end of each week and announced in our whole school Celebration assembly. A 'star' is awarded to the winning house and displayed on the House Board to promote teamwork and community. Each half term, stars are totalled and the house with the highest number receives the Merit Shield.

Distinctions - Pupils are awarded distinctions for exceptional positive behaviour relating to our school values and expectations and exceptional work, encouraging a consistent high level of effort. Each distinction is worth 3 house tokens, towards the Merit Shield. Distinctions are received by pupils during our whole school Celebration assembly to celebrate achievement but also to encourage others to continue to try their best.

3. Respectful Routines

Establishing clear routines supports adults in demonstrating their values and ensures that children experience a stable and predictable classroom setting where they can feel safe and secure.

- Staff will not assume that children know how to behave; regardless of age they will teach them the rules that operate in the classroom and precise routines and rituals for individual activities;
- Children will be taught routines for formal learning activities (independent work, group discussion, think/pair/share etc.);
- Children will be taught the rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions);

- Children will be taught our school's Respectful Routines within class and house settings to ensure consistency of behaviour throughout the school environment.
- Acknowledgement and positive reinforcement will be used to embed the rules, routines and rituals.

Alongside class-based routines, we embed the following relentless routines throughout the whole school:

Morning meet and greet – all adults and children will greet each other with 'good morning' or 'good afternoon.'

In line – children will line up smartly and silently when they see the adult with their hand raised.

Best foot forward – quiet walking through school, greeting all fellow pupils and adults with a smile.

Ready to learn – eyes on the adult, sat up tall, quiet and focused, mind on the job.

4. Scripting difficult conversations

At Pocklington Prep we look to resist lengthy discussions around behaviour and aim to return learners to their learning and play. The majority of behaviours are dealt with quickly and in the moment, using 'stop and think' techniques. Children are supported through the application of a clear, staged programme of Behaviour Support. Further information regarding the Behaviour Pathway can be found in **Appendix B.**

When the Behaviour Pathway is implemented, to support a child, adults will help the child to reflect on their behaviour through a number of disciplinary measures, depending on the child and the nature of the behavioural incident(S). In keeping with DfE guidance, *Behaviour in schools: Advice for headteachers and school staff* (DfE, February 2024), these may include:

- A verbal correction.
- Time to enhance unsatisfactory work.
- Behaviour Reflection exercise (see Appendix C), during missed break or lunch, for the pupil to reflect on what happened and consider what they could have done differently.
- Pupil conferencing with staff and parents to create behaviour targets.
- Regular reporting between staff, including start and end of break time.

Pre-Prep Specific Behaviour Support (including in the EYFS)* - Shining Stars

We recognise that young children are still learning about what is, and is not, acceptable behaviour and we support children in the Pre-Prep by addressing all behaviour, which breaks the Pre-Prep Golden Rules, through use of the clear, staged approach which is in line with the school's Behaviour Pathway, but provides children with a visual reminder of how things are going for them during the day.

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.

In the event that a child exhibits low-level undesirable behaviour which breaks the Golden Rules, they are helped to address it in the following way:

Stop and Think - On the first occasion, when a child exhibits a low-level undesirable behaviour, children will be given a verbal warning and asked to stop and think about what they are doing, before making positive changes.

Star moves to border - A repeat of this behaviour, or another low-level undesirable behaviour within the same day, will result in a child's star being moved to the border and their teacher will speak to them about making a positive change.

Loss of star – A further repeat, within the day, will result in the removal of their star.
If a child 'loses' their star, the Class Teacher will speak to the child and restorative measures will be put in place. Both the Head and the child's parents will be informed.

In some circumstances, a single, more serious and age-inappropriate behaviour may result in an immediate loss of star.

For those children that staff feel will understand and benefit from the process of reflecting on the behavioural incident, time will be given for the child to complete a verbal behaviour reflection.

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

5. Restorative Follow Up

The focus of our behaviour interventions are to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the child and their teacher or peer at the earliest opportunity.

Once the child is calm and focused, they will work through the restorative script in **Appendix C** with either the adult or child recording the responses. Where a child's behaviour has fallen short of expectations, adults will always endeavour to find out what has happened, so that they can support all involved. This may involve adults speaking to children individually or in small groups.

As incidents are not always observed by staff, children may provide varied accounts. This is developmentally typical, as children may minimise their actions, feel regret, or attempt to support a peer. Our school staff are experienced in gathering information and will seek information from the children involved in order to make a decision about what happened on the balance of probability. This can be difficult for parents when children are unwilling to admit their part in an incident or want to talk about a friend's involvement in detail. However, staff in the Prep School will act in the best interest of every single child, and sometimes children need to understand clearly that they got something wrong to prevent them making the same mistake again. As parents, it is important to view mistakes in academic lessons as valuable learning opportunities rather than causes for upset. Similarly, when social mistakes are brought to a child's attention, parents are encouraged to support the same positive approach, giving their child the opportunity to grow and develop from learning from a 'lesson'.

Where it is felt that a conversation between two children is needed to restore a friendship, to redress a power imbalance or to give children a voice, two children may be brought together for restorative work. Staff will do this with the utmost care for both parties and will speak to both children prior to the work, about how the idea of this makes them feel. Restorative conversations will take place only when both children are ready. Staff will use their professional judgement, informed by observing pupil wellbeing and interactions in and out of the classroom, to determine readiness. Each child will then be spoken to individually to confirm their willingness and comfort with taking part.

Girls on Board

At Pocklington Prep School, we use the 'Girls on Board' approach, which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and create strategies to avoid similar conflict in the future. Unless there is specific wrong-doing or bullying taking place, *Girls on Board* replaces the 'justice tools' approach which can be the strategy adopted by some teachers to investigate conflict. A *Girls on Board* session brings all the girls in a school year group together to explore and re-enforce the key principles:

- All girls fear having no friends.

- Adults can only help in very limited ways.
- A girl without a friendship group is a problem for *everyone* because whichever group she eventually joins will be changed in some way by her arrival.

Once girls begin to see and understand that they nearly *all* feel this way, then rifts between them naturally start to heal and they start to bond with each other again. Using the *Girls on Board* approach, teachers guide girls to build healing empathy and empower them to use this empathy to positively resolve conflicts and strengthen relationships.

Wellbeing Service

Staff will maintain open communication with home and, if it is felt that a child would benefit from additional pastoral support, they will speak with parents regarding making a referral to the School Wellbeing Service.

Undesirable Behaviours

Some children may exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that this is their way of communicating their emotions.

Where children display extreme behaviour, either as a one-off incident or as a continuation of undesirable behaviour, we will adopt a personalised approach in the form of a 'Behaviour Support Plan' (**see Appendix D**) to help them to learn from their mistakes. This will always be communicated to parents and a pupil, parent, teacher conference will take place to provide a supportive environment to work together to create 'next steps' for all to work together to aid the child.

Exclusion

Exclusion is an extreme step and may occur following extreme incidents at the discretion of the Headteacher.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will better support the child.
- The child being at home will have a positive impact on future behaviour.

Permanent exclusion will always be a last resort and will only be taken in cases where all other options have been exhausted.

Behaviour Monitoring

Instances of poor behaviour will be recorded on the CPOMS file of all children involved and key pastoral staff and senior managers will receive an alert. These will be used by pastoral staff to identify patterns of poor behaviour, potential pastoral issues and patterns of victimisation or bullying.

Use of Reasonable Force by Staff

School staff can use "reasonable force" to prevent pupils from hurting themselves of 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.

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.

We value strong partnerships with parents to support each child's development. If concerns about behaviour arise, we will reach out to parents early to work together in a positive and supportive way. We recognise that behaviour changes over time, so decisions about when to contact parents will be based on the child's individual needs and situation.

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.

The Role of the Parent

At Pocklington Prep School, we recognise that children will only learn from their mistakes when supported by their parents and the wider community. We believe that every family has the right to confidentiality and therefore we will not share information with you about the actions taken for another child. We ask all parents to:

- Trust in the staff to do their best for your child, knowing that behavioural incidents and relationships are complex;
- Show support for the school's actions and decisions, knowing that the school have a full picture of the situation and will be doing their best by your child;
- Reinforce the school rules as much as possible, showing high regard for standards of behaviour;
- Support all children and their families, regardless of how difficult this can be when things go wrong, knowing that one day you may need the support of others too.

At Pocklington Prep School, our role is to support children's learning not only academically but also socially. Just as teachers are trusted as experts in academic subjects and in guiding children's learning, we ask parents to recognise that teachers are equally skilled in supporting children's social development.

The school does not expect parents to request or dictate who should discuss behavioural matters with their child. We kindly ask for parents' understanding and support regarding the school's decisions on these conversations, both in discussions with their children, with other parents, and on social media.

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

Revisions

Reviews: 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, SC May 21, SC October 21, SW/SC August 2022, SC May 2023;SW September 2024 following management team restructure, SR November 2025, SR October 2026.

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, STEM Den, 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 Respect Code (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, Tom Stoppard Theatre 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 heels.

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 follow the school's Respectful Routines of 'Best foot Forward' and walk, not run, quietly, 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 noticeboards 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.
- 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

- Pupils should play positively with each other, using the school's Respect Code displayed around school and the playground, keeping unhelpful hands and feet to themselves to ensure no inappropriate interactions take place.
- We expect all children to be kind and inclusive by using kind words to each other.
- All children should be invited to play or accepted if they have been asked to play.
- Staff are always there to support any pupil if there has been an incident and wear hi-visual vests, so they are easily identifiable to the children; we encourage the children to have courage and tell a member of staff as soon as an incident has occurred. The member of staff will then liaise with the relevant teachers, either verbally or through CPOMS, so that it can be dealt with properly and provide support where necessary.

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 using wet break resources, and orderly behaviour is expected.
- Class teachers remain with their class during wet breaks, with duty staff visible in the corridors.
- Wet break monitors from Year 6 go to their appointed rooms.
- When a wet lunchtime break is declared, Pre-Prep may be supervised within their classrooms or within one room by usual duty staff.
- A 'nurture room' is available for any children who find wet breaks overwhelming.

Changing rooms and Lockers

- 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 are not to be consumed in the changing rooms. Snacks are best kept in form rooms.
- Playing games of any kind or being silly in the changing rooms or lockers 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.
- Pupils should not enter the lockers before 8:15am in the morning, until a member of staff is present.

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 must ask a member of staff before going to see Matron.

Mobile phones and their use

- Mobile phones and other Wi-Fi–enabled devices must not be brought into school unless prior consent has been granted by the Deputy Head for exceptional circumstances, such as pupils who require a phone for bus travel. In these cases, parents must complete a consent form, which must be approved and signed by the Deputy Head.
- 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 at reception 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.

Appendix B: Behaviour Pathway

Pocklington Prep School Behaviour Pathway

	Reminder	Redirection	Space to Cool Off	Behaviour Reflection	Conference
What am I doing?	I am behaving in a way which is affecting other people's learning, happiness or safety.	I am repeating the same behaviour or another behaviour, which is affecting other people's learning, happiness or safety.	I need time to think about the behaviour.	The adult feels I am not following the school rules and that it would be helpful for me to work with them to think about how my behaviour has affected me, and those around me.	My form teacher feels I need additional help to make positive changes to my behaviour.
How will the adults help me?	I will be spoken to about what is happening: (REMINDER): I noticed you chose to … (state the noticed behaviour). This is a REMINDER that we need to be … (state relevant rule: NAME). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time'.) Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me sensible walking. Thank you for listening.'	I will be spoken to again about what is happening and logged on CPOMS: REDIRECTION: I noticed you chose to … (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson NAME … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to a quiet area etc. Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time'.) Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'	I will be given space to think about what has happened, either in my classroom, in another class, in the playground, or with a grown up in charge of behaviour.	I will work with an adult in school to reflect on the behaviour I should be displaying and thinking about why this is difficult for me at the moment. We will staple the Behaviour Reflection into my Planner, so that I can ask my parent(s) to help me.	I will join my form teacher, my parent(s) and one of the wellbeing teachers, to talk about my behaviour and how we can work together to make positive changes.
Pre-Prep consequences	'Stop and Think'	Star moved Personalised consequence e.g. finish work at another time, speak to the adult after the lesson etc. Logged on CPOMS		Loss of Star Behaviour Reflection Parents informed	Bespoke 'Behaviour Support Plan'
Prep consequences	'Reminder'	Personalised consequence e.g. finish work at another time, speak to the adult after the lesson etc. Logged on CPOMS		Behaviour Reflection Parents informed	Bespoke 'Behaviour Support Plan'

Appendix C: Behaviour Reflection

Name

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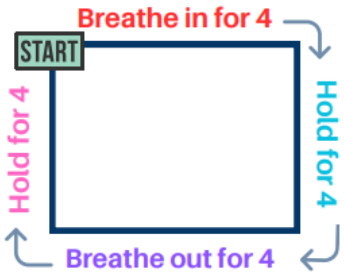
Date

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Behaviour *Reflection*

POCKLINGTON PREP SCHOOL
Ages 2 to 11

Am I calm and ready to talk ?
I can use the breathing square to help me



1 What has happened?

2 What happened before?

3 How do I feel?

4 How has my behaviour affected others?

5 What needs to happen to put things right?

Appendix D: Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN

POCKLINGTON PREP SCHOOL
Ages 2 to 11

Name: .....
Current Year Group: .....
Date of Birth: .....
Reason for Conference: .....
.....
.....
Date of Conference: .....
School Staff in Attendance: .....
Senior Management in Attendance: .....
Adults from Home in Attendance:.....

Home/ School Agreement

We agree that this child we care so much about deserves our support to help them to make positive changes to their behaviour, so that they and others can play and learn happily and their self-esteem can grow. As adults, we commit to working together and showing support for each other, no matter how hard things get, knowing that a joined-up approach will have the best results for the person who matters most,

_____.

Signed:

Behaviour to be addressed	Agreed strategies to support change	Actions required of adults for success	Review Date 1 (planned in conference)	Review Date 2 (planned in conference)	Review Date 3 (planned in conference)

Appendix E: Pocklington Pastoral Intervention Pathway

