

Pocklington Junior School Behaviour Policy

Introduction

At Pocklington Junior School, we believe that positive behaviour is the foundation of a happy, successful school. When children feel safe, respected, and ready to learn, they are able to achieve their best — both academically and personally.

Our approach to behaviour is rooted in our belief that all children can make positive choices and that behaviour should be taught, modelled, and reinforced consistently. We recognise that strong relationships, clear expectations, and mutual respect are essential for a calm and purposeful learning environment.

We are proud to be a school where every member of our community — children, staff, parents, governors, and visitors — is valued for their individuality and contribution. Through our shared commitment to inclusion, fairness, and respect, we aim to nurture a culture where everyone feels a true sense of belonging and responsibility.

Mrs Kelly Foxton
Headteacher

Behaviour Principles

At Pocklington Junior School, our approach to behaviour is rooted in three key principles that form the foundation of our school culture. These principles are woven into daily practice, consistently modelled by staff, and explicitly taught through lessons, assemblies, and interactions across the school. They form the common language of behaviour at Pocklington Juniors and are central to how we learn, play, and grow together.

Ready – We are prepared to learn and to do our best.

Being Ready means arriving on time, equipped with the right mindset, attitude, and learning materials for learning. Children are encouraged to take ownership of their learning by showing curiosity, listening carefully, and contributing positively in class discussions. This principle promotes responsibility and a sense of pride in being part of a learning community where every child is expected to give their best effort.

Respectful – We treat each other how we would like to be treated.

Respect underpins every relationship in our school. It means speaking politely, listening to others, celebrating differences, and showing kindness and empathy. Children learn that respect extends to our environment — looking after property, resources, and shared spaces. Through consistent modelling by staff and peers, children understand that mutual respect is the foundation of a happy, inclusive, and successful school community.

Safe – We keep ourselves and others safe.

Safety is everyone's responsibility. We teach children to make safe choices both physically and emotionally — whether that's moving sensibly around school, using equipment correctly, or

considering how their words and actions affect others. Feeling safe allows children to take risks in learning, express themselves confidently, and flourish in a secure and supportive environment.

Together, these three principles — **Ready, Respectful, and Safe** — guide behaviour, shape attitudes, and foster a culture of accountability and care throughout our school.

School Values

Our core values form the acronym H.E.A.R.T., which lies at the centre of all we do:

H – Honesty: We tell the truth and take responsibility for our actions.

Children learn that honesty builds trust and strengthens relationships. Mistakes are seen as learning opportunities, and taking ownership of our actions helps us to grow.

E – Engage: Eyes open, ears listening, brain switched on.

Engagement means being present, active, and involved in every aspect of school life. Children are encouraged to listen attentively, contribute ideas, and show curiosity in their learning.

A – Ambition: We aim high and always try our best.

Ambition is about striving to improve, setting personal goals, and never giving up when things feel challenging. We celebrate perseverance and the belief that effort leads to success.

R – Resilience: We will bounce back and keep going.

Children are taught to embrace challenges, recover from setbacks, and approach learning with a growth mindset. This helps them to build confidence and determination.

T – Teamwork: We work together and help each other succeed.

Teamwork is central to our community. We encourage collaboration, inclusion, and shared success, teaching children that together we achieve more.

Behaviour Curriculum

Our behaviour curriculum is designed to teach, model, and reinforce the skills, attitudes, and values that help children to thrive both in and beyond the classroom. It ensures that expectations for behaviour are understood, consistently applied, and deeply embedded in school life.

Through planned lessons, assemblies, and everyday interactions, children learn why positive behaviour matters and how it connects to our shared values. The curriculum promotes the development of self-regulation, empathy, resilience, and reflection — equipping children with the tools they need to build strong relationships and make positive choices.

The behaviour curriculum is also supported by:

- Restorative practice, which helps children understand the impact of their actions and repair relationships.
- Use of the zones of regulation to help children to manage emotions and respond to challenges calmly.
- Relationship-building, fostering empathy, understanding, and trust between peers and adults.

- Explicit teaching of routines, ensuring children understand expectations for behaviour in all contexts — classrooms, corridors, playgrounds, and beyond.
- By embedding these principles and values into daily practice, we nurture responsible, reflective, and resilient learners who are proud to be part of the Pocklington Junior School community.

Aims of the Policy

Promote a positive school culture ensuring all children can learn in a calm, safe, and supportive environment.

- Establish a consistent, whole-school approach to behaviour that reflects our school values.
- Set out expectations, rewards, and consequences for behaviour.
- Ensure fairness, consistency, and equality in managing behaviour, in line with the Equality Act 2010.
- Define unacceptable behaviours, including bullying, harassment, and discrimination.

Legislation and Guidance

This policy is based on legislation and guidance including:

- Behaviour and Discipline in Schools (DfE 2016 & 2022)
- Keeping Children Safe in Education
- Exclusion Guidance (2017, 2022)
- Equality Act 2010
- SEND Code of Practice

It also aligns with school responsibilities under the Education (Independent School Standards) Regulations 2014.

Definitions of Behaviour

At Pocklington Junior School, we recognise that all behaviour is a form of communication and that children may display a range of behaviours for different reasons including children with SEND needs. Our aim is always to address the cause as well as the behaviour itself, ensuring responses are fair, consistent, and supportive.

To ensure clarity and consistency, behaviour is categorised into two main types: poor behaviour and serious misbehaviour.

Poor Behaviour

Poor behaviour refers to conduct that disrupts learning or the positive atmosphere of the school. It may include:

- Low-level disruption in lessons, corridors, or during break and lunchtime (e.g. talking over others, calling out, fidgeting, not following instructions).

- Non-completion of work or lack of effort that prevents progress.
- Poor attitude towards learning or staff direction.
- Lack of respect for school property, the environment, or peers.
- Minor breaches of the Ready, Respectful, Safe principles, such as not being prepared for learning or failing to listen attentively.
- Demonstrating unkind or disrespectful behaviour towards peers.

Such behaviour will usually be addressed through reminders, reflection, and restorative conversations, helping the child to re-engage positively and move forward. Where improvements in behaviour are not seen it may be appropriate to escalate these.

Serious Misbehaviour

Serious misbehaviour involves behaviour that poses a greater risk to the wellbeing, safety, or learning of others including staff, or represents a serious breach of school expectations. It may include:

- Repeated breaches of school rules or continued defiance despite previous interventions.
- Bullying or prejudice-based behaviour, including racism, sexism, homophobia, or discrimination relating to disability or faith.
- Sexual harassment or misconduct, such as unwanted verbal or physical conduct of a sexual nature.
- Physical aggression, including fighting, kicking, or hitting.
- Vandalism, damage to property, theft or throwing items.
- Verbal abuse, including swearing, rudeness, or threats towards staff or peers.
- Possession of prohibited items, such as dangerous objects or substances.

Such incidents are treated seriously and may involve escalation to senior staff, engagement with parents, and the implementation of formal consequences and restorative support.

Bullying

Bullying is defined as deliberate, **repetitive behaviour** that involves an imbalance of power between those involved. It is behaviour intended to hurt, frighten, or upset another person, either physically or emotionally.

Bullying can take many forms, including:

- Physical: Hitting, kicking, pushing, or taking belongings.
- Emotional: Excluding others, spreading rumours, or intimidation.
- Verbal: Name-calling, teasing, or making hurtful comments.
- Prejudice-based: Targeting someone because of their race, religion, gender, sexuality, disability, or other protected characteristic.
- Sexual: Unwanted physical contact, comments, or gestures of a sexual nature.
- Cyber-bullying: Using technology or social media to intimidate, threaten, or harm others.

At Pocklington Junior School, all forms of bullying are taken extremely seriously. Incidents are thoroughly investigated, recorded, and followed up with appropriate action and restorative work. Support is provided for both the child experiencing bullying and the child demonstrating bullying behaviour to ensure long-term resolution and understanding.

It is important that staff are made aware of any incidents so allegations of bullying can be fully investigated.

Roles and Responsibilities

Promoting positive behaviour at Pocklington Junior School is a shared responsibility. Everyone plays a part in ensuring our school is Ready, Respectful, and Safe.

Headteacher

- Monitors and reviews the implementation of the Behaviour Policy.
- Ensures consistent application across school.
- Provides staff training in behaviour management and SEND awareness.
- Analyses behaviour data and reports patterns or concerns.
- Working positively with parents.

Behaviour Lead

- Supports staff in using the policy and Behaviour Pathways system consistently.
- Monitors and analyses behaviour logs to identify patterns or pupils needing support.
- Leads on restorative approaches and supports behaviour interventions.
- Works with the SENDCo and families to ensure appropriate strategies are in place.
- Working positively with parents.

Teachers and Support Staff

- Establish calm, positive learning environments.
- Model the behaviour principles and core values.
- Apply the behaviour system consistently.
- Record and communicate incidents as required.
- Work restoratively to help pupils reflect and repair relationships.
- Working positively with parents.

Parents and Carers

- Reinforce the school's expectations at home.
- Communicate with school about factors that may affect behaviour.
- Support the school in promoting positive attitudes and engagement.

Children

- Follow the behaviour principles and core values.
- Understand expectations, routines, and consequences.
- Take part in restorative conversations and work to put things right.

Positive Behaviour Strategies

Pocklinpoints

At Pocklington Junior School, we use Pocklinpoints as a key strategy to reinforce positive behaviour.

Staff Recognition: All staff carry Pocklinpoints tokens to reward children for demonstrating the behaviour principles, following school rules, helping others, showing kindness, or displaying teamwork.

Rewards: Tokens can contribute to a range of rewards including stickers, certificates, verbal praise, and recognition during celebration assemblies.




Values Award: Each week, a focus linked to the school's core values is shared with children. Staff select one child from each class who has exemplified this focus, and the winner receives a Values Award and enjoys juice and biscuits with the Headteacher.

Tracking and Incentives: Pocklinpoints are tallied weekly and shared with children to encourage friendly competition and engagement. Half-termly totals are calculated, with prizes such as visits to the park, art and craft activities, cooking sessions, and other enriching experiences.


Purpose: This system not only recognises individual achievements but those rooted within teamwork also. It reinforces the school's core values and behaviour principles, creating a positive and motivating school culture.



Behaviour Pathways:

Teacher reference

Stage	Description	Action/Response
 Ready	Children demonstrate Ready, Respectful, Safe choices	Pocklinpoints, verbal praise, certificates, stickers.
 Reflect	Reminder to rethink choices	Verbal warning with reminder of behaviour expectation provided. If a further verbal warning is given child moves to 'Restore'.
 Restore	Time to repair relationships or make amends	Restorative discussion, reflection sheet, or repair activity. Parents informed.

Classroom display

Stage	Description	Action/Response
 Ready	Children demonstrate Ready, Respectful, Safe choices	<p>Always try your best.</p> <p>Be a good learner.</p> <p>Be helpful and fair to others.</p> <p>Be a good friend.</p> <p>Be polite, kind and considerate to everyone.</p> <p>Set a good examples to others.</p> <p>Include others.</p>

Stage	Description	Action/Response
		Be truthful. Follow instructions the first time from all adult.
 Reflect	Reminder to rethink choices	I will be asked to stop. I will be given a reminder. I will lose some playtime or have time out. I will have thinking time to improve my behaviour and get back to 'ready'.
 Restore	Time to repair relationships or make amends	I will complete my work in my own time. I will complete a reflection task. I will apologise and make up for what I have done. I will have to speak to a senior member of staff and my parent will be informed. I will lose some, or all of my play.

Sanctions and Consequences and Behaviour Pathways

At Pocklington Junior School, when a child's behaviour falls below the expected standard, staff follow the **Ready → Reflect → Restore** behaviour pathway. Sanctions are applied consistently and fairly, ensuring that children understand the consequences of their choices while promoting opportunities to learn and repair relationships.

Sanctions may include:

Verbal reminders: As part of the Reflect stage, staff provide calm and clear prompts to help children reconsider their behaviour choices.

Relocation: Moving the child to another area to minimise disruption and support focus.

Completion of work at break or lunchtime: Ensuring that learning is not lost due to poor behaviour choices.

Restorative reflection tasks: Activities designed to help children understand the impact of their behaviour and take responsibility for repairing relationships.

Loss of privileges: Temporary removal of responsibilities, leadership roles, or other non-essential privileges.

Letters or calls home: Parents are informed through the Restore Letter system, with communication usually led by the class teacher, or SLT for more serious incidents.

Behaviour targets or contracts: Agreed plans to support children in improving behaviour, often including specific goals and monitoring strategies.

Exclusions:

- Fixed-term or permanent exclusions may only be applied by the Headteacher in accordance with DfE guidance.
- Considerations for exclusion include cumulative misbehaviour, physical assault, possession of weapons or prohibited items, or repeated serious breaches of school rules.

Restorative Approach following an exclusion:

- Children are supported to reflect on their behaviour, repair relationships with peers and staff, and reintegrate into learning successfully.
- Senior Leadership Team (SLT) support is provided for children involved in persistent or serious incidents to ensure consistent application of the policy and that all parties feel supported.

This approach ensures that consequences are clear, proportionate, and aimed at supporting children to meet school expectations while maintaining a positive and safe learning environment.

Safeguarding and SEND Considerations

At Pocklington Junior School, we recognise that changes in behaviour can be an indicator that a child may be in need of help or protection. Staff are trained to identify early warning signs and ensure that any concerns are addressed promptly in line with the school's safeguarding and child protection procedures. Where there is a potential safeguarding concern, appropriate referrals will be made, and pastoral or early help support considered in collaboration with parents and relevant agencies.

Children with Special Educational Needs and Disabilities (SEND) may require individualised adjustments to the standard behaviour expectations or to the application of the **Ready → Reflect → Restore** pathway. These adjustments ensure that all children have the opportunity to succeed and that the policy is applied fairly.

Interventions for children with additional needs may include, but are not limited to:

- Individual support plans tailored to the child's specific needs and triggers
- Friendship groups to build social skills and support positive peer interactions
- ELSA (Emotional Literacy Support Assistant) sessions to develop self-regulation, emotional resilience, and coping strategies
- Specialist input from external agencies such as Educational Psychologists, SEND Support Services, or Behavioural Support Teams
- Zone of regulation

By combining safeguarding awareness with thoughtful SEND adaptations, the school ensures that all children are supported to meet behaviour expectations safely and successfully, while maintaining a positive and inclusive learning environment.

Playtime and Lunchtime Expectations

Playtimes and lunchtimes are integral parts of the school day, providing opportunities for social development, physical activity, and practising the Ready → Reflect → Restore principles. Supervision is of the highest standard and aims to ensure safety, prevent incidents, and support positive interactions among children.

Children are expected to:

- **Be Ready:** follow routines for lining up, accessing playground areas, and using equipment safely
- **Be Respectful:** listen to instructions, play inclusively, and take care of school property
- **Be Safe:** use the toilet and first aid passes appropriately, avoid rough play, and keep themselves and others free from harm
- Apply the school's behaviour principles consistently during play, just as they do in classrooms

Staff on duty actively monitor play areas, support children who need guidance, and intervene proactively to prevent conflicts from escalating. Children demonstrating positive play and cooperation may receive Pocklinpoints or verbal praise, reinforcing the principles in practice.

Recognition and Praise

At Pocklington Junior School, we emphasise positive reinforcement to encourage excellent behaviour and celebrate achievements, linked closely to the school's Ready, Respectful, Safe principles. Recognition strategies include but are not limited to:

- Verbal praise and descriptive feedback, highlighting how children are being ready, respectful, and safe
- Certificates for effort, achievement, and values-based recognition
- Values award, awarded weekly for demonstrating the focus behaviour principle or core value, celebrated in assembly including a special treat with the Headteacher
- Pocklinpoints tokens, tallied weekly, awarded for adhering to behaviour principles and demonstrating school values
- Positions of responsibility, such as class monitors or house captains, entrusted to children modelling Ready, Respectful, Safe behaviour
- Whole-class or house rewards, including special activities, creative sessions, or outings
- Communication with parents via letters, phone calls, or newsletters to highlight exceptional behaviour or achievement

This system ensures all children have frequent opportunities to be acknowledged for positive choices, reinforcing the school culture, ethos, and the central behaviour principles.

Monitoring and Review

The effectiveness of the behaviour policy is monitored and reviewed systematically to ensure fairness, consistency, and impact:

- Behaviour data is recorded using behaviour logs and analysed termly to identify patterns, trends, or areas of concern
- The Senior Leadership Team (SLT) reviews data to ensure that no group of children is disproportionately affected and that interventions are applied equitably
- Regular feedback is sought from staff, children, and parents to inform any necessary adjustments
- The policy is reviewed annually or earlier if changes in statutory guidance, legislation, or school context require updates
- Staff training and induction sessions include the school's Ready, Respectful, Safe principles to ensure all staff consistently embed them in practice

Through careful monitoring and reflection, the school ensures a consistent, supportive, and positive behaviour culture, with children developing the confidence and skills to be Ready, Respectful, and Safe in all areas of school life.

Appendices




Appendix 1: Behaviour examples for each Positive Pathway stage

Appendix 2: Classroom display with key prompts

Appendix 3: Restore Letter template and parent communication




Appendix 4: Behaviour log template

Appendix 1: Behaviour examples for each Positive Pathway stage

Stage	Behaviour Examples	Teacher Notes
<p>Ready</p> 	<ul style="list-style-type: none"> - Follows instructions promptly - Sits and listens attentively - Uses equipment safely and appropriately - Begins work independently - Shows politeness and kindness 	<p>Positive behaviours; award Pocklinpoints or verbal praise. Reinforce Ready, Respectful, Safe principles.</p>
<p>Reflect</p> 	<ul style="list-style-type: none"> - Talking over others in class - Minor disruption (fidgeting, calling out) - Not following a rule after a reminder - Minor disagreements with peers 	<p>Gentle reminder or brief pause to rethink choices. Encourage child to consider how to return to Ready, Respectful, Safe. Can involve verbal reflection, movement within classroom, or short reflection sheet.</p>
<p>Restore</p> 	<ul style="list-style-type: none"> - Persistent defiance - Hurting others (physical or verbal) - Damaging property - Bullying or discriminatory comments - Repeated disruption despite reminders 	<p>Time to repair relationships and make amends. May include restorative conversation, completing reflection task, loss of privileges, or parent contact. Ensure follow-up to reinforce expectations and repair trust</p>

Please note that this list is not exhaustive.

Appendix 2: Classroom display with key prompts

Stage	Description	Action/Response
 Ready	Children demonstrate Ready, Respectful, Safe choices	Always try your best. Be a good learner. Be helpful and fair to others. Be a good friend. Be polite, kind and considerate to everyone. Set a good examples to others. Include others. Be truthful. Follow instructions the first time from all adult.
 Reflect	Reminder to rethink choices	I will be asked to stop. I will be given a reminder. I will lose some playtime or have time out. I will have thinking time to improve my behaviour and get back to 'ready'.
 Restore	Time to repair relationships or make amends	I will complete my work in my own time. I will complete a reflection task. I will apologise and make up for what I have done. I will have to speak to a senior member of staff and my parent will be informed. I will lose some, or all of my play.

Appendix 3: Restore Letter template and parent communication

Pocklington Junior School



 **Restore Letter**

Date: _____

Child's Name: _____

Class: _____

Dear Parent/Carer,

Today, your child was involved in a behaviour incident and has moved to the **Restore** stage of our Positive Pathways system. This stage provides an opportunity for your child to reflect on their choices, repair relationships, and make things right.

Brief description of the incident:

Action taken / Next steps:

- They will/have missed a period of playtime.
- They will/have complete a reflection task.
- Other, stated below

We encourage you to discuss this incident with your child and support them in reflecting on their actions. If you would like to discuss this further, please feel free to contact the class teacher or arrange a meeting through the school office.

Thank you for your continued support in helping your child learn to make positive choices.

Yours sincerely,

Class Teacher

