



**Cokethorpe**  

---

**SCHOOL**

# Promoting Good Behaviour

September 2024

Reviewed: September 2024  
Next review: September 2025

## PROMOTING GOOD BEHAVIOUR

This policy should be read in conjunction with the School's Prevention of Bullying Policy.

### BEHAVIOUR POLICY

Cokethorpe School aims to promote the highest possible levels of personal conduct and academic achievement amongst its pupils and students, in a happy and safe environment where common sense, mutual respect and shared responsibility ensure they feel secure and can realise their potential. Pupils are expected to maintain high standards of behaviour and conduct, at all times showing courtesy and respect for others through the promotion of self-discipline, consideration and honesty in a caring environment.

Our positive reinforcement of such standards and expectations underpins a shared ethos which promotes, at all times, good behaviour inside and outside the classroom and the good reputation of the school in the wider world. Teachers, pupils and support staff have a collective responsibility to maintain and uphold this ethos at all times both inside and outside school.

All staff are expected to encourage good behaviour and respect for others, and to apply rewards and sanctions fairly and consistently and in accordance with the school's equal opportunities policy. A child will not be subject to disciplinary action where a failure to meet the School's requirements or contravention of rules is a direct consequence of that child's disability.

The School has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. Behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Punctual attendance at school and lessons is mandatory.

New pupils are helped to ensure that they can start their time at school as smoothly as possible. For those joining at the beginning of the academic year there are a variety of different activities that are designed to help the settling in process. These vary from transition days, meet the tutor evenings, a First Form Camp in the first two days of the Michaelmas Term, a buddy system and many more besides. For those joining at other points in the school year a more bespoke programme will be created which will involve significant input from the Housemaster/Housemistress and the tutor and a buddy. There are some pupils who when they join the School might need additional support due to circumstances that have occurred prior to their arrival. These might be behavioural issues or contextual information such as a child dealing with bereavement. The transfer of safeguarding files and other background information is used to inform the best way to support those children and every care is made to share information appropriately and offer the correct guidance and support. It is hoped that with these measures in place pupils are quickly able to adapt to their new environment.

Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the department are well thought out and of a consistently high standard.

### REWARDS AND SANCTIONS

#### Context

As in the case of rules, so with rewards and sanctions; they must be seen in the context of the pastoral and educational aims of the School as a whole. Effective rewards and sanctions are part of the educational process, and it is important that they be seen in this positive light.

#### The School Rules

**RULES** establish basic principles of expectations - social and curricular.

**REGULATIONS** provide what is required from day-to-day in the routine of the School.

## **RULES:**

**Awareness that the Law of the Land must at all times be observed. At Cokethorpe School, the following School Rules apply:**

- 1 Know the School Rules, the sanctions that may apply and to accept correction and guidance with good grace.
- 2 Be honest, courteous, considerate and trustworthy.
- 3 Respect others, their property and the fabric of the School.
- 4 Take a full part in school life and make a positive contribution to its community.
- 5 Complete schoolwork on time to the best of their ability.
- 6 Be clean and presentable and wear school uniform correctly.
- 7 Be mindful of their own health, safety and wellbeing and that of others.

## **Objectives**

The objectives of this policy are to maintain:

- A happy working and social atmosphere which nurtures good relations between staff and pupils and which inspires confidence in parents
- A stable community which is seen to be resolute in its requirements for acceptable standards of work and behaviour
- Clear guidelines known to all – teachers, pupils and parents so that objective and consistent decisions can be made and can be seen to be made
- A balance between the educational needs of the individual and of the community
- Proactive procedures to prevent bullying
- A procedure for recording punishments such that all parties responsible for reviewing our policy may have access to relevant information
- An appeals procedure, seen to be operational and readily available to parents and pupils when the need arises

## **SCHOOL REWARDS**

Cokethorpe School rewards good behaviour or praiseworthy achievements of all kinds. Tutors, Housemasters and teachers keep themselves fully informed and monitor pupil successes and achievements. We aim to encourage pupils through recognition of these successes informally as well as in our reporting system which includes recommendations. Celebration of achievements is often through public praise in House and/or Headmaster's Assembly or referred to the Headmaster for a meeting. Pupils can be referred by any teacher for any act or achievement worthy of praise. If pupils record a significant achievement or have performed an act of care or charity outside School then the Headmaster would like to hear about it. The School's termly newsletter The Ocellus is also used to highlight significant accomplishments.

## **SCHOOL DISCIPLINE**

A disciplined atmosphere is a precondition of effective teaching and good learning.

We insist that pupils:

- Arrive promptly at lessons. Pupils may go to the School Nurse only in a genuine emergency or with permission of a member of staff
- Line up in an orderly fashion outside the classroom until invited by the teacher to enter
- Refer to staff as Sir or Miss, or Mr, Ms, Miss or Mrs followed by surname

- Clear the floor of litter and leave desks tidy at the end of a lesson
- Stand when an adult enters the room
- Do not interrupt staff conversations or staff addressing a class, but wait for staff to speak to them first
- Respond to greetings outside classes with words not grunts, and use the words 'please' and 'thank you' where appropriate
- Are dressed according to the Uniform Regulations at all times
- Respect all school property, especially books
- Observe the seven School Rules
- Complete and hand in assigned work on time

Discipline is best dealt with promptly by the teacher in charge, and we aim to make sanctions reasonable and useful. Bad behaviour is always reported to the Tutor and/or Housemaster and recorded electronically. The following sanctions (see Appendix 1) are available to back up staff discipline as they judge appropriate.

All staff are aware of Development in Rewards and Sanctions through daily communication, briefings and INSET. New members of staff receive information through Induction Programmes.

### **RECORDS OF REWARDS AND REFERRALS**

We are required by law to maintain records. Records of punishment and rewards (Recommendations) will be made through iSAMS and tutor records. Staff name, time and date are recorded automatically. Tutors are alerted on screen of Sanctions immediately and access to records is available to others as appropriate. Rewards (Recommendations) are received by the tutor upon presentation of a Recommendation cheque from their tutee. A summary of rewards is kept by the Tutor and monitored regularly by the Housemaster.

The requirement to maintain an official Record of Punishments must not be allowed to create the wrong impression in the minds of pupils: the aims are to monitor and to be able to give an account of our actions, not to 'clamp down' or maintain some sort of official, unforgiving memory.

### **See Appendix 1**

### **GUIDE FOR STAFF**

Each member of staff must take responsibility for upholding school discipline and classroom management consistently. This applies both on the school site and in some circumstances out of School. On occasion this will entail issuing a proportionate punishment; sometimes a formal Referral will be appropriate. On many occasions these will be best dealt with by the issue of a warning, sometimes with an informal consultation with Housemaster/Tutor and parents in the case of non-teaching members of the Cokethorpe staff, all referrals for behaviour will be made to the appropriate Housemasters or Deputy Headmaster. Misuse of personal or School property may result in such property being confiscated and a letter sent to parents to inform them.

Corporal punishment, or the threat of corporal punishment of pupils is not allowed at Cokethorpe School.

'Nuisance punishments' are not acceptable. These include:

- The writing of repetitive lines
- Copying out passages of text books (though copying out Regulations may be acceptable)
- Writing on eccentric essay titles
- Being submitted to humiliation
- Being struck, cuffed or physically pulled or dragged
- Being made to stand outside a classroom

Acceptable punishments are listed in the 'Scale of Sanctions' below.



## **Referral to Housemaster**

It is recognised that some matters are of such concern that members of staff must refer them to Housemaster. These matters would include:

- Smoking, including the use of electronic devices
- Drinking of alcohol
- Suspected misuse of substances
- Suspected bullying
- Breaking of bounds
- Suspected theft
- Inappropriate intimate behaviour
- Absence from class
- Misuse of cars
- Persistent infringement
- Social media infractions

On the other hand, it is essential that members of staff act both to encourage the standards laid down in the Rules and to correct the following areas of infringement, applying an appropriate penalty themselves:

- Incorrect uniform, uniform worn inappropriately
- Rowdy or rude behaviour, bad language, 'ragging' of others etc
- Deficiencies of work, eg failure to submit or complete work on time and to an acceptable standard
- Running in corridors
- Eating in classes and the classroom blocks, eating in transit
- Lateness
- Failure of pupils to come forward and to be helpful
- Damage to books, desks or property

## **REWARDS FOR ACHIEVEMENT**

The School gives public recognition to outstanding effort and achievement through the award of:

### **Recommendations**

A Recommendation can be awarded in the same way for a particularly noteworthy effort on the part of an individual. A Recommendation can be awarded for notably outstanding work as judged by a teacher, relative either to the standard of a particular set or of a particular individual. Recommendations are awarded in accordance with the school's six leadership qualities. The Recommendation will be communicated on a Recommendation Slip to the Tutor who will maintain a record of such awards made to each pupil.

### **Distinction**

A Distinction may be awarded by the Headmaster for an excellent piece of extended work or for an outstanding achievement in the sporting, cultural or social life of the School. A submission for a Distinction can be made either by a Head of Department (to whom a teacher should submit work for approval) or a Housemaster.

The piece of work (or detail of other achievement from Housemasters) will be submitted to the Headmaster who will decide whether to accept the Recommendation. If he does so, he will meet the individual and return any recommended work to the pupil.

### **End of Term Prizes**

At the end of each term the Headmaster will award prizes to the most worthy candidates having considered Recommendations from each Housemaster. In making their recommendations Housemasters will pay regard to the number of Recommendations awarded to each individual. They will also consider in more general terms the merits of each individual case.

Awards are made for both achievement and effort at the School's Prize Giving every year.

See Appendix 1

## SCALE OF SANCTIONS

The following comprises a list of acceptable punishments together with guidelines as to what each punishment might entail. The amount of detail recorded electronically will vary, but the specific sanction must at least be identified:

### Imposition

An essay of prescribed length (1-2 sides) on an appropriate subject, where possible related to the offence.

### Housemaster Duties

Clearing up, tidying up, moving chairs, cleaning.

### House Detention

These should coincide with recreation time, be of a prescribed length, and usually entail the writing of an imposition or carrying out House duties.

### Exclusion from Class

While it has become unacceptable to ask a pupil to stand outside the door, it is well understood that incidents of what may broadly be called 'disruption' can require exclusion from a teaching setting. It is, therefore, appropriate practice for teacher to receive into their own classroom somebody sent from a neighbouring room. This would normally be for the remainder of the lesson concerned, and where possible a teacher should send an individual to the room of the Head of Department.

### Teacher Detentions

Teachers' detentions should be notified to Housemasters but carried out at periods in the school day which can be categorised as 'recreation'.

### Housemaster's Report

Housemaster's report will seek confirmation that an individual's behaviour or work is acceptable over a range of encounters (usually School periods) with members of staff. Reports usually last one week.

At Cokethorpe School we take a zero tolerance approach to comments that are offensive and derogatory e.g. comments that demean others because of their gender, sexual orientation or any other protected characteristic as defined by the Equality Act of 2010. Pupils who get this wrong will, where appropriate, be required to complete an online training course to help educate them and modify their future behaviours. Parents will be informed if there is a need for a pupil to take the course for a second time. If there is a repeated need to complete this training then the Headmaster, on the advice of the Deputy Headmaster and the pupil's Housemaster or Housemistress, will consider further sanctions, including suspension and expulsion. Pupils should therefore expect an escalation of sanctions. Teachers are expected to challenge any such behaviours and not dismiss them as "a joke" or "light-hearted banter". A child's Housemaster or Housemistress should be informed if a pupil needs to complete a training course. A record of pupils who have completed the course is kept and is reviewed on an annual basis (end of the Summer Term) by the Headmaster and Deputy Headmaster.

Pupils should at all times feel comfortable in calling out offensive and derogatory comments and report them to their Housemaster or Housemistress. Such comments contravene the School Rules which require pupils to:

Rule 2 Be honest, **courteous, considerate** and trustworthy.

Rule 3 **Respect others**, their property and the fabric of the School.

Rule 4 Take a full part in school life and **make a positive contribution to its community**.

Rule 7 **Be mindful of their own health, safety and wellbeing and that of others.**



## PUNISHMENTS AVAILABLE ACCORDING TO POSITION HELD

Other punishments, available to Housemasters, Deputy Headmaster and Headmaster, are detailed below.

### Teacher

Teachers may impose sanctions for a range of offences concerning either behaviour or academic work. The following guidelines apply:

- Exclusion from class
  - Disruption (sent to Head of Department or a nearby colleague for duration of the lesson)
- Teacher detention
  - Lateness
  - Deceit
  - Laziness
  - Poor work
- Referral
  - To Head of Department and/or Tutor or Housemaster where a serious situation or a pattern of unsatisfactory conduct arises by the issuing of an alpha

Such a referral may result in a pupil being put on formal report and parents being contacted.

On the rare occasion such a punishment is imposed upon an entire group, the Deputy Headmaster will be informed of those involved and the nature of the incident.

### Tutor

The tutor may impose a number of different sanctions. It is they who see referrals on a day to day basis and play an integral part in the development of the children in their charge.

Sanction may include short detentions, appropriate written impositions or withdrawal of privileges. In the case of consistent poor behaviour, lack of work or other misdemeanours, the tutor will make contact with the parents of the child after reference to the Housemaster.

The tutor report card may be used for a short term overview of a child's performance.

### Housemaster/Housemistress/Sixth Form Deputies

Housemasters may impose a range of sanctions. Since they are the point of referral for others holding authority in the School they will often be taking measures in response to a pattern of behaviour rather than specific incidents.

It will often fall to Housemasters to decide whether punishment as such is the right course at all or whether it should form part of a series of remedial steps. This renders the keeping of records of punishment a particularly sensitive procedure.

Punishments Housemasters might expect to impose could be represented in a scale:

- House duties
- Imposition (including online training after an ill-judged comment regarding one of the protected characteristics)
- Withdrawal of privilege
- Detention or after School detention held on Tuesday and Thursday evenings
- Housemaster's Report

It is illegal for any member of staff to administer corporal punishment.

### Director of Studies

Where a child is failing to respond to a tutor report or in other circumstances, the Director of Studies may invoke his report to monitor the progress of the child.

## **Deputy Headmaster**

The disciplinary role of the Deputy Headmaster is seen as one of support of other authority-holders. He has a duty to maintain a record of any punishment imposed on a class or set of pupils. He may impose the routine punishments available to a teacher and acting on his authority as a teacher. In addition, he may impose specific punishments in consultation with Housemasters:

Saturday Morning Detentions: to be held by the Deputy Headmaster

Deputy Headmaster's Report: This would be an option in the case of a pupil who merited a further week on Housemaster's Report having failed to respond in a positive way to this sanction.

Deputy Headmaster Caution: This sanction is a step available in the case of a pupil falling into a pattern of serious disciplinary problems and who needs to be made aware that a change of direction would be required to avoid possible suspension. It would be likely that such an individual would have failed to respond to a range of remedial actions taken by Housemasters:

- Full briefing of Deputy Headmaster by Housemaster; consultation Deputy Headmaster with Housemaster
- Interview between pupil and Deputy Headmaster to review pupil's position in the School

If an allegation made against another individual (pupil or member of staff) is found to be malicious, the School will actively consider the welfare and position of the alleged within the School. In certain circumstances, disciplinary action may be taken by the School or legal action by the police.

In the Prep School, this role is fulfilled by the Head or Deputy Head of Prep School.

## **Headmaster**

The Headmaster alone has the prerogative of suspension and expulsion. Such punishments would only be imposed after full consultation between Headmaster, Deputy Headmaster and Housemaster, or Head of Prep School.

It should be clear to members of the School that suspension or even expulsion can follow particularly serious offences, even on the first occasion. Such offences include; bullying, sexual impropriety, possession or use of drugs, theft. However this should not be regarded as an exhaustive list.

It is the intention always of the School to meet and work with parents. It is a partnership arrangement that the School finds most effective. Even in cases of expulsion, the Headmaster makes clear his commitment to finding a suitable school and makes a point of keeping in touch with both past pupils and parents. Parents soon understand that the School makes no judgment on the parents.

## SANCTIONS AND REWARDS SYSTEM

### Rewards

1. The Recommendation will be awarded via iSAMS with a recommendation ticked against one of the six values: Integrity, Responsibility, Empathy, Judgement, Courage and Ambition
2. Each department to have a system of 'Student of the week/month', with a way of highlighting the achievement, perhaps a postcard home.
3. The termly accrual of Recommendations, to be rewarded in whole School assemblies
4. Recommendations are recorded by the tutors using charts in their tutor bases.

### Staff Roles within the Awards System

Tutor:

- Recognise the achievement of a Recommendation directly to pupil

Deputy Headmaster

- Collate the termly totals of Recommendations

### Sanctions

#### Dealing with everyday classroom difficulties

1. Info – Information only. This is for incidents and behaviours that the class teacher is perfectly able to deal with and is dealing with. The information is passed on through iSAMS for the tutor to be aware.
2. Alpha – tutor informed of misdemeanour
  - Homework not submitted
  - Time in class wasted
  - Distracting behaviour
  - Lack of courtesy to adult or fellow student

Teacher to enter the name and reason in a central database (iSAMS). By recording the event as an Alpha, the class teacher is requesting help from the tutor. The tutor's responsibility is to instigate a conversation with the class teacher and collaboratively support them. This might mean a conversation or detention with the tutor, going on report card in one subject or across the board.

For significant disciplinary issues, it is perfectly acceptable for stages 1 and 2 to be bypassed and for the Deputy Headmaster to be informed straightaway.

### Removal from the classroom

Departments to ensure there are appropriate measures in place for teachers to be able to remove the most disruptive students from the classroom<sup>1</sup>. The Head of Department (HoD), Tutor and Housemaster should be informed.

<sup>1</sup> Removal from a classroom should be seen as a last resort when the behaviour of a student is **disrupting the learning of others** to the extent that their removal will be a positive move for the rest of the class, not just the teacher. Students who are moved to another room, should be given appropriate work to complete so they have the chance to ensure their learning is not being impacted by being removed.

### **More Serious issues**

Beta – detention with Housemaster/Housemistress if the tutor and Housemaster/Housemistress see a pattern of accumulation of alphas or causing enough disruption in a lesson to warrant removal. Contact will be made with home

Gamma – after-school detention

Extreme behaviour as determined by Housemaster/Housemistress/Deputy Headmaster

### **Staff roles within Sanction system**

Tutor:

- to be informed of every alpha and raise with pupil

Housemaster/Housemistress:

- to be informed of every alpha
- to give a beta if continued alphas

HoD:

- to be informed of every alpha, and monitor where necessary
- to provide the right support to subject teachers and ensure that tutors and Housemasters are fully appraised of any poor behaviours

Deputy Headmaster:

- Overseeing betas
- Gives gamma in consultation with Housemaster/Housemistress

## POSITIVE BEHAVIOUR MANAGEMENT, SANCTIONS AND REWARDS IN THE PREP SCHOOL

### Rewards

We take a positive approach to behaviour management and deliberately seek to praise and recognise those attitudes and behaviours that are desirable. We purposefully teach children about our Cokethorpe Characters (School values). Members of staff actively seek to celebrate these characteristics in children. Each characteristic is awarded half a term's priority and one child from each year group is identified as the embodiment of that characteristic. A certificate and replica of the character is then given to the child in recognition of their good example.

A Recommendation will take the form of a "cheque," and is recorded on ISAMS, our management information system for parents to see. They refer to one of the Cokethorpe Characteristics.

In addition, members of staff will:

- Select a deserving Pupil of The Week
- Select exemplary pieces of work for the Achievement Board
- Provide positive and constructive verbal and written feedback on work and behaviour
- Use additional non-verbal cues for praise and encouragement– smile, thumbs up etc.
- Award House Points for exemplary conduct
- Award Prep School Recommendations
- Convey positive messages to parents in relation to their children's good conduct
- Select a House Captain and Vice Captain from Year 6 to lead each House

The children will wisely select their:

- School Council Representatives
- Playtime Leaders

Rewards are most effective when children are motivated to achieve them. Therefore, Prep School teachers may introduce their own rewards system within their class to suit the age and interests of the pupils.

### Agreed Prep School procedure for handling low level disruption

Step 1 – Clear verbal reminder of expectations

*Example -'We expect still hands and active listening in lessons. Thank you.'*

(NB always instruct with a 'thank you' never a 'please' for improved psychological impact)

Step 2 – Clear but gentle verbal warning

*'You have had a reminder about still hands and active listening. This is now a warning that if you choose to be reminded another time then you will need to speak with me during your break time. Thank you.'*

(Age appropriateness: The number of verbal warnings might be more generous in Pre-Prep)

Step 3 – Clear indication of decisive action

*'This is no longer a warning; you will now be staying in class to discuss during your break time. Thank you.'*

Step 4 – Movement as an indication of escalation

*'We all need to continue with our learning without distraction. You have continually chosen to ignore warnings, so you need to move to (an individual table/the corridor/ another teacher's room) to complete your work. Thank you.'*

Step 5 – Referral to a member of SMT

*'I will refer this behaviour on to Mrs Black/Ms James for them to decide on the next step.'*

(Stern conversation/talking to parents/missing more than one break time/letter of apology etc.)

Pastoral care at break time

All children who need a supportive, restorative pastoral conversation at break time will be sent to the teacher on pastoral duty. They will always be given sufficient time to go to the toilet and have a snack.

Record keeping

Individual negative events for Step 3 or above are recorded as a matter of course on the School's Management Information System.

Restoration and forgiveness

It is essential that every slate be cleaned at the end of every lesson.

Even if the child must stay in at break, or even several break times, the start of every next lesson is always a fresh start.

Please note:

- Following any incident there should always be immediate follow up with the child in the form of a conversation (during the closest break or transition time) about what was unacceptable and why. *'Would you like to tell me anything? Will the behaviour be eradicated? Are you struggling with something? How can I help you?'*
- If a child has lost control of their emotion, they need to be given 20 minutes to re-settle before attempting any sort of resolatory dialogue.
- If matters are not dealt with immediately, they are opportunities lost because learning will be diminished with the increased passage of time.

### **Agreed Procedure for Handling Incidents in Outdoor Spaces**

Step 1 – Clear verbal reminder of expectations

*'We expect you to play gently and safely outdoors. Thank you.'*

Age appropriateness: The number of verbal warnings might be more generous in Pre-Prep

Step 2 – Clear verbal warning

*'Our safety is important whilst we have fun outdoors. This is a warning that if you choose not to play safely, then you will be asked to take time out. Thank you.'*

Step 3 – Clear indication of instruction and decisive action

*'STOP! You are choosing to ignore safety instructions so now you need to sit out to make sure you are safe. Thank you.'*

Step 4 – Call for support to maintain effective safety measures

Use two-way radio to call for an appropriately trained member of staff to remove the child from the situation, or leave one adult with child whilst the second accompanies the rest of the children.

Step 5 – Referral to member of SMT

Senior staff to make decision about best next step.

### **Immediate Response Incidents**

Some behaviours are considered sufficiently severe to warrant immediate referral on to SMT without observing the stepped approach.

These are:

- Racist incidents
- Physical aggression (not the sorts of permissible rough and tumble seen in young children)
- Immediate danger
- Bullying
- Homophobic behaviour
- Intentional vandalism of property
- Intention of harm to self or others
- Using objects as weapons (not in a role play manner)
- Intentionally offensive swearing and verbal abuse.

### **Specific Agreed Procedures for Individually Identified Children**

In our school there are very few children who require more than the consistent routine response outlined above.

When a child does need further support, the form teacher will write an Individual Behaviour Plan, to be shared with parents and the child, if appropriate. This may include strategies such as:

- Identify a 'staff mentor' (preferably not their form teacher) with whom they are comfortable to chat/sit through an internal crisis. (Both pupil and form teacher need space and support away from the intensity of repeated, ongoing situations.)
- Attend timetabled nurture sessions with our trained ELSA (Jessica Smith) both individually and in a small, carefully selected social group.
- Attend Lego Therapy during sessions on the timetable that have been specifically identified as being overly challenging/stimulating to the child.
- Consider individual sessions with the school's trained Counsellor.
- Work towards completion of an individual behaviour record - this is not to be called 'a reward' but is a 'Record of Achievement' due to the different psychological connotations of the terminology. Children need to be aware that they have to work to achieve their goals.
- Make use of 'Social Stories' [www.carolgraysocialstories.com](http://www.carolgraysocialstories.com)
- In some situations, the child might need an additional designated adult who is restraint trained.

### **The RULER Approach (Mark Brackett at Yale Centre for Emotional Intelligence)**

At Cokethorpe Prep School we adhere to the guidance provided by the RULER approach to social and emotional learning:

Recognising emotions in oneself and others

Understanding the causes and consequences of emotions

Labelling emotions with a nuanced vocabulary

Expressing emotions in accordance with cultural norms and social context

Regulating emotions with helpful strategies

RULER is shared with parents and perfectly complements our positive pastoral approach and belief in Restorative Justice.

We make consistent use of:

- 'The Mood Meter'
- 'The Class Charter'
- 'Meta Moments'
- 'The Blueprint'

These evidence-based tools form the basis of the conversations held with individual children when the warning system has been in use and especially when a child is held back at the end of a lesson or during their break time.

More detailed information about the RULER approach is available at [www.rulerapproach.org](http://www.rulerapproach.org)

### **SCARF Scheme of Work for PSHE, Relationships and Sex Education**

We additionally follow the SCARF scheme of work in our weekly PSHE lessons. This scheme further enhances our positive approach to behaviour management and wellbeing.

More information can be found at [www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)

We believe that the evidence-based approach detailed in this policy enables us to teach children about choices and consequences, about expectations and standards and about good social and emotional intelligence as prerequisites for learning.

We know that children thrive when they feel safe within a clearly understood set of expectations and predictable procedures and outcomes. Therefore, this is endorsed by all members of staff working with children in Cokethorpe Prep School.