



The New Beacon

Ex Fumo • Dare • Lucem

BEHAVIOUR POLICY

**MIDDLE AND SENIOR SCHOOL CODE OF CONDUCT SANCTIONS AND REWARDS
PRE-PREP AND JUNIOR SCHOOL BEHAVIOUR POLICY AND GUIDELINES**

APPLICABLE TO WHOLE SCHOOL, INCLUDING EYFS AND BOARDERS

The New Beacon
Brittains Lane
Sevenoaks
Kent TN13 2PB

CODE OF CONDUCT, SANCTIONS AND REWARDS

AIMS

- We aim to create a safe, calm, orderly and caring environment where teaching and learning can take place effectively.
- We aim to encourage an understanding of the values that underpin our school ethos and encourage pupils to develop values such as honesty, trust and fairness.
- We aim to help pupils to develop:
 - self-discipline and self-control;
 - a sense of self-esteem and self-respect;
 - the ability to recognise and respect the rights of others;
 - accountability for their own behaviour and respect for their environment;
 - a sense of individual and corporate responsibility;
 - the skills that enable rational conflict resolution;
 - the skills that enable responsible independent and cooperative learning.

We aim to create a positive environment within the school which ensures that our approach to behaviour management and discipline is consistent and understood by all the teaching and support staff, pupils and parents.

We also promote positive behaviour through our CPSHE curriculum which develops the emotional health of pupils.

All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, courteous and considerate.

Guidance and support is available to help staff to promote good order.

ETHOS

New Beacon is a community in which everyone has the right to be happy and feel at ease. Our aims are to value, appreciate and respect each other.

The school's ethos encourages pupils to behave with common sense, courtesy, tolerance, understanding and consideration towards others, and to respect other people and their property.

Boys who fail to meet these standards of common decency are disciplined appropriately according to their age and the seriousness of the offence.

SPECIAL CIRCUMSTANCES

Any special circumstances will always be taken into consideration.

Liaison with parents, matron etc., and a daily pastoral staff meeting ensure that staff are well informed of any special circumstances, and are updated of any developments on a daily basis.

SCHOOL RULES

In General:

- Boys should behave responsibly and cooperate with all school rules and instructions given by staff.
- Boys should show respect to all adults at New Beacon
- Boys should listen with respect to one another and be conscious never to be hurtful to others
- Boys are expected to show a caring attitude for the school environment, the school community, the buildings, the grounds, the equipment, and personal belongings
- Boys are expected to be truthful, and to take personal responsibility for their actions
- Boys should strive to reject bullying, stealing, vandalism, cheating, deceit, dishonesty, false / malicious allegations against staff, uncivil behaviour and offensive language
- Boys are expected to arrive in school neat and tidy, in their blazers (except summer term)
- Boys should not have dye or gel in their hair. Their hair should be an appropriate style and length for school.

- Boys are expected to adhere to the school uniform.

The following are not allowed in school:

- large sums of money
- mobile phones
- electronic games
- possessions for swapping
- any form of jewellery other than watches
- aerosols (roll-ons are acceptable)

BEFORE SCHOOL

- Boys arriving before 8.00 a.m. should go to the designated area (usually the theatre) with work / reading book
- Boys should arrive in regulation uniform
- Blazers should be kept in the cloakrooms
- Boys should have traditional haircuts: no dye, no gel, no 'number one' cuts
- Fashion statements are not acceptable
- Jewellery, including necklaces, bracelets, wristbands, are not permitted (medical purposes excepted)
- Watches are permitted for Senior School boys only
- Boys must use briefcases or reinforced bags for carrying books
- Book carriers (Yrs 6-8) must be school versions, and may only be used for transporting books from lesson to lesson. They are not to be used for transporting books to and from home.

LESSONS

- Boys are expected to arrive at lessons on time, with all the necessary equipment
- Boys should stand up for any adult who enters the classroom
- Boys should leave in organised way, chairs under tables etc.

BREAK TIMES

- All boys should go outside to play in designated areas, except for those attending an official supervised activity or visiting the library (numbers limited)
- Boys may be required to change into outdoor shoes and tracksuit bottoms (if playing on grass in bad weather)
- Boys are not allowed in the cloakrooms without permission
- Boys are not allowed in the Sports Hall store room without permission
- Boys may bring in snacks for break times. These should be in line with 'healthy eating'

LUNCH TIMES

- All boys must go to lunch
- Boys must wash hands before lining up
- As there is a choice of menu, all boys are expected to eat something
- Boys must demonstrate good table manners
- All boys should go outside after lunch to play in designated areas, except for those attending an official supervised activity or visiting the library (numbers limited)
- Hard balls are not permitted
- Boys must not be in classrooms unsupervised
- Boys should arrive at afternoon lessons on time, with all necessary equipment
- Second registration: 1.40 p.m. for Middle School, 2.00 p.m. for Senior School

WET PLAYTIMES

Pupils are expected to engage in a quiet activity.

Form teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

Ideally, form teachers will have a box of 'things to do' in their classroom for wet breaks, card games, dominoes, crosswords etc.

Senior boys will have been assigned a specific form to monitor during wet breaks.

Pupils should remain in their own classroom area.

Pupils should remain seated as much as possible.

Any movement around the classroom should be calm and orderly.

Pupils should not write on the board, unless the form teacher has given permission.

MOBILE PHONE POLICY

Boys are not allowed to bring mobile phones to school.

There are two exceptions to this rule:

Boys coming to school or going home by public transport, by bike, or on foot

For safety reasons, boys are permitted to bring mobile phones to school if they are coming to school or going home by public transport, by bike, or on foot.

These boys must take their mobile phone to the school office upon arrival in school, and should collect it from the office before leaving school at the end of the day.

Their mobile should be clearly named on the outside

Match Days – boys in away matches

Boys who are in an away match may bring a mobile to school if they wish, on the match day only, so that they may contact their parents on the journey home to inform them of their likely arrival time at school.

The mobile phone should be stored safely in their games bag, not in lockers, briefcases, trouser pockets or blazers.

With the exception of the above two situations, mobiles must not be brought to school under any circumstances, unless special permission has been granted by the Headmaster or Deputy Head.

If a boy brings a mobile to school, it will be confiscated. The phone will be placed in a safe, lockable area, and the pupil will be informed as to when he may collect it.

CONFISCATION

Boys should expect that items which are banned, or items which are misused, will be confiscated for a period of time.

Reasons for confiscation may include:

- an item poses a threat to others (e.g. laser pen, knife)
- an item poses a threat to classroom order (e.g. ipod in class)
- an item is against school uniform rules (e.g. bracelet)
- an item poses a health and safety threat (e.g. deep heat spray)
- an item which is counter to the ethos of the school
- an item which is illegal for a child to have (e.g. pornographic material)

Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them.

REWARDS

Our approach at New Beacon is more carrot than stick. Praise and encouragement, positive and regular rewards, all help to reduce the need for punishments.

There are many ways in which good conduct, citizenship, good work, achievement are recognised, encouraged and rewarded at New Beacon. These include special comment by the teacher, a teacher's own rewards such as stickers or treats, performing in assembly, a special mention in assembly, colours, badges, special ties, positions of responsibility, promotion to prefect, certificates, prizes on Open Day, a mention in the school magazine, and many more.

The school employs a merit system of 'quarters' (i.e. a house-point) and 'E's (E meaning excellence, worth 2 quarters).

Quarter plusses are awarded for good work, and occasionally for good deeds.

E's (E for 'excellence', and worth 2 quarters) are awarded for excellent work; boys receive recognition for gaining an E in assembly, and are encouraged to bring the relevant piece of work to the Head of Middle School or Head of Senior School to be signed.

A 'Headmaster's Award' may be awarded for an exceptional piece of work.

Quarters are totalled at the end of each term. The Company that has won the highest number of plusses over the year wins the Mothers' Cup on Open Day.

SANCTIONS

If a boy breaks the code of conduct, he will be disciplined. Parents are expected to support the school in such matters. Experience shows that when school and home work together in the interests of the child, there is a much more effective and immediate outcome. Children give of their best when they understand the framework of expectations made of them.

Below is a 'menu' of sanctions used at New Beacon for offences ranging from the very minor to most serious. Corporal punishment is strictly prohibited.

Teacher reminds pupil of required behaviour and explains consequences of repeated poor behaviour

2

Teacher reprimands pupil.
Teacher tells pupil to sit elsewhere (away from friends / under teacher's nose)
Teacher sends pupil outside the classroom for a few minutes
Teacher asks pupil to stay behind at end of lesson

2

Teacher deprives pupil of free time by keeping him in at break (for a few minutes, or for the full break time).
Teacher might set pupil some work to do, or some small jobs.
Teacher puts pupil on 'dining room party'.
Teacher puts pupil on 'litter duty'
Teacher writes note to pupil's parents in his Planner
Teacher informs pupil that he/she will report his behaviour to other staff, and record it

2

Teacher gives pupil a 'lunchtime detention'. The teacher holds his/her own lunchtime detention for the offender/s.

2

Main Detention (Thursday lunchtime). Names entered in detention book and a verbal reminder given in assembly or in lunch.

2

If unacceptable behaviour (or work) persists, pupil can be put on a **Personal Report Card** (Middle School) or on **Daily Report**. This action is usually discussed among the pupil's teachers/form teacher /head of school first. Sometimes parents are informed, but not necessarily. Form teacher checks the Daily Report regularly. Parents sign the Daily Report every night. Daily Report can last from one week up to three weeks (thereafter becoming less effective).

A pupil may have a privilege withdrawn, e.g. they may be removed from a club they enjoy, or a lunchtime activity, or they may not be allowed to play for their team in a match. A pupil who has a position of responsibility may have that withdrawn temporarily.

2

Daily Report and missing breaks (usually used for cases of bullying and persistent bad

behaviour). The pupil is put on Daily Report, pupil is sent to see Head of M/S School about his behaviour, who inform his parents. He can be removed from the company of his peers for short break or long break or both.

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Middle School Community Minus

This is given for repeated poor behaviour in and out of the classroom. Middle School boys would be given five jobs to do within school (tidying the library, sharpening pencils, collecting litter etc) which they must complete during their break times.

Minus

This is a very serious sanction at NB. It is used sparingly, and is very effective. A boy who receives a Minus will usually see the Headmaster. Occasionally, the Minus may be referred to in assembly if a warning needs to be given to other boys. Depending on the severity of the misdemeanour, parents may be informed. The boy will have to ask 4 different teachers for a piece of work in order to gain four 'quarters' to redeem the Minus. One of these pieces of work should be set by FT or HOCPSHE relating to citizenship.

Headmaster's Detention

This is a Saturday detention, for serious misdemeanours. It may go hand in hand with the Minus, although not necessarily. Parents will be informed by letter if their son is in Headmaster's Detention.

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Pupil's parents are asked to come in and see HM to discuss their son's behaviour. In serious cases, a warning may be given that the pupil risks suspension from school.

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Suspension for a brief period. This may be internal suspension, or the pupil may be sent home.

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Exclusion. This would only occur if suspension had not redeemed a situation, or in extremely serious breaches of the school's code of conduct. Please refer to Exclusions Policy.

Any boy who has broken the Code of Conduct will be helped to avoid further breaches, with support and advice from his form teacher and his company leader.

Author, Approval, Review

Author: YBD
Date: September 2019
Approval: Mike Piercy (Headmaster)
Date for Review: September 2020

The New Beacon Pre-Prep, including EYFS, & Junior School Behaviour Policy and Guidelines

Aims:-

- We aim to create a safe, calm, orderly and caring environment where teaching and learning can take place effectively
- We aim to treat all pupils fairly and equally and to follow our Behaviour Guidelines in a consistent way
- We aim to encourage pupils to develop values such as honesty, trust,

- tolerance and respect for others
- We aim to help pupils develop self-respect, self-control and accountability for their own behaviour
 - We aim to keep an open dialogue between school and home in order to maintain a consistent approach to behaviour

GUIDANCE FOR PRE-PREP INCLUDING EYFS & JUNIOR SCHOOL

In The New Beacon Pre-Prep and Junior School, we have a few simple rules that are made for the well-being of everyone who works, plays and learns here. We also acknowledge our legal duties in respect of safeguarding.

We endeavour to have a relaxed and pleasant atmosphere in which having a good attitude is positively encouraged, where good examples are set, and where a fair and consistent system of rewards and sanctions operate in order to help us all to achieve these aims. We aim to create a climate of mutual respect where pupils are aware of expectations, and receive positive guidance.

To promote caring behaviour, boys in the Pre-Prep, including EYFS, are introduced to the Golden Rules. These are discussed and reviewed in assembly, CPSHE lessons and in Circle Time. The Golden Rules continue to be followed by the Junior School and build upon the SEAL (Social Emotional Aspects of Learning) programme because we believe that it is vital to maintain a consistent approach to behaviour at all times. This policy also links to the Anti-bullying Policy. Copies of these rules are displayed in both the Pre-Prep and Junior School buildings. (See Appendix)

The older boys are encouraged to draw up their own set of classroom rules and these are also displayed. Years Two, Three and Four are also introduced to the idea of Rights and Responsibilities and encouraged to draw up their own classroom Code of Conduct, thus taking ownership of their behaviour.

A weekly Golden Book records the names of boys who have been recommended for caring/considerate/responsible behaviour and names are read out in the Headmaster's Celebration assembly each Friday.

Golden Lunchtime Rules are also displayed in both the Pre-Prep and Junior School and outside the Dining Room. (See Appendix)

A reminder of our behaviour expectations is included in the parent handbooks and we encourage parents to support our behaviour guidelines.

IMPLEMENTATION

Incentives/Rewards

Incentives, rewards and praise are given for effort and achievement in both behaviour and work.

Staff are encouraged to use:-

- Verbal praise
- In-class rewards to be set by the class teacher e.g. Golden Time - a reward for good behaviour,

minutes, generally towards the end of a week, for a boy to pursue a chosen activity within the classroom

- Celebration of achievement shared within class or during Friday's Headmaster's Celebration Assembly. Presentation of "Reception Rocket Boy of the Week" award and certificate.
- Stickers for the EYFS and Year 1 (stickers are also given when appropriate to the other year groups)
- Company Tokens are given to all boys in EYFS and Year 1 for good behaviour and working hard, working together as their Company.
- $\frac{1}{4}$ plusses are given from Year 2 upwards. For each $\frac{1}{4}$ +, a coloured disc, matching the school companies (houses) is given and boys place these in the appropriate Pre-Prep or Junior School jar. Tokens are counted every term, and the winning company is celebrated for its "team effort".
- A Head of Pre-Prep/Junior School sticker, or certificate, as an extra special award for any year group pupil.
- Red Letter Day – a certificate to be received by post, for exemplary behaviour or work (for the Junior School only).
- The Junior School Council (JSC)
The purpose of the JSC is to encourage mutual respect between members of the Pre-Prep and Junior School community and for a chance for boys to become more involved with initiatives around the school.

Each year group from Year 1 – Year 4 elects representatives. Regular meetings are held and enable all boys to have, through their representative, a pupil voice. The JSC is responsible for making decisions about certain aspects of school life which affect pupils in the Pre-Prep and Junior School, thus giving all pupils a sense of ownership. This, in turn, encourages trust, mutual respect, teamwork and a developing awareness of the need for individual and group discipline.

Sanctions

When dealing with unacceptable behaviour, staff should try to understand the reasons for the behaviour and deal with it in a positive way. Where a sanction is necessary staff should try to choose one, which is appropriate to the behaviour and child.

- Avoid confrontation
- Listen to all parties involved
- Establish the facts where possible
- Judge only when certain (beyond reasonable doubt)
- Refer to Classroom and Golden Rules and, for Years 3 and 4, use the vocabulary of responsibilities

Use sanctions sparingly

Informal Strategies:-

Always establish facts through initial discussion to lead a boy to understand that he has chosen to behave inappropriately and encourage him to suggest what would have been appropriate behaviour. A reprimand may be necessary but this should always leave a boy room for self-respect –

- A simple reprimand
- Time out for calming down or 'thinking chair'
- Stand by a teacher or T.A. during playtime

- Minutes taken off Golden Time from Year 1 upwards

Formal Strategies - these are rarely used in Reception, including EYFS, or Year 1

Despite positive responses as a means to encourage good behaviour, it may be necessary to employ a variety of corrective interventions and consequences.

- Verbal reminders of expected behaviour/giving the pupil a choice: *You can choose to or you can choose to* *If you choose to then you will have time out/there will be a further consequence...*
- Work during playtime supervised by a teacher, for Years 3 or 4, when appropriate, (if boys choose to play during work time then they work during playtime)
- A yellow/ red card system operates, in Years 2, 3 and 4, for ongoing misdemeanours– two yellow cards, followed by a red card will mean a boy will then be sent to the Pre-Prep/Junior School Head at an appropriate time to discuss what has happened. (This system operates for one week at a time and every Monday ‘we start afresh’).
- If the serious behaviour persists then the boy understands that his parents will be asked to come in to discuss the problem/behaviour with the Pre-Prep/Junior School Head.
- A home/school daily behaviour report card established with parents’ support.
- As a last resort a talk with the Headmaster.

BEHAVIOUR AT PLAYTIMES

In order to encourage acceptable behaviour at playtime, a section in each play area is to be designated for children who wish to play quietly. Circle time and CPSHE work encourages children to focus on desired behaviour and how they might accomplish it e.g.:

- Turn taking
- Appropriate participation
- Sustaining interest in a game
- Accepting winning or losing
- Allowing other children their personal space
- Understanding fair play
- Anger management strategies

Playground equipment is used to encourage a positive attitude towards playtimes and develop specific skills e.g. throwing and catching, balancing and agility and teamwork and co-operation e.g. games involving a group of boys.

When playground behaviour becomes unacceptable the boy/boys involved will be reminded of the Golden/Classroom rules.

Alternatively they:

- May have to stand for a set time in a designated area near to a T.A. or duty teacher for ‘calming down’ time and time for reflection
- May be sent to their class teacher or Pre-Prep/Junior School Head after playtime to discuss what has happened
- For Years 2, 3 and 4 a boy may miss a playtime the following day and be given appropriate work to do - under supervision of a teacher

- The yellow/red card system for Years 2, 3 and 4 will be used and this information will be logged and passed on to the appropriate class teacher to enable them to keep a tally. Boys with a red card will then be sent to the Pre-Prep/Junior School Head, at an appropriate time, to discuss what has happened.

In order to maintain a consistent approach in dealing with both good and/or unacceptable behaviour there is regular communication between individual class teachers and the Duty team. Boys will soon see that the class teacher and Duty team work in partnership. Duty teams are asked to keep the Pre-Prep/Junior School Head teacher informed re playtime behaviour, in order to monitor the approaches being used and for any issues raised to be discussed in the weekly Staff Meetings.

A repeated pattern of inappropriate behaviour in an individual child, over a period of time, is logged on the school B-Line.

Accident and Incident Book

These are duplicate books and are used by playground duty teams to record any accident or incident involving boys during playtimes. Copies will be passed on to the appropriate classroom teacher who will add these to their classroom Accident and Incident books. These are to be a running record of any playground issues or accidents that have arisen during a school year.

Physical Restraint

It is essential that all Pre-Prep and Junior School staff read The New Beacon Physical Restraint Policy.

In the rare event of physical intervention being needed to avoid children hurting themselves, others or damaging property, a dated record should be kept in each individual class Accident and Incident Book and the parents/carers informed. This incident must also be noted in the School Serious Incident Book which is kept by the Deputy Head. Please follow the Guidelines as set out in The New Beacon Physical Restraint Policy (please see Annexe).

YEARS 2 – 4 PLAYTIME TEAM-BUILDING

Playground Patrol - Play Pals (monitors)

Two boys from each Year 4 class (6 in total) are chosen to be a Play Pal for one week at a time. These boys wear bright yellow vests to ensure that they are easily seen and are encouraged to help with minor playground issues. (Many of the older boys do not always want to involve an adult and like to sort out their own 'small issues'). Play Pals are asked to be good listeners and not to take sides. Should a 'difficulty' not be resolved with, for example, a simple exchange of views and a handshake, the Play Pals will then encourage the 'aggrieved' boys to seek out one of the adults on duty. We hope to encourage the Year 4 boys to take more responsibility for their actions, be more aware of how playground issues can be avoided/deflected and to further develop a caring attitude towards the younger boys.

ANTI-BULLYING

Our school community does not tolerate any form of bullying and seeks to work together to promote an environment where everyone feels safe and secure.

Definition

Bullying is defined as deliberately hurtful behaviour, which is persistent and unprovoked. It may take various forms, including physical, verbal and indirect behaviour. Examples of bullying behaviour include:

- Physical (hitting, kicking, pushing, pinching)
- Verbal (name calling and teasing)
- Indirect (excluding someone from play, spreading rumours)

Awareness raising and Implementation

CPSHE is one method used to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. All boys are given an Anti-Bullying leaflet during the Autumn Term and the contents are discussed in class/whole school assemblies. The pamphlet explains The New Beacon's approach to bullying in simple terms - using 'child friendly' language and cartoons.

Alongside CPSHE lessons, where we use SEAL materials, particularly Say No to Bullying, opportunities are also given in circle time, role-play situations and within assemblies to discuss and understand the problem of bullying - appropriate to the age of the child. To further consolidate the PP/JS stance on this issue, there is an anti-bullying week in November.

All members of the Pre-Prep and Junior School are encouraged to recognise bullying and to take prompt action when they are aware of it happening.

Dealing with the incidents of bullying

- If a member of the staff becomes aware of an incident of bullying, he/she should report it immediately to the Pre-Prep/Junior School Head.
- If a pupil becomes aware of an incident of bullying, he should tell his class teacher or any adult member of the Pre-Prep/Junior School.
- The boy being bullied or witness to bullying should always be assured that they have acted correctly in reporting the incident.
- The Designated Safeguarding Lead (DSL) will also be informed and kept abreast of the situation.
- Working with the pupils concerned, the Head of Pre-Prep/Junior School and class teacher will devise a plan for the boy/boys involved to resolve the conflict and create targets for acceptable behaviour in the future.
- Parents of the boy/boys instigating the bullying will be informed and the situation will be discussed.
- Parents of the victim will also be informed and the situation will be discussed.
- All efforts should be made to restore the bullied child's confidence and self-esteem. The situation will be monitored by the Head of Pre-Prep/Junior School and the member of staff responsible for pastoral care, and regularly reviewed, and the DSL, should the incident/issue require more formal intervention.

HOME AND SCHOOL

We believe that home-school liaison is extremely important and acknowledge that parents have a vital role in promoting good behaviour, both in school and at home.

A reminder of our behaviour expectations is included in both the Pre-Prep and Junior School handbooks.

Parents will be informed, at an early stage, if behaviour is causing concern, and they will be given an opportunity to discuss the situation.

Teachers in the Pre-Prep and Junior School will then work in partnership with parents to develop a plan of action or strategies to improve behaviour.

We encourage parents to inform us of any trauma or change in circumstance which may affect a boy's behaviour and to keep us informed of any behaviour difficulties that may be occurring at home and, where appropriate, these will be added to the internal school B-line/Special Circumstances system.

The named practitioner responsible for behaviour management is Mrs Christina Alteirac, Head of Pre-Prep and Junior School.



GOLDEN RULES

- 1. DO BE GENTLE ~
DON'T HURT ANYBODY.**
- 2. DO BE KIND AND HELPFUL ~
DON'T HURT PEOPLE'S FEELINGS.**
- 3. DO LISTEN ~
DON'T INTERRUPT.**
- 4. DO BE HONEST ~
DON'T COVER UP THE TRUTH.**
- 5. DO LOOK AFTER PROPERTY ~
DON'T WASTE OR DAMAGE IT.**
- 6. DO TRY YOUR BEST AT ALL TIMES.**

