



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**

ISI Policy Number	9a
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Related Policy

Remote Learning Code of Conduct

Aims

At The New Beacon we encourage pupils to adopt the highest standards of behaviour and respect the ethos and values of the school.

- We aim to create a safe, calm and caring environment where teaching and learning can take place effectively.
- We aim to help pupils to develop:
 - self-discipline and self-control.
 - a sense of self-esteem and self-respect.
 - respect for all adults within school, whether staff or visitors
 - 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 use our CPSHE / RSHE curriculum which develops the personal, social and emotional health and education of our pupils along with assemblies and form time, to promote positive behaviour and enable discussion to enhance pupil understanding of the impact of their behaviour.
- We work to ensure all staff provide positive role models for our pupils, demonstrating courtesy, honesty, consideration and integrity in their dealings with pupils and colleagues alike.

Ethos

New Beacon is a community in which everyone has the right to be happy and feel safe.

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

Special circumstances

Individual circumstances will always be taken into consideration.

Staff will always consider the context and motive of a pupil's inappropriate behaviour and whether it raises any concerns for the welfare of that pupil.

If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the school's Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead without delay.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Involvement and communication with parents

Parents who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the terms and conditions of the Contract for Educational Services. The school values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining exacting standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance, sporting and extracurricular fixtures and

standards of work. This includes activities both on and off the school premises and residential trips and outings.

Communication with staff

The Pupil Code of Conduct and Behaviour Policy are made available to all staff. They are discussed and reviewed regularly.

Equality and individual need

The school has legal obligations under the Equality Act 2010 to ensure that no members of our school community are discriminated against. The Behaviour Policy should be applied equally to all children without discrimination. The school takes its obligations under the Equality Act seriously and makes appropriate reasonable adjustments for those pupils with special educational needs and disabilities (SEND). See SEND policy.

Supporting pupils and managing behaviour

The school expects pupils to treat everyone, including all members of staff and visitors, with courtesy and cooperation so that they can learn in a relaxed and orderly atmosphere, and respond positively to the opportunities and demands of school life. Pupils are expected to uphold the school values, including the Pupil Code of Conduct. The behaviour of individual pupils is rewarded and sanctioned by all staff and monitored by class teachers and tutors. Heads of Section and Assistant Heads of Section oversee the behaviour of the children in each Section of the school. It is hoped that pupils will respond to the school's positive encouragement and rewards. Where pupils need support to improve their behaviour, the school will adopt a range of strategies, which could include:

- Individual reward or sticker charts, with targets for school and home
- Strategies to prevent poor behaviour escalating – a 'time out' or 'safe place' strategy
- Support cards which give staff the opportunity to comment and feedback on a child's behaviour around school
- Mentoring by a member of staff

Pupil reset

Some pupils may benefit from the opportunity to 'reset' their behaviour during a lesson or activity in order to get back on track and re-gain focus. There are a number of identified strategies for individual pupils that could be used to support the child prior to and during behaviour escalation. We do not remove pupils from lessons or activities for inappropriate behaviour and leave them unsupervised; a pupil can be sent to the HoS, DH, Head or other member of staff but a phone call or other check must be made immediately to ensure the pupil has arrived safely at the given destination, or the pupil can be collected in person by the designated staff member. For a particular pupil we may however, in some circumstances, provide a safe space for a pupil to go to for their own wellbeing and that of the class as a whole. Again, an immediate check would be made to ensure they arrive at or are escorted to the given safe space.

Behaviour expectations outside school

On occasion the school may apply the provisions of this policy to inappropriate behaviour, including serious misconduct, that occurs whilst pupils are outside the school or online, including use of social media, and:

- taking part in any activity organised by the school or related to the school.
- travelling to or from school.
- wearing school uniform; or

- in some other way identifiable as a pupil of the school. This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another student either from The New Beacon or another educational establishment or member of the public, or where the reputation of the school may be negatively impacted as a result of the behaviour. Behaviour that demonstrates our School Values beyond our school community is expected.

Behavioural expectations

- Boys should behave responsibly and cooperate with all school rules and instructions given by staff.
- Boys should show respect to all adults and children
- Boys should listen with respect to one another and be conscious never to be hurtful to others
- Boys are expected to demonstrate respect 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 should aim to be upstanders demonstrating courageous integrity
- Boys should use social media sensibly, respectfully and within the bounds of the law

Certain items are not allowed in school and will be removed by staff if found (this list is not exhaustive):

- large sums of money
- mobile phones
- electronic games
- possessions for swapping
- any form of jewellery other than watches
- aerosols
- certain electronic devices (ask for clarification)

Practicalities:

- Boys should adhere to the prescribed school uniform and be smart and tidy
- Boys should have clean, tidy hair: no dye, no gel, no extreme cuts. Hair below the collar must be tied back for health and safety reasons. Hair should not be a fashion statement. The final decision on whether a particular hairstyle is appropriate lies with the HoS/AHoS/DH/Head. If a parents/boy disputes this decision then the matter will be referred to the Head.
- Jewellery, including necklaces, bracelets, wristbands is not permitted
 - (medical or religious purposes excepted)
- Watches (not including smart watches) are permitted for Senior School boys only
- Boys must only use New Beacon bags/rucksacks for carrying equipment.
- Blazers (with reflective armbands when it is dark) should be worn to and from school

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 unless they are working under test conditions.
- Boys should tidy the room before leaving it so that it is ready for the next class.

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 certain areas without permission, e.g. staff offices, storerooms, changing rooms
- Boys may bring in snacks for break times. These should be in line with our 'healthy eating' guidance.

Lunch Times

- All boys must go to lunch
- Boys must wash their hands before lining up
- All boys are expected to eat something as there is a choice of menu
- Boys must demonstrate polite table manners
- All boys should go outside after lunch to play in designated areas unless attending an official supervised activity or visiting the library (numbers limited)
- Hard balls are not permitted on the Astro
- Boys must not be in classrooms unsupervised at break times
- Boys should be ready to arrive at afternoon lessons on time, with all necessary equipment

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 and provide 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 or another designated area.
- Pupils should remain seated as much as possible.
- Any movement around the classroom should be calm and orderly.
- Pupils should not use the board unless the form teacher has given prior permission.

Mobile Phone Policy

Boys are not allowed to bring mobile phones to school.

There are only ever two exceptions to this rule:

- I. Years 7 and 8 boys coming to school or going home by public transport, by bike, or on foot.

For safety reasons, Years 7 and 8 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 or leave with their form teacher upon arrival in school and should collect it before leaving school at the end of the day.

Their mobile should be clearly named on the outside

II. Saturday Matches Only – boys in away matches.

Year 7 and 8 boys who are in a Saturday away match may bring a mobile with them, 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 handed in to the match manager before departing for the match.

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 Head or Deputy Head.

If a boy brings a mobile to school, it will be placed in a safe place and taken home at the end of the day.

Confiscation

Boys are trusted to follow the guidance set out in the code of conduct and leave inappropriate items at home. Should items which are inappropriate, or misused be brought into school, they will be confiscated for a period of time to ensure pupil safety on site. Reasons for confiscation may include:

- an item poses a threat to others (e.g. laser pen, knife)
- an item creates a disruption (e.g. mobile phone 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 should not have been brought to school, or have been 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

We believe that regular and genuine praise, encouragement and recognition reduces the need for sanctions.

There are many ways in which good conduct, citizenship, good work and achievement are recognised, encouraged and rewarded at The 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 at the annual Prizegiving, a mention in the Friday Report and many more.

The school employs a merit system of 'quarters' (i.e. a house-point) and 'E's (E meaning excellence, worth 4 quarters).

Quarters are awarded for good work, and good deeds.

Es (E for 'excellence,' and worth 4 quarters) are generally awarded for excellent work or exceptional citizenship; boys can 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 'Head's Award' may be awarded for an exceptional piece of work and is worth 8 quarters. A Head's E can also be awarded for exceptional positive behaviour. This would be announced in one of the Chapel services.

Quarters are totalled at the end of each term. Each term every year group will set a target of quarters for their forms, if this is reached there will be an age-appropriate form reward. The total will be attainable, but not necessarily reached by every form every term.

The Company that has won the highest number of quarters over the year wins the Company Cup on Open Day.

Sanctions

If a pupil does not follow the code of conduct, there will naturally be consequences. Parents are expected to support the school in such matters. Experience shows that when the school and the homework 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.

For pupils in Middle and Senior School, sanctions will usually follow the escalation procedure outlined below. However, the appropriate response will depend on the behaviour and the circumstances; some misbehaviour may move straight the next level of sanction depending on the severity of the misconduct. The Head and/or Head of Section will consider all relevant circumstances when reaching a final decision. These sanctions are primarily for behaviour and forgetting or not completing work. Poor or unfinished work would result in catch-up work, this would usually be supervised by a duty member of staff at a designated breaktime and would normally take priority over other activities. Attendance at a catch-up session may also be recorded to monitor regularity but separately to a ¼-.

Progression:

Stage 1.

Remind

A reminder of behaviour expectations is given along with consequences of repeated poor behaviour

Stage 2. (discretionary)

Reset

A pupil is provided an opportunity to reset their behaviour with a change of activity, moved seat, a moment to undertake a movement break or a conversation at the end of the lesson etc

Stage 3.

First recorded Sanction the ¼-

A ¼- will be given and recorded for a repetition of unacceptable behaviours. (A list of these is below)

These will be recorded on a spreadsheet which the form teacher and Head of Section will endeavour to look at daily, ideally during Form Period.

¼ minus are reset every Monday, although will remain recorded and the HoS/Form Teacher can refer to them.

A form ¼- can also be given, but this will not be recorded against each boy in the class. The form teacher will be notified and can take action as appropriate. This can be as simple as reminding the form of expected behaviour.

Stage 4.

Second Level Sanction the minus

These can only be awarded by HoS/AhoS/DoS/DH/Head

If a boy receives four ¼- during any one week (Monday-Friday) he will see the Head of Section (or AHoS) and will, in most cases be given a full minus. This will involve loss of free time perhaps as community service, loss of privilege or loss of responsibility. (Please see list below). As with all sanctions, there may be other considerations to be considered by the HoS/AHoS/Head/DH.

A straight minus can be awarded for certain behaviours (see below).

Parents would usually be informed if a minus is awarded so that they can support their son, and the school, moving forward.

Stage 5

HoS Detention

These can only be awarded by HoS/AHoS/DH/Head

This is a period of reflection or discussion with the relevant HoS. A boy might be asked to read information relating to his behaviour for example bullying or vandalism. It would generally be after school, or during a period of time that might be seen as a privilege (e.g. playing in a match or a class outing). Parents would be informed of this detention.

Stage 6.

Head's Detention

These can only be awarded by HoS/AHoS/DH/Head

If a boy receives several minuses in a term, and has had a HoS detention, the next stage would usually be to receive a Head's detention. This can be on a weekday evening or a Saturday morning at the Head's discretion. An e mail to parents would always be sent at this point either by the HoS/DHoS/DH or Head. A Head's detention is seen as a period of reflection and a reset.

For serious offences (see below) it is possible to be given a Head's detention without accumulating three minuses.

Stage 7.

Suspension

This can only be sanctioned by the Head.

Suspension would be used rarely and only if other stages had failed to achieve acceptable behaviour or for a very serious offence against the school's code of conduct.

Depending on the circumstances, this may be internal or external.

For an internal suspension pupils will eat lunch and take break times away from their peer group and spend their time completing set work.

Stage 8.**Exclusion**

This can only be sanctioned by the Head.

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.

Other Strategies**Support Card**

These can be Sanctioned by HoS/DHoS

A support card is a mechanism to help pupils struggling with organisation. If unacceptable or concerning behaviour (or work) persists, pupils can be put on a Personal Support Card. This action would usually discuss among the pupil's teachers/form teacher /Head of section to establish the parameters of support required. Parents will be informed and asked to sign the card every evening thereby working in conjunction with school to resolve the concern.

Form teachers check the Support Card regularly. Support Cards can last from one to three weeks maximum. If this strategy is not successful in that time another will be introduced.

List of behaviours that would normally result in a ¼- (this list is not exhaustive and as always other factors may be considered); these have been written after consultation with The School Council):

Not following instructions
 Repeatedly forgetting books, equipment and games kit
 Shouting out
 Failing to hand in work
 Silly remarks
 Disruptive behaviour
 Lateness (with no reason)
 Running in Corridors
 Noise in Corridors
 Repeatedly forgetting blazers/armbands
 Lack of good manners
 Poor Dining Room behaviour
 Poor lunch queue behaviour
 Untidy locker
 Failure to follow classroom rules
 Throwing something
 Dropping litter
 Copying work
 Playing games when online
 Not having a reading book
 Leaving property lying about
 Planner not filled in
 Chewing gum
 Eating in class
 Disrespecting others' property
 Incorrect uniform

List of behaviours that would normally result in a direct minus (this list is not exhaustive and as always other factors may be considered); these have been written after consultation with The School Council):

Violence
 Repeated unkindness (questionable bullying)
 Swearing
 Disrespect to staff or visitors
 Vandalism
 Stealing
 Cheating
 Lying
 Inappropriate internet use
 Fighting
 Having a mobile phone or other electronic device or large sums of money without proper authorisation
 Spitting
 Leaving the campus without permission during the school day
 Selling items in school without proper authorisation

List of behaviours that would normally result in a Head's Detention (this list is not exhaustive and as always other factors may be considered):

Unacceptable violence
 Bullying
 Racism
 Homophobic behaviour
 Misogynistic behaviour

Writing an apology.

Our aim throughout Middle and Senior School is to support children who are making poor choices with their behaviour or attitude. We understand that in many instances, the behaviour is merely a symptom of an underlying cause. The following strategies are employed in conjunction with the sanctions system, in order to help children identify where poor choices are being made and support them in their efforts to alter their future conduct:

- Personalised support cards.
- Mentoring (staff member or peer).
- Subject tutoring.
- Peer support groups.
- Team Around the Child (TAC can involve external agencies if appropriate).
- 1:1 or group Counselling sessions.
- Re-education sessions - led by Assistant Head of Section/ Head of Section/Deputy Head/Head
- Powerful Knowledge Project to be completed during a period of suspension and then followed up with Head of Section/Deputy Head/Head upon pupil's return.

Appendix 1

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 social emotional aspects of learning programme because we believe that it is vital to always maintain a consistent approach to behaviour. 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 Head's Celebration assembly each Friday.

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 Head's Celebration Assembly.
- 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.
- $\frac{1}{4}$ + 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 Student Council

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 feeling safe and supported in school

- 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 1-4, for ongoing misdemeanours– two yellow cards or 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. The boy will complete a 'Repair and Rebuild Reflection sheet' asking them their side of the story, which rule they broke and how they will fix it. Parents are informed about red cards.
- 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 Head.

List of behaviours what would result in a loss of golden time, Yellow Card, Red Card or Visit to Head.

Loss of golden time	Yellow Card	Red Card	Visit to Head
Not following instructions Where this relates to safety e.g. running in the road, this could be a Yellow or Red. It will depend on the instruction.	Talking back to a staff member	Fighting or any violence	3 or more red cards
Shouting out	Copying work	Bullying: persistent/repeated behaviour that is purposely done to upset another child whether verbal, social or physical.	Repeated bullying
Silly remarks	Continuous disruptive behaviour	Swearing	Repeated violence
Disruptive behaviour	Persistent running in corridors or outside	Stealing	Racism
Lateness within the school day	Failure to follow classroom rules	Lying	Homophobic behaviour
Running in corridors or outside	Throwing dangerous classroom object	Fighting Repeated	Misogynistic behaviour
Lack of good manners		Spitting	
Poor Dining Room behaviour		Inappropriate internet use	
Not behaving when queuing		Vandalism	
Failure to follow classroom rules Where this relates to safety e.g. careful use/handling of scissors, this could be a Yellow or Red			
Dropping litter			
Throwing classroom object			
Teasing			

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, agility, 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 be asked to:

- spend a set time in a designated area near to a T.A. or duty teacher for 'calming down' and reflection
- go to their class teacher or Pre-Prep/Junior School Head after playtime to discuss what has happened
- miss a playtime the following day and be given appropriate work to do - under supervision of a teacher

For pupils in Years 1-4 the yellow/red card system will be used, and this information will be logged and passed on to the appropriate class teacher to enable them to keep a log of any concerns.

To maintain a consistent approach in dealing with both good and/or unacceptable behaviour there is regular communication between individual class teachers and whoever is on Duty. Anyone on duty is asked to keep the Pre-Prep/Junior School Head informed re playtime behaviour, 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 so that appropriate support mechanisms can be applied.

Accident and Incident Book

These books are used by playground duty staff 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 create 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 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 Log by the Head of Pre-Prep and Junior School. Please follow the Guidelines as set out in The New Beacon Physical Restraint Policy (please see Annexe).

Playpals (monitors)

Two boys from each Year 4 class 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 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. Year 3 boys start to 'shadow' Year 4 boys in Spring term

Buddies

From the Spring Term, two Year 4 boys help every morning during the Pre-Prep break. They play and help supervise the younger boys. This is a fantastic opportunity for older brothers to interact with younger brothers.

Home/School partnership

We believe that home-school liaison is extremely important and know that parents play 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 so that we can better support pupils in need.

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.

