



CATERHAM PREPARATORY SCHOOL

BEHAVIOUR POLICY

Caterham School seeks to be one of the country's finest co-educational schools, providing an education for life in a caring environment based upon Christian values.

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Introduction

Whilst society still seems to delight in demonising the young (and has always done so), the vast majority of young people today are well behaved and contribute positively to society. At Caterham Prep we work in partnership with parents to facilitate and encourage good behaviour. 'The prime responsibility for bringing up children belongs to their parents', but at school, we have a privileged responsibility to 'work with and support parents in caring for their children' Learning behaviour: Lessons learned Steer 2009 p19

We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance.

The school's Every Child Matters Policy underpins the school's philosophy and aims. We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

1. A consistent approach to behaviour management, teaching and learning

All staff are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis.

Every Child Matters is embedded into the school's culture. It is referred to in every Subject Policy Document and its implementation is also documented in non-academic policies. This Behaviour Policy works hand in hand with the school's Anti-Bullying Policy.

Whilst good behaviour needs to be taught and modelled, it is also encouraged by the pupils being engaged in their learning and the teaching being the best it can. This philosophy is underpinned by

the school's Learning and Teaching Policy and the staff's professional approach to innovation while upholding traditional values.

Pupils with Learning Difficulties and Disabilities (LDD) and/or Special Educational Needs (SEN) are effectively cared for by the Special Educational Needs Coordinator (SENCO) and staff. Information is disseminated efficiently via email and Staff Room SEN notice boards and best practice for each pupil is agreed upon.

For pupils with behavioural problems early intervention is agreed. Strategies are put in place for the management of the pupil's behaviour and specific training is available for staff. The behaviour management programme is agreed with parents and regularly evaluated.

A weekly Staff Briefing (Pre-Prep 8am Thursday mornings; Prep 10.55am Wednesday mornings) ensures sharing of concerns or reasons for praise about any pupil. If necessary, strategies are put in place to deal with special short or long term circumstances. Appropriate knowledge of aspects of the pupils' home lives is shared to facilitate supportive behaviour from staff.

The rewards and sanctions systems and the Caterham Way are endorsed consistently by staff.

Through these meetings, strategies, systems, enacted policies and programmes the staff engage in consistent and effective behaviour management in parallel with the school's learning and the teaching.

2. School leadership

With well disseminated information as to procedures for rewarding pupils and the sanctions available to staff, most routine discipline problems are successfully dealt with by teachers and only more significant issues are brought to the attention of the Deputy Head and/or Headmaster. The Deputy Head and Headmaster are however kept informed about discipline issues and are able to step into the procedure, if necessary, from a knowledgeable position.

Pupil and staff attendance at the school are consistently good and this has a positive impact on the pupil's behaviour. Supply staff are drawn from a small bank of teachers well known to the pupils; this aids with consistency of approach to teaching, learning and behaviour.

This behaviour policy applies to all pupils at the school, while taking into account the racial, cultural and religious needs of each one.

Staff are made aware of differences in behaviour which are likely to be caused by cultural differences, for instance not looking an adult in the eye, as this could be seen as being disrespectful by some cultures.

New children to the school are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour.

Uniform regulations apply to all pupils, while being flexible enough to accommodate the cultural needs of each pupil. For instance, Sikh boys wear plaited bracelets although they are not allowed for non-Sikhs. All pupils are expected to take a pride in smartly wearing their uniform, which is compulsory, in a manner which reflects well on them and on the school.

The Induction process for new staff includes the opportunity for clarification and/or discussion of the Behaviour policy from the member of staff's mentor and/or the Deputy Head.

There is no current formal monitoring of the impact of the behaviour policy. It is monitored informally through feedback from parents to the Headmaster; through the Suggestions committee and through Staff Meetings and Briefings, which are minuted.

3. Classroom management, learning and teaching

All staff acknowledge their responsibility towards appropriate behaviour in school and are aware that this is intrinsically linked with effective learning and teaching. This policy document works in tandem with the school's Learning and Teaching Policy.

All teachers and teaching assistants provide and support motivational and engaging learning opportunities.

Assessment for Learning techniques, such as peer and self assessment are commonly used to ensure pupils are engaged in their learning.

While staff naturally work, to a certain degree, to their individual strengths as far as classroom management and behaviour strategies are concerned, there is agreed common practice. Lessons are generally started in a formal manner; pupils sit in classrooms when told to do so and at the end of a lesson are formally dismissed. Good classroom management is enhanced by sensible use of space in rooms not all of which were designed as teaching spaces. Items of equipment and books regularly used by the pupils are stored with easy well labelled access, to facilitate the pupils' independence and self reliance.

Good behaviour is underpinned by pupils being constantly encouraged to be aware of the needs of others.

Each class is also aware of their seating plan, dependent on the subject, room and set being taught. Seating plans are regularly reviewed.

Praise for all aspects of the learning taking place, for good behaviour, for good levels of concentration and application are frequent.

4. Rewards and sanctions

All teachers and teaching assistants are enabled to administer rewards and most sanctions (see below). LDD and SEN pupils are known to staff and rewards and sanctions take into account their specific needs. Staff and pupils are aware that rewards and sanctions may be different for individuals with specific needs. The pupils are taught not to comment on this, but to accept it as normal practice. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil.

Rewards

The reward a pupil receives for good behaviour may be that another pupil, or adult, behaves in a manner towards them that also demonstrates good behaviour; good behaviour rewards itself. As adults we model good behaviour through our words and actions and these impact positively on the pupils. This continues around the school, as well as in lessons; positive behaviour is instantly recognised and positively rewarded. The older pupils can be heard to copy what praise and rewards they receive from adults as they work and play with the younger ones.

Facial expression and verbal praise is frequent and beneficial to each pupil's self-esteem. More formal rewards are detailed below.

The Caterham Way enshrines the values which the school believes to be most important in life.

The Caterham Way - Pre-Prep	The Caterham Way - Prep
Treat others as you would be treated	Treat others as you would be treated
Forgive	Forgive
Look after things	
Listen carefully	Listen
Be polite	
Be kind and helpful	Be kind and helpful
Play nicely and share	Share
Be honest	Be honest
Do your best to be your best self	Do your best to be your best self

Pre-Prep Rewards

In the Pre-Prep children are expected to show an understanding of values within The Caterham Way and act accordingly. In order to encourage good behaviour children are awarded 20 minutes of 'Special Time' each week. If a child behaves inappropriately during the week they are warned of the consequence of re-offending, then if they persist then they lose 1 minute of 'special time'.

In Reception the children collect toy animals in a jar as a reward for good behaviour. When the jar is full they are awarded a special treat, such as watching 10 minutes of a DVD.

In Nursery the children have individual 'Good behaviour' cards, these have stickers put on them when the child has shown good behaviour and a note is sent home to the parent to inform them of this.

In Years 1 and 2 pupils are introduced to a House system. All pupils are assigned to a House (Blue, Green, or Yellow). Through praise for good behaviour and/or effort children are awarded points which go towards a House total. This is a communal, not individual system. The House Cup is awarded at the end of each term in the final whole school Assembly.

Prep Rewards

Under development in 2009-2010 is the application of the Caterham Way reward system in the Prep. The proposal is; when a pupil has demonstrated a deep understanding of one of the values, through words, action or reaction, they are given a coloured, dated sticker to add to their personal Caterham Way chart. Each pupil aims to significantly demonstrate each value at least once during the course of the academic year. Once all the rules have been demonstrated a certificate and enamel Caterham Way badge are presented in Assembly. All badges and certificates are kept by the pupil.

In addition to the Caterham Way adults use praise and encouragement wherever possible to commend good work, effort or behaviour. This praise is frequently delivered verbally, may be written on a pupil's work, or given in the form of a Star (sometimes all three). Stars are generally given for good effort, and occasionally for exceptional work as pertains to each pupil.

All pupils are assigned to a House (Foxburrow: Blue, Pilgrims: Green, Viewpoint: Yellow) on joining the Prep department, so that Stars count for the House, as well as for individual – a communal as well as a personal effort. Star sheets are available in every Form and Classroom for the pupils to take. Each sheet contains five spaces for Stars to be entered by a member of staff. When the sheet has been completed, it is placed in the relevant House box outside the Library. Stars are counted weekly, with 2 totals being kept – one for the individual and one for the House. The House totals are read out in Assembly on Monday morning and are displayed on the Stars board outside the front door.

Any pupil reaching a total of 25 Stars is presented with a star badge in their House colour. On reaching 50 Stars, this is exchanged for an enamel badge. At 75 stars an enamel badge with the House colour and initial is presented. Laminated certificates are awarded when a pupil reaches 100 Stars, 125 Stars and 150 Stars. All badges and certificates are awarded in Assembly. Badges are returned at the end of term, or when the next level is reached. A Junior (Years 3 & 4) and Senior (Years 5 & 6) Star Shield is awarded each year at Speech Day. This encourages a long term and consistent approach to good behaviour.

Each half-term there is a House meeting, where House staff encourage each House member to greater successes and praise all deserving pupils. Team spirit is fostered through House fund raising and inter-House competitions such as Chess, Netball, Rugby and Pancake racing. At the end of each term, the winning House is rewarded by going first to lunch and by having a multi-day. The communal spirit fostered by the House system enhances individual and group behaviour.

The Headmaster's Award is available to the Head to reward a pupil who has demonstrated outstanding behaviour or has completed a truly exceptional piece of work. The pupil may take the

work to the Head's study to have it signed and a sticker added. An enamel Headmaster's Award badge may be awarded in Assembly.

Sanctions

If a pupil's work or behaviour falls beneath the standard which could reasonably be expected of them, the school has the right (confirmed and clarified in The Education and Inspections Act 2006) to administer disciplinary sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance punishing a whole class when only some pupils are guilty would not be acceptable; if some pupils in a lesson disrupt the session, they would be the ones kept behind at the end so that they see a connection between their behaviour and the punishment. This helps in the process of a pupil accepting responsibility for their behaviour and improving their self-discipline.

Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, Form Periods, PSHCE (Personal, Social, Health, Citizenship and Economic Education) lessons and constantly through reminders in the daily life of the school.

Staff should always remember that a sanction should be given for unacceptable behaviour and should not stigmatise the pupil. A sanction should not humiliate or degrade a pupil.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through.

It is important that our Behaviour Policy is positive and not negative in its approach. This is not to say that inappropriate behaviour is ignored but that this behaviour is held up against the positive aspects that the majority of pupils and adults are trying to uphold. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

The school does not use corporal punishment.

If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. As detailed in subsection 548(5) of the Education Act 1996.

Pre-Prep Sanctions

In the Pre-prep children whose work or behaviour falls below that which is expected will lose 'Special Time'.

If a child behaves inappropriately towards another child and hurts or upsets that child then he/she is spoken to and removed from the situation. The child may then miss playtime. The Head of Pre-Prep is notified and will speak to the child. The incident is recorded in the behaviour book and the parents are informed.

Depending on the severity of the incident the child may be asked to write a 'Sorry' letter to the other child.

Prep Sanctions:

If a pupil's work or behaviour is deemed to be unsatisfactory, there are various sanctions in place to deal with the problem. When using these, the following points should be considered:

1. Any criticism should be constructive (what should have been done).
2. The pupil should be helped to understand why the work or behaviour is unsatisfactory.
3. Wherever possible improvement should be noted and praised.

The first stage: Sometimes a gentle reminder or gentle admonishment will suffice. Calm explanation, even humour (but never sarcasm) are effective allies for the teacher. A pupil who needs 'time-out' may be taken to work in an adjacent classroom for a specified amount of time.

If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to confiscate it. It should be kept safe until an agreed time (usually the end of the day) at which the pupil may come and ask for it to be returned to them. An item of particular value (such as a mobile phone) should be given to the Headmaster or Deputy Head and return should be arranged with the parents.

The second stage: Unsatisfactory work can be redone. Small levels of unsatisfactory behaviour can be dealt with in a variety of summary ways (e.g. verbal or written apology or missing a Break as a cool-down).

A lunchtime Detention slot is available once a week at lunchtime for 30 minutes. This may be given by a teacher or teaching assistant and is administered by the Deputy Head. This is used as a sanction when for instance homework has not been done, even though an extension has been given. If a pupil receives more than two detentions in a half term a Stripe is given and parents are informed via the pupil's homework diary. These detentions are given rarely.

The third stage: A 'Stripe' file is kept electronically (shared area, pupils, stripes), in which a spreadsheet exists for each Form. A cell can be filled and a dated comment added to record a half stripe. A full stripe is given for a more serious misdemeanour. The latter are given for serious breaches of discipline (e.g. swearing and disobedience), while the former are for offences such as repeated forgetfulness or repeated late arrival. The Deputy Head regularly speaks to the individuals who have received a half stripe or stripe and records the conversation in the pupil's Homework diary for the parents' information. If, during a term, a pupil accumulates a total of 3 Stripes she/he is placed on a target card, which must be completed for all lessons and breaks, by staff and the pupil; the Deputy Head informs the parents of this process. On accumulating 5 Stripes, a pupil's parents will be called to a meeting with the Headmaster in order to discuss the pupil's behaviour. This is a rare occurrence. If a pupil is finding it hard to behave well in school, communication between the tutor and parents is supportive and on-going. It is stressed to all involved that a target card is a positive step forward; enabling the pupil to take greater responsibility for better attention to their work and their behaviour. The pupil is able to learn from their mistakes and see and feel the impact that improved behaviour has.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum or have access to the school's IT system denied for a fixed period. Only the Headmaster or Deputy Head may give such a sanction. This is a rare occurrence.

The final stage: For very serious offences (e.g. bullying), the Headmaster is informed as soon as possible. The matter is then dealt with in an appropriate manner, which may include out of school hours detention. Twenty-four hours notice is given to parents in writing. Only the Headmaster or Deputy Head may give such a sanction. This is a rare occurrence.

A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Such extreme circumstances are very rare occurrences.

5. Behaviour strategies and the teaching of good behaviour

With the consistent application of rewards and sanctions, firm boundaries are established and maintained. Caterham Prep supports pupils through the inevitable parts of childhood where

mistakes are made. We encourage the pupils to learn from their mistakes and celebrate improvements in behaviour.

The Caterham Way is clear and unambiguous; the pupils understand what is expected of them and staff are able to teach good behaviour through demonstrations of both good and poor examples of conduct. The Caterham Way is taught and reinforced in Assemblies, Form Periods and PSHCE lessons, as well as frequent reminders about self-discipline in the daily life of the school.

The Pupil Council for Prep pupils (see 7. below) is a body to which pupils aspire to belong. As such it underpins the positive behaviour of responsibility to the community and reinforces the constructive behaviour strategies which the pupils use.

Social and Emotional Aspects of Learning (SEAL) topics and lessons are used frequently throughout the Pre-Prep and in amended forms in the Prep. Circle Time is used occasionally in the Pre-Prep to discuss behavioural issues and strategies. Discussion of strategies happens across the age range; in PSHCE lessons pupils are asked to comment on how effective they think proposed strategies for specified circumstances might be. Their opinions are sought; conclusions are drawn as to the most sensible action in certain circumstances. The pupils learn that their opinions are valued and that behaving appropriately is always a good approach to life.

Through the Prefect system we teach all pupils what a self-disciplined, responsible and mature pupil is like. Pupils in the Prep aspire to be a Prefect; it is perceived as an honour. The prefects perform certain duties and have been asked to conduct tours of the school for prospective parents. All Year 6 pupils are observed during the first half of the Autumn term, with a view to becoming a prefect. Staff vote for the pupils and the first group of Prefects is announced on the last day of the first half of term. As additional pupils mature and demonstrate readiness for prefectship, they are added to the group at half-termly intervals as the year progresses. In this way the school acknowledges that pupils develop at different rates.

The Caterham way sets out our school rules; they are simple and succinct. (See above 4. Rewards and sanctions). The only addition to them is safety rules, for instance in PE or Games, or Science. They are slightly different for the Pre-Prep and for the Prep so as to be age-appropriate. The reinforcement of these rules and the praise given when they are followed, aids the teaching of good behaviour.

After School Care

The same high standards of behaviour are expected and encouraged from all children who attend after school care. Children have a nourishing choice of food available to them, both hot and cold, and particular attention is paid to table manners whilst eating.

Rewards are verbal and positive; stars and house points are not normally awarded during after school care.

Should a child's behaviour fall below expectations the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Resources Manager or the Deputy Head.

6. Staff development and support

The high level of professionalism amongst the staff strengthens the structures created by the school to enhance good behaviour. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held.

Training for staff about behaviour management is held regularly; sometimes by external providers, sometimes through a staff forum style of training. Recently the school has adopted the Caterham Way after consultation with and training from Mrs. Maggie Goldthorpe. As part of the school's Continual Professional Development policy (CPD) staff are invited to apply for courses provided by

external suppliers. Good practice and information from such courses are disseminated on staff's return.

The weekly staff Briefing (see above 1. A consistent approach to behaviour management, teaching and learning) ensures staff are kept aware of developments within the pupil's lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from the Head of Pre-Prep, the Key Stage 1 Co-ordinator, Deputy Head, Headmaster, Chaplain and, via the Chaplain, after consultation with parents, the School Counsellor.

7. Pupil support systems

Some pupils may have developed good phonological (speech sounds) and grammatical skills but lack development in semantics (understanding of language, vocabulary and the meaning used) and pragmatics (how we use language in certain situations such as turn taking and asking questions) and this can have a detrimental effect on all areas of their education. Pupils who have difficulties with semantics and pragmatics often do not learn these skills naturally and seem somewhat 'out of step' with their peers. To improve their skills in these areas we run a social use of language programme (SULP) to teach effective social skills and how to carry these over to everyday life. This small group withdrawal programme is highly practical and focuses on skills such as eye contact, sitting appropriately and keeping still, showing an interest, asking and answering questions, turn taking, using the voice effectively, recognising emotions and reacting in an appropriate way, developing friendships and self-image. The programme not only encourages effective social interaction and appropriate behaviour, but also improves self-esteem, listening skills, receptive and expressive language and problem solving.

We have an empathetic and supportive Tutorial system. Pupils know they can approach their Tutor, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly.

Year 6 pupils are paired with Year 3 pupils nominally to encourage their reading skills. This develops each year into an informal buddy system and the Year 3 pupils benefit from being able to approach the oldest pupils easily and with confidence.

The House system also supports the pupils as they share the company of pupils other than those in their class and the staff who might not normally teach them, as well as bursarial staff.

The school's Pupil Council (Years 3-6) acts as a forum for matters to be raised by pupils with the Headmaster. They meet once a week in his study. The pupils are elected by their peers once a term and give feedback to their form during registration and form period. They discuss and advise on a wide range of topics, such as school lunches and playground equipment. They played a fundamental part in choosing the items for the recently re-placed Trim Track.

8. Liaison with parents and other agencies

A culture of mutual respect exists within the school and between the school and parents, enabling the pupils to learn good behaviour. Parents are supportive of the rewards system. When there are queries from parents about some sanctions, these are resolved through dialogue. Where parents identify unhappiness in their pupils at school, they are encouraged to bring these concerns to the attention of the school. The issues are resolved as quickly as possible.

On a daily basis Parent / School communication goes through Homework diaries in the Prep and Reading record books in the Pre-Prep. Individual messages are written in by staff. Messages pertaining to a whole class or year group are printed on stickers and these are placed in the pupils' Communication books. Face to face conversations with parents are encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. Clarion Call, an on-line mass communication service is used throughout the whole school. In the Prep we use it for urgent messages such as sports fixture cancellations. We like to encourage pupils to take responsibility

for taking messages home, in the form of letters and the weekly newsletter, which are routinely handed out on Fridays so that parents know to look for them.

Where the Headmaster and SENCO feel it appropriate, parents are advised to contact an Educational Psychologist for assessment of their child. Where LDD pupils and those on School Action Plus have routine assessments and/or assistance from external agencies, such as Occupational Health Therapists or behaviour specialists, staff work closely with them. Staff are also attentive and supportive of approaches for information on children from agencies such as Surrey CAMHS (Child and Adolescent Mental Health Services) or the Dore Centre (the drug-free Dore programme helps people with Attention Deficit Hyperactivity Disorder, Asperger's, dyslexia and dyspraxia).

As a school based on Christian values, some of our Assembly speakers are priests and pastors from neighbouring churches, with whom we have good relations. The school chaplain takes Assembly once a week in both the Prep and the Pre-Prep and is available for consultation by staff at pre-arranged times. The school counsellor is available by appointment for pupils or staff. Appointments for pupils are made by parents.

The school engages with parents encouraging them into the school to further their knowledge of various subjects. This has included a series of training sessions on De Bono's 6 Thinking Hats; an evening workshop of modern Maths teaching strategies and methods; an afternoon meeting to demonstrate effective reading strategies with parents of young pupils and an evening to hear about and discuss the school's values system.

The Police Community Support Officer visits the school once or twice a year to give talks to the pupils. The Year 6 pupils attend the Junior Citizen Scheme on an annual basis. We celebrate the pupils' participation in and successes in all areas of life outside the school. On an annual basis those pupils who are members of the Girl Guiding or Scout Associations spend a day in school in uniform and share information about their uniformed groups with their peers and staff.

9. Managing pupil transition

There are effective transition strategies between Pre-Prep and Prep and between Prep and Senior School. Year 2 and 3 staff communicate regularly through each year, in advance of and after transition. Parents are invited to information meetings at the start of Year 3 to guide them through the more significant changes in the pupil's school life as they move 'up to the Prep'. Year 6 tutors, the Director of Studies and the Headmaster communicate with the Head of First Form before and after transition to ensure as smooth a hand over as possible to the Senior School. As external pupils enter the school at this point (the number in the year group doubles), advice is sought particularly about friendship grouping and issues and their possible impact on behaviour.

There is effective and efficient transfer of information to other schools, to which pupils transfer, when it is requested.

10. Organisation and facilities

The majority of the buildings which house the Prep and Pre-Prep were not designed as teaching facilities. They have been adapted and have evolved to best accommodate the pupils of today. The character of the buildings adds to the traditional ethos of the school and to its family orientated atmosphere. Where new buildings have been added they have been carefully and appropriately designed. All buildings are used, and internal and external communal areas such as corridors and the playgrounds are supervised carefully so as to promote good behaviour at all times.

Nourishing food is available to all children at lunchtime. Age appropriate levels of choice are given and staff encourage children to eat balanced meals. Snacks are given at Break. In the Pre-Prep fruit and water or milk are offered. In the Prep fruit, biscuits and milk are offered. Every child has a water bottle and is encouraged to keep themselves well hydrated. The school's approach to a healthy diet and hydration help to encourage good pupil behaviour. We aim for blood sugar levels to be kept at sensible levels; for the children to be well nourished and for good hydration levels to be maintained.

The play facilities are well designed and maintained. Children have an opportunity to influence the development of equipment and toys available through the Pupil Council. Play areas are divided into separate ages at certain times in the Pre-Prep to encourage cooperative play. A rota is used for the netball courts in the Prep so as to give equal access to all age groups for ball games and space elsewhere for alternative pursuits. Play is carefully supervised by teaching assistants, lunchtime playground supervisors and teachers. The children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

This policy is reviewed every two years by staff, parents and pupils:
Last review date: November 2009

This policy has been up-dated after reference to:
Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).
Education and Inspections Act 2006
Part IV of the Disability Discrimination Act 1995
Learning behaviour: lessons learned (Steer 2009)