

## **Winchester House School Behaviour Policy**

Version 1

Responsible Governor: n/a

Last reviewed: 6th August 2019 (ECG)

10th June 2021 (AVM)

23<sup>rd</sup> January 2023

Adopted by Governors: n/a

Next review due: 23rd January 2026

## **1. Introduction; School Ethos and Core Values**

1.1 Positive behaviour is essential for a happy and productive school environment in which every child can flourish. Winchester House seeks to educate children to understand the importance and value of good conduct. Our code of behaviour, 'The Winchester House Way', is built around the core value of treating others how we would like to be treated.

1.2 The Winchester House Way (Appendix 1) provides pupils with clear guidance on the expectations of their behaviour at school. All pupils are made aware of this guidance, which is published in every tutor room.

1.3 We pride ourselves on the positive relationships that exist between staff and pupils along with the strength of our partnership with parents. Our Circle of Support (Appendix 2) outlines the different support available to the pupils in our care.

1.4 We believe that high standards of conduct are promoted more by encouragement and celebration of success than by use of sanctions. When unacceptable or undesirable behaviour is corrected this will often be done in terms of the Winchester House Way and Code of Conduct, explaining how the individual has failed to meet our everyday expectations. Our emphasis is strongly on the reward and praise of positive behaviours/expectations and the celebration of personal and collective achievement and success. All teaching staff use demonstrative responses in relation to children's work (including tickled pink & green for growth marking), behaviour and actions. House Points are awarded for work and conduct that is of a high standard throughout the school and all of these points add up to make the House Totals, which are displayed round school throughout the week to incentivise healthy competition in this area. This is carefully balanced by a sanction system which is sensitive to age and circumstance. This policy is therefore divided into Lower School (Nursery-Year 4) and Upper School (Year 5-8). A separate system of rewards and sanctions is run in the boarding community, details of which can be found in the Boarding Handbook. For serious matters within boarding however, this policy would be referred to.

1.4 Further to the Winchester House Way, pupils are expected to behave in a manner that reflects the best interests of the whole community.

## **2. Aims**

2.1 This policy is intended to support effective teaching, learning and personal development and to promote a culture within which positive and responsible behaviour is encouraged and celebrated and both individuals and the community, as a whole, can flourish. This happens in a variety of ways, including:

- The recognising and celebrating of pupil achievement
- A detailed pastoral care system
- A varied programme for Personal, Social, Health and Economic Education, to enable pupils to make appropriate and informed decisions about their lifestyle and conduct.

- An emphasis on moral and spiritual development through assemblies and Chapel
- A fair and consistently applied system of sanctions (with recognition of the context of the individual)
- Clear policies (e.g.; the Staff Code of Conduct and the Anti-Bullying Policy) and in specific areas (e.g., Acceptable Use of IT).

### **3. Staff expectations**

3.1 All staff are responsible for promoting high standards of behaviour. Staff are expected to set a positive example to pupils and to be effective role-models in their professional and personal conduct when exercising a duty of care. They must be familiar with and adhere to all the school's policies, in particular the Staff Code of Conduct.

3.2 Staff must be mindful of the school's responsibilities under the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the school will make reasonable adjustments to the procedures and sanctions listed here which it considers are appropriate in relation to that individual pupil's disability or needs. Staff will always consider the context and motive of a pupil's misbehaviour. The school will 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.

3.3 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Winchester House Way in every classroom
- Develop a positive relationship with pupils. This could include: - Greeting pupils at the door at the start of lessons, establishing clear routines; welcoming the pupils, asking for planners to be out, having a quick starter etc.
- Have a variety of ways of communicating expectations of behaviour, other than in a verbal way
- Highlight, promote and reward good behaviour

3.4 It is crucial that pupils perceive the Behaviour Policy of the School as fair. To this end, staff must be conscious of applying rewards and sanctions as consistently as possible. Any sanctions must be applied in accordance with the school's policies and procedures. The leading members of staff regarding the behaviour of pupils and the rewards and sanctions system are:

Upper School – the Deputy Head (Pastoral) and Heads of Section  
Bradshaw (Pre-Prep including EYFS) – Head of Bradshaw

These individuals are available to advise and support staff as needed. All matters of discipline can be discussed with HoDs, Heads of Sections, the Leadership Group and/or the Head. Any significant issues must be recorded and communicated fully/promptly to the relevant staff.

3.5 The pupil's Tutor and Head of Section will often be involved in a pastoral capacity in the process of giving minus points and they may also be involved in putting strategies in place

to try to avoid the more serious consequences, as necessary. In more serious cases the Deputy Head and/or Head will also be involved. The Tutor/Class teacher/Key Person must be involved in behaviour management at every stage so that he/she can monitor the child's behaviour. The Tutor will be the key person supporting the child through any breach of discipline and he/she will monitor the child's behaviour to limit the risk of recurrence of the same offence. The Tutor must contact the parent/carer if the child has received 3 Minus Points per half term. This will of course consider context as well as the individual needs of the child.

3.6 Records of sanctions must be entered in student diaries for Y3-8 and/or on the pastoral logging section of iSAMS. Any sanctions recorded in student diaries must be transferred to iSAMS by the tutor if not done by the awarding adult. A weekly report of minuses will be collated and circulated by the Head of Section/or Deputy Head and staff will be encouraged to pick up patterns that need wider intervention. Pupils whose behaviour is of particular concern will be discussed at the fortnightly Pastoral Management Group Meeting and where appropriate, at the weekly whole staff meetings. Tutors are expected to have follow-up conversations or communications with the child and their parents as necessary.

#### **4. Pupil expectations**

The school aims to offer pupils the chance of a fresh start at the beginning of a term and previous misdemeanours will not be held as a 'starting point' for sanctions imposed that term. However, there will be occasions when this will not be appropriate.

4.1 All pupils are expected to maintain the highest standards of conduct throughout their time at Winchester House and in any written or electronic communication regarding the school. Pupils are expected to respect the ethos of the school, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions.

4.2 There is a robust Anti-Bullying Policy in place. Issues are dealt with sensitively but firmly, with a strong emphasis on educating pupils; the development of positive relationships is promoted throughout the school.

4.3 All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils and prefects to set a good example to their peers, model appropriate behaviour and promote the values of the school.

4.4 The school reserves the right to consider under its disciplinary procedures any conduct which brings the school into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.

4.5 If any member of the school feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school as outlined in the Circle of Support (appendix 2). A formal Complaints Procedure also exists, and this is available on the school website.

## **5. Parent expectations**

Attempts to address most matters of continuing indiscipline stand a greater chance of success if the pupil's parents are on board with the process and supportive of the school's aims. To that end, the Tutor/Teacher/Key Person, Head of Section, Deputy Head (Pastoral) or Head will maintain contact with parents as deemed appropriate in any given matter.

5.1 Parents are expected to work with the school on any matters of disciplinary concern regarding their child. The school, most often the Tutor/Teacher/Key Person, or Head of Section, will always seek to inform parents of any disciplinary concerns on the day in question and parents will be invited into school for further conversations, if necessary.

5.2 The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour, parents are expected to support the ethos and disciplinary practices of the school.

5.3 Parents should trust that the school will always act with fairness and proportionality towards pupils and with the best interest of pupils firmly in mind, whether individually or as part of the wider school community.

5.4 Parents should raise any concerns regarding their child's behaviour in a timely fashion to the appropriate member of staff. In the first instance this is likely to be their child's Tutor/Teacher/Key Person but matters can, where necessary, be escalated to the Head of Section, the Deputy Head Pastoral or the Head. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this fails, parents may have recourse to the school's formal Complaints Policy (available on the school website).

## **6. Rewards and sanctions**

### **Rewards**

6.1 Staff can utilise a number of specific rewards and sanctions in order to reinforce the school's values and expectations and to further educate and encourage pupils towards positive behaviour. All members of staff are responsible for responding to both good and bad behaviour in a timely and proportionate way in order to uphold the school's core values and expectations.

6.2 Winchester House firmly believes that rewards promote positive behaviour. The following rewards can be utilised dependent on age and situation:

### **Bradshaw (Pre-Prep)**

- the display of children's work in the classroom, to other children in an assembly or to another teacher.
- showing or demonstration of special skills or achievements in an assembly or class.
- variety of awards used by individual teachers consistently across year groups e.g. stickers, beads in jar, smiley faces
- lunchtime award stickers for weekly targets e.g. to use our manners at the table
- Best Self certificates are awarded for modelling a WH Way value e.g. sharing or for a particular academic achievement.
- A display board charting children's achievements

- House Points - From Reception to Year 2, these give immediate personal recognition and affirmation of positive actions and achievements which also contributes to the success of the relevant house. Points are totalled on a termly basis. The winning House receives a cup (usually displayed by the Best Self board) and mirroring the winning House trip in the Upper School, children are given a reward such as a playtime and treat in the Secret Garden.
- Best Self Time - This is an amount of extra free time which is awarded to pupils in Year 1 and Year 2, who have successfully followed 'The Winchester House Way'. Each year group has timetabled slots at the end of the week with a range of chosen activities available. For those in Year 2, minutes of Best Self Time can be lost, and children must use this time for reflection, whilst the other children are participating in Best Self Time.
- Playtime stars - At Friday lunchtime, the class gaining the most playtime stars over the week (for playing well and clearing and lining up promptly) is announced. The class teacher then gives the class extra playtime at a suitable time.

### The Upper School (Year 3-8)

- the display of children's work in the classroom or to another teacher
- showing or demonstration of special skills or achievements in an assembly, class or tutor group.
- certain award stickers (often influenced by the age of the pupil)
- House Points - House points give immediate personal recognition and affirmation of positive actions and achievement which also contribute to the success of the relevant House. House Points are given for work of merit, particular acts of community spirit etc. They are recorded on the grid in the pupil school diary with the initials of the member of staff awarding the point. They are also recorded centrally on our iSAMS system. At the end of each term the winning House is announced and the individuals with the highest points are also identified and celebrated. Any pupil losing 10 or more House Points in a term may be required to have a restorative detention with the Head of Section or Deputy Head Pastoral to give an opportunity to reflect on how each of the Minus Points were accrued and to discuss next steps to avoid a repeat in future.
- Once pupils in Year 3 and 4 have received either 25 Bronze, 50 Silver, 75 Gold, 100 Platinum, 125 Diamond, 150 Head's Award House Points in a term, Tutors will ask them to see the Head who will provide them with the appropriate sticker and sign their pupil diary.
- Staff should remember that it is possible and often appropriate to award multiple House Points in a single instance, in keeping with the nature of the achievement. For larger house events or competitions, the School adopts two tiers of reward: For events or competitions involving all or a very large majority of pupils in each house (e.g. House Shout and House Matches), multiple House Points are awarded thus to the house (not the individual children): 1<sup>st</sup> place, 40 2<sup>nd</sup> place, 30 3<sup>rd</sup> place, 20 4<sup>th</sup> place, 10. Sometimes the totals awarded are considerably higher, for example the House Shout, which gives 1<sup>st</sup> place 400, 2<sup>nd</sup> place 300, 3<sup>rd</sup> place 200, 4<sup>th</sup> place 100.
- For events or competitions involving a minority of pupils in each house (e.g. the General Knowledge Quiz), multiple House Points are awarded thus: 25 1<sup>st</sup> place, 20 2<sup>nd</sup> place, 15 3<sup>rd</sup> place, 10 4<sup>th</sup> place, 5.
- Certificates of Achievement - These operate in Years 3 and 4 only as a 'bridge' between multiple House Points and a Head's Commendation. They are worth 5 House Points in a pupil's diary. The certificates allow significant achievements, which do not in themselves merit a Head's Commendation (see below), to be celebrated in the tutor groups or year groups and provide for a more immediate and tangible reward for personal successes.
- Head's Commendations - A Head's Commendation is worth 10 House Points and should be awarded for an outstanding achievement. A certificate is prepared for

presentation at the next appropriate assembly. Examples of what a Commendation could be for include:

- a single piece of work which is *exceptional* for that pupil;
- outstanding progress over a period of time / a number of pieces of work;
- outstanding and consistent attainment over a period of time / a number of pieces of work
- a single or multiple *exceptional* acts of community spirit / care of another;
- Other rewards - Many other certificates, awards and Colours are presented in assembly for musical, sporting and other achievements.

## **Sanctions**

6.3 Sanctions can be a necessary and helpful method of correcting poor behaviour and thereby educating children to better understand the school's core values and expectations and how to live well together in community. At all times staff should give due consideration to the individual circumstances of children (e.g. SEND issues, family circumstances, recent events in the child's life) so that reasonable adjustments are made and liaison with the pupil's Tutor/Teacher/Key Person may be needed before deciding on the punishment.

6.4 If a child receives more than 3 Minus Points a half term, then the Tutor must inform the parents and supportive strategies implemented. If the child receives 5 -10 Minus Points per half term, they will have regular reflection time with their relevant Head of Section. If they receive 10+ Minus Points per half term, they will complete reflection sessions with the Deputy Head Pastoral.

6.5 Telling the Truth. At Winchester House we value honesty very highly. We acknowledge that everyone makes mistakes from time to time and will look favourably on a child being honest and open if they have done so. We take lying seriously and consequences are likely to be escalated should a child not be forthcoming to staff when they know they are in the wrong.

6.6 Although by no means a definitive guide, the following tables are referred to and used by staff when considering suitable sanctions, the Tutor/Teacher/Key Person will be involved at all stages of the behaviour management:

**Under no circumstances will corporal punishment be threatened or administered.**

## Upper School (Year 3-8)

| Stage | Issue   | <b>Possible sanctions</b><br>- dependent on circumstances<br>- dependent on age  | Action by any one of...  |
|-------|---|--|--|
| 1     | <ul style="list-style-type: none"> <li>Minor infringement of school rules and or WH Way</li> <li>Incorrect equipment for the lesson</li> <li>Abuse of school uniform regulations</li> </ul>   | <ul style="list-style-type: none"> <li>Verbal reprimand</li> <li>Tutor/Class teacher informed</li> <li>Parents informed</li> </ul>   | Subject teacher<br><br>Class teacher/tutor                         |
| 2     | <ul style="list-style-type: none"> <li>Late Prep</li> <li>Continual minor infringements of the above</li> <li>Not following instructions</li> <li>Impoliteness</li> <li>Damage to Property</li> </ul>   | <ul style="list-style-type: none"> <li>Notification on ISAMS and action taken by staff</li> <li>Loss of time</li> <li>One Minus Point and/or a classroom detention/Reflection time (to be held by the member of staff involved)</li> <li>Tutor/Class teacher informed</li> <li>Parents informed</li> </ul> <p>• <b>Once 3 Minus Points are accrued</b>, the Tutor/Class teacher informs parents. Green behaviour card may be issued.</p>   | Subject Teacher<br><br>Tutor/Class teacher<br><br>Head of Section  |
| 3     | <ul style="list-style-type: none"> <li>Behaviour which impedes learning in class for them and others</li> <li>Not achieving reasonable expectations in lessons</li> <li>Continually off target in lessons</li> <li>Continually not handing in/not completing Prep</li> <li>Persistently late for lessons</li> <li>Offensiveness</li> <li>Disobedience</li> <li>Inappropriate use of language/swearing</li> <li>Persistently poor effort in lessons</li> </ul> | <ul style="list-style-type: none"> <li>Notification on ISAMS and action taken by staff</li> <li>Minus Point awarded and loss of time in the form of an Upper School Detention or Lower School loss of free time (Held by Head of Section)</li> <li>Referral to Head of Section</li> <li>Head of Department informed if necessary</li> <li>Tutor/Class teacher informed</li> <li>Parents informed</li> </ul> <p>• <b>Once 5 Minus Points are accrued</b> this results in an orange behaviour card being issued. After school (where possible) detentions by a member of LG.</p> | Subject Teacher<br><br>Tutor/ Class teacher<br><br>Head of Section |
| 4     | <ul style="list-style-type: none"> <li>Continual disruption to lessons</li> <li>Abuse of IT Facilities</li> <li>Verbal Abuse /aggressive language to</li> </ul>   | <ul style="list-style-type: none"> <li>Notification on ISAMS and action taken by staff</li> <li>Referral to Head of Section</li> <li>Referral to Deputy Head responsible for behaviour</li> </ul>  | Head of Section<br><br>Deputy Head                                 |



|   |   |  |   |
|---|---|--|---|
|   | <p>staff</p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Unacceptable physicality</li> <li>• Bullying</li> <li>• Clear involvement as a bystander in bullying/theft</li> <li>• Deliberate damage/vandalism to school property</li> <li>• Bringing the school into disrepute (during a fixture, school visit)</li> </ul>   | <ul style="list-style-type: none"> <li>• Meeting with Parents</li> <li>• Tutor/Class teacher informed</li> <li>• Red behaviour card issued.</li> <li>• After school detention – SLT</li> <li>• Internal suspension</li> <li>• 1 – 3 day suspension.</li> <li>• Formal Warning</li> </ul>   | <p>responsible for behaviour</p> <p>Any Deputy Head</p>   |
| 5 | <ul style="list-style-type: none"> <li>• Repeat offence of Stage 4 issues</li> <li>• Aggressively using obscene language directed at a member of staff</li> <li>• Unacceptable physicality (after intervention)</li> <li>• Physical assault</li> <li>• Bullying after intervention</li> <li>• Planned damage or vandalism</li> <li>• Serious health and Safety risk to others</li> <li>• Racist abuse</li> <li>• Sexual misconduct</li> </ul> | <ul style="list-style-type: none"> <li>• Notification on ISAMS and action by staff</li> <li>• Referral to Deputy Head responsible for behaviour</li> <li>• Referral to Head or other Deputy Heads</li> <li>• Meeting with Parents</li> <li>• Head of Section informed</li> <li>• Tutor/Class teacher informed</li> <li>• Suspension (3 days +)</li> <li>• Formal Warning.</li> <li>• Exclusion.</li> </ul> | <p>Deputy Head responsible for behaviour</p> <p>Head of Section</p> <p>Deputy Heads</p> <p>Head</p> |
| 6 | <ul style="list-style-type: none"> <li>• Repeat offence of Stage 5 issues</li> <li>• Use of www to publish photo/video images to abuse and/or undermine other pupils or teachers</li> <li>• Possession or use of drugs and or alcohol</li> </ul>  | <ul style="list-style-type: none"> <li>• Notification on ISAMS and action taken by staff</li> <li>• Referral to Head or Deputy Heads</li> <li>• Meeting with Parents</li> <li>• Head of Section informed</li> <li>• Tutor/Class teacher informed</li> <li>• 5 days + Suspension</li> <li>• Permanent exclusion</li> </ul>  | <p>Deputy Head responsible for behaviour</p> <p>Deputy Heads</p> <p>Head</p>                        |

## Bradshaw (Pre-Prep)

| Stage | Issue   | <b>Possible sanctions</b><br>- dependent on circumstances<br>- dependent on age   | Action by any one of...                                     |
|-------|---|---|---|
| 1     | <ul style="list-style-type: none"> <li>Minor infringement of school rules and or WH Way</li> </ul>  | <ul style="list-style-type: none"> <li>Verbal reprimand</li> <li>Tutor/Class teacher informed</li> </ul>  | Subject teacher<br>Class teacher/tutor                      |
| 2     | <ul style="list-style-type: none"> <li>Continual minor infringements of the above</li> <li>Not following instructions</li> <li>Impoliteness</li> <li>Damage to Property</li> </ul>  | <ul style="list-style-type: none"> <li>Reflection time/Time out (to be held by the member of staff involved)</li> <li>Tutor/Class teacher informed</li> <li>Parents informed</li> <li>Specialist staff informed</li> <li>Behaviour plan discussions begin</li> <li>Green card</li> <li>In Year 2, one minute of Best Self Time is lost</li> </ul>   | Subject Teacher<br>Tutor/Class teacher<br>Head of Bradshaw  |
| 3     | <ul style="list-style-type: none"> <li>Behaviour which impedes learning in class for them and others</li> <li>Not achieving reasonable expectations in lessons</li> <li>Continually off target in lessons</li> <li>Offensiveness</li> <li>Disobedience</li> <li>Inappropriate use of language/swearing</li> </ul> | <ul style="list-style-type: none"> <li>Notification on ISAMS/My Concern and action taken by staff</li> <li>Longer periods of Reflection time/Time out (to be held by the member of staff involved)</li> <li>Referral to Head of Bradshaw</li> <li>Tutor/Class teacher informed</li> <li>Specialist staff informed</li> <li>Parents informed</li> <li>Behaviour plan set up and shared with all relevant parties</li> <li>Orange card</li> <li>In Year 2, three minutes of Best Self Time is lost</li> </ul> | Subject Teacher<br>Tutor/ Class teacher<br>Head of Bradshaw |
| 4     | <ul style="list-style-type: none"> <li>Continual disruption to lessons</li> <li>Abuse of IT Facilities</li> <li>Verbal Abuse /aggressive language</li> </ul>  | <ul style="list-style-type: none"> <li>Notification on ISAMS/My Concern and action taken by staff</li> <li>Referral to Head of Bradshaw</li> <li>Referral to Deputy Head responsible for behaviour</li> </ul>   | Head of Bradshaw<br>Deputy Head                             |

|   |   |  |  |
|---|---|--|--|
|   | <p>to staff</p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Unacceptable physicality</li> <li>• Bullying</li> <li>• Vandalism to school property</li> <li>• Bringing the school into disrupt (school visit)</li> </ul>  | <ul style="list-style-type: none"> <li>• Meeting with Parents</li> <li>• Tutor/Class teacher informed</li> <li>• Internal suspension</li> <li>• 1 – 3 day suspension.</li> <li>• Formal Warning</li> <li>• Red card</li> <li>• In Year 2, five minutes of Best Self Time is lost</li> </ul>  | <p>responsible for behaviour</p> <p>Any Deputy Head</p>  |
| 5 | <ul style="list-style-type: none"> <li>• Repeat offence of Stage 4 issues</li> <li>• Aggressively using obscene language directed at a member of staff</li> <li>• Unacceptable physicality (after intervention)</li> <li>• Physical assault</li> <li>• Bullying after intervention</li> <li>• Planned damage or vandalism</li> <li>• Serious health and Safety risk to others</li> <li>• Racist abuse</li> <li>• Sexual misconduct</li> </ul> | <ul style="list-style-type: none"> <li>• Notification on ISAMS/My Concern and action by staff</li> <li>• Referral to Deputy Head responsible for behaviour</li> <li>• Referral to Head or other Deputy Heads</li> <li>• Meeting with Parents</li> <li>• Head of Bradshaw informed</li> <li>• Tutor/Class teacher informed</li> <li>• Suspension (3 days +)</li> <li>• Formal Warning.</li> <li>• Exclusion.</li> </ul> | <p>Deputy Head responsible for behaviour</p> <p>Head of Bradshaw</p> <p>Deputy Heads</p> <p>Head</p> |

## **7. Restraint**

7.1 It is only ever appropriate to prevent a pupil from doing one or more of the following:

- Causing personal injury to themselves or others or causing damage to property

Having given a verbal warning only use the minimum amount of force required for the shortest amount of time. The application of force might involve:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing/pulling
- leading a pupil by the hand or arm
- shepherding a pupil by placing a hand in the centre of the back

Staff should continue attempting to communicate with pupil throughout the incident and reassure that physical contact or restraint will stop as soon as it ceases to be necessary. Any incident which requires a member of staff to use restraint should be recorded in writing and submitted to the Deputy Head Pastoral and recorded; parents should be informed of the incident on the same day or as soon as is reasonably practicable.

## **8. Boarding**

8.1 The Boarding House operates its own systems of reward and sanction on the principle that it needs to be seen as separate from the discipline structure of the school, as a child's family home is also separate. Positive behaviour in the Boarding House is reinforced with rewards, and poor behaviour is sanctioned. Sanctions during the school day are not transferred to the Boarding House.

8.2 Rewards in the Boarding House include:

- verbal praise
- Staff email parents to share the positive behaviour.
- Star charts/reward systems for dorms
- Year 8 pupils have the opportunity to have roles of responsibility
- Year 8 separate film night - 12A

8.3 Sanctions in the Boarding House:

- Verbal warning
- Loss of free time or privileges (this could take the form of 'Beds')
- Carry out a useful task or an extra boarding chore (which is not demeaning)
- Ban from areas on site if poor or unsafe behaviour has been displayed in a specific area.
- Boarding suspension
- Spoken to by Head of Boarding/Deputy Head Pastoral, if repeated offensive
- Email/phonecall or face to face meeting with parents if no improvement

8.4 Children are informed of these rules on induction to the Boarding House and reminded regularly at Boarding meetings when they are rewarded or sanctioned. On a daily basis, these rules are also reinforced in a 'soft' approach through the way in which staff interact with children. Boarders and their parents will sign the Boarding Expectations when they begin their boarding experience.

8.5 Although the Boarding House Rewards and Sanctions do operate separately to the rest of the school, Tutors and other pastoral day staff are informed as necessary of any particular incidents in the Boarding House requiring awareness and everything is logged on iSAMS or MyConcern.

## **9. Misbehaviour outside of school**

9.1 On occasion the school may apply this policy to misbehaviour that occurs whilst pupils are outside the school should pupils be:

- taking part in any activity organised by the school, or related to the school
- travelling to and from school
- wearing school uniform
- identifiable as a student of the school.
- continuing to impact upon on the actions, wellbeing or relationships of other pupils or themselves

9.3 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 or member of the public, or where the reputation of the school may be negatively impacted because of the misbehaviour. Serious misbehaviour outside of school will be dealt with in accordance with the school's Behaviour Policy.

Appendix One – The Winchester House Way



## Appendix Two – Circle of Support

