

## St George's School Windsor Castle Boarding House - Behaviour, Sanctions and Support Policy



### Introduction

In the Boarding House we seek to develop **happy and confident children**. The boarding house is a safe environment where each individual is valued and respected by the community regardless of race, gender or ability and offered the maximum opportunities to reach their full potential. We are keen to develop in the boarders a good sense of citizenship and thus expect good behaviour. The House Parents are ultimately responsible for the general discipline within the boarding house with the assistance of the Assistant House Parent, Matrons and Graduate Students. The Table of sanctions below details involvement of other school staff and governors. The school does not use or condone any form of corporal punishment. Nor are idiosyncratic sanctions employed. It is the policy of the school to never use physical force to restrain a child, unless the student is in danger of self-harming or harming others (See *Safeguarding Policy*).

Incidents of poor behaviour are dealt with according to the stages described in this policy (below).

### Bullying

Any incidents of bullying will be dealt with according to the school's Anti Bullying Policy and recorded on the Bullying Log.

### Child-on-Child Abuse

Any incidents of Child-on Child Abuse will be dealt with according to the school's Safeguarding and Child Protection Policy, which details support for boarding students (both for victim and perpetrator), roles and responsibilities of designated staff, and response to incidents of abuse, including disciplinary action. Measures to prevent child-on-child abuse are also documented in the policy, such as:

- Staff supporting and creating an atmosphere and culture of openness, where unacceptable behaviour, banter culture, and sexual harassment are challenged and reported.
- Staff understanding the types of child-on-child abuse.

Within the boarding house, further measures to prevent child-on-child abuse are in place:

- Risk assessments for overnight supervision and supervision at sensitive times such as dressing/undressing and showering.

- A variety of channels of communication (such as post boxes, informal discussion, phone numbers, email addresses) for boarders to alert House Staff and other appropriate adults of inappropriate behaviour.

## **SEND**

Under the Equality Act (2010) we are mindful of the need to apply reasonable adjustments for children with special educational needs/disabilities. Staff know which students have SEND needs through individual student plans and would use strategies outlined when dealing with behavioural issues. If the behaviour persists staff inform the Head of Learning Enrichment and the relevant Pastoral Lead who make observations, provide alternative strategies or work with the student to address specific issues.

## **Corporal Punishment**

In line with legislation, the school does not permit in any form the use of corporal punishment and does **NOT** allow any employee, whether teacher, classroom assistant or member of support staff, to impose or threaten any form of corporal punishment.

## **Restraint**

On the very rare occasion that a member of staff needs to restrain a child, they may **ONLY** do so when:

- A student is in danger of physically harming another child/ teacher;
- A student is in danger of physically harming themselves.

Any restraint used must be a proportionate response to the likelihood of harm being suffered / inflicted. Should a teacher / member of support staff need to restrain a student, the incident should be reported to the Head as soon as is practicably possible and this will be logged in the Restraint Register (held in the Head's office). In the event of a child having to be restrained, the parents will be informed as soon as possible. Refer to the Professional Code of Conduct for Staff.

## **Searching a Student/Students' Possessions**

This is covered in the Whole School Policy: *Searching a Student's/Students' Possessions*. In particular, the following section is of importance in the boarding house:

*For boarding students, should a student's possessions and/or their own personal area of the boarding need searching, then this will be carried out by one of the House Parents with another member of staff present. Should this not be possible, then the search will be carried out by a member of the SLT with a member of the boarding staff present (the*

*Assistant House Parent, or one of the Matrons). At all times any such search will be conducted sensitively.*

Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

### **Internal Suspension**

Should a student display behaviour relevant to the Serious Sanctions section of the list below, they will be sent directly to the Head of Prep. The incident will be investigated and the student concerned will have the opportunity to discuss their behaviour and produce a written account of the incident. Following consultation with the Head, the Head of Prep will arrange a meeting with the parents of the child to explain the incident and inform them of the Internal Suspension in writing (a copy of which will go in the student's file), should this be deemed necessary. An Internal Suspension requires the student to work independently from their class for all timetabled lessons for the period of one or two days. The student will be supervised by a member of staff and will have appropriate work set by the subject teachers to complete. They will have a short break in the morning and will be escorted to and from lunch at the usual time.

### **External Suspension**

Should a student commit a more serious offence or not respond to any of the above sanctions, the Head, or the Head of Prep in their absence, has the right to suspend a student from school for a period of time. This will only be applied after consultation with the Chair of Governors or other appointed Governor, and parents, wherever possible, will be present at the suspension interview.

### **Exclusion**

The Head may use the sanction of exclusion in extreme circumstances, once all other sanctions, including suspension, have been exhausted. Exclusion will be for a fixed number of days. Parents will always be present for such a meeting when this sanction is imposed. Some instances of exclusion may happen suddenly, when for example the behaviour of a particular child is seen to threaten the moral or physical wellbeing of other students in the school. In very exceptional circumstances a child may be excluded permanently from school. Any decision to exclude a student will only be taken following consultation with senior colleagues and with the agreement of the Chair of Governors.

It must be stressed that, whilst these sanctions are in place, suspensions and exclusions are extremely rare.

### **Record Keeping**

Reports on poor behaviour are recorded on the school's CPOMS database. Verbal evidence is also collected at staff meetings or in other meetings with relevant colleagues and will be recorded electronically on CPOMS.

There is regular communication between teaching staff/form teachers and senior staff at all times regarding student behaviour.

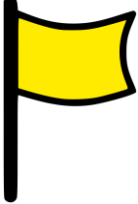

### **Sanctions and Rewards**

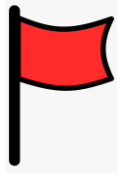
The simple notion that if the children wish to be treated reasonably and fairly, then they must behave in a reasonable and fair way is used to direct affairs in the boarding house. Boarders are expected to treat others with dignity, kindness and respect, whether in school or off-site, and whenever online. For excellent citizenship the following rewards are deemed appropriate:

- Positive reinforcement
- School House Points (pluses)
- Choosing Supper as *Boarders' Choice*
- Sweets can be given from time to time by House staff, but this should be seldom
- Lengthier periods of reading time
- Treats such as hot chocolate

The Behaviours and Sanctions table below will be used in the case of misbehaviour:

	<u>Behaviours</u>	<u>Strategies</u>	<u>Possible Sanctions and Support by Member of staff</u>
<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>• Talking when they should be listening/reading</li> <li>• Disrupting others during study/prep</li> <li>• Untidiness (not putting prep, kit, clothes away)</li> <li>• Talking after lights out</li> <li>• Entering boarding house during the day</li> <li>• Late for Breakfast</li> <li>• Late for Music Practice</li> <li>• Eating in dorms</li> </ul> <p>Dining room, Playground, Corridors</p> <ul style="list-style-type: none"> <li>• Playing with food</li> <li>• Being too loud</li> <li>• Running</li> <li>• Hurting another student accidentally</li> </ul> <p><b>SEND – use strategies in individual student plans.</b></p>	<ul style="list-style-type: none"> <li>• <b>Non-verbal signals:</b> eye contact, raised eyebrows, disapproving or stern look, the 'waiting game', silence, placing yourself close to the child.</li> <li>• <b>Praise/reward</b> a child who is doing well</li> <li>• <b>Pre-empt problems</b> by intervening in potentially explosive situations to prevent behavioural incidents</li> <li>• <b>Avoid confrontation</b> as this can cause some children to be openly defiant, especially in front of an audience. Avoid a battle of wills – talk quietly to the child away from the audience.</li> <li>• <b>Give 'time out'</b> away or a 'get out clause' from a situation allowing them time to reflect and change their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warning and explanation of what they could do differently</li> </ul> <p><b><u>Not Recorded – Inform all the House Staff</u></b></p> <p><b><u>If the boarder does not respond over an appropriate period of time to be decided by House Parents then move to Yellow Flag</u></b></p>

	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions and Support by Member of staff</u>
<p><b>Yellow Flag</b></p> 	<ul style="list-style-type: none"> <li>Continued poor behaviour and not responding to Verbal Warning (generally one would give a Verbal warning, followed by "Final Warning", if continued behaviour, then Yellow Flag. In the case of talking after lights out, a Yellow Flag should immediately follow a verbal warning</li> <li>Verbal unkindness</li> <li>Making excessive noise after lights out or before wake-up (creating disturbance)</li> <li>Hurting another student</li> <li>Entering out-of-bounds areas</li> <li>Keeping or eating food in dorms</li> </ul>	<ul style="list-style-type: none"> <li>Record incident on CPOMS - copy to Form Tutor, Matrons, Assistant House Parent, House Parents</li> <li>Parents informed of sanction by House Parents</li> </ul>	<ul style="list-style-type: none"> <li>Sanction – loss of 10-20 minutes free time (according to age and stage), preferably in the evening, for the child to reflect on their behaviour and how they can improve. At the end of the time period, ask the child what they have considered and how they can respond positively</li> <li>In order to support the student, staff discuss and explain the procedure.</li> </ul> <p><b><u>If undesirable behaviour is repeated within a week then move to Amber Flag</u></b></p>
	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions and Support by Member of staff</u>
<p><b>Amber Flag</b></p> 	<ul style="list-style-type: none"> <li>Continued poor behaviour (Yellow Flag behaviour repeated within a week.)</li> <li>Repeated verbal unkindness, mocking others</li> <li>Student challenging staff member in an inappropriate way.</li> <li>Student putting another student at risk of harm.</li> <li>Deliberately ignoring warnings or requests</li> <li>Swearing (as an interjection)</li> <li>Entering dangerous/sensitive out-of-bounds areas</li> </ul>	<ul style="list-style-type: none"> <li>Record incident on CPOMS – copy to Pastoral Lead (Years 4-6)/Head of Years 7&amp;8, Form Tutor, Matrons, Assistant House Parent, House Parents</li> <li>Parents informed of sanction by House Parents</li> </ul>	<ul style="list-style-type: none"> <li>Student meets with Pastoral Lead (Years 4-6)/Head of Years 7&amp;8 to establish what support is needed e.g. meeting with parents, monitoring, suggested strategies to student, SEND liaison (if necessary).</li> <li>Support plan in place and monitored by House Parents</li> </ul> <p><b><u>If repeated then move to Red Flag</u></b></p>

	<ul style="list-style-type: none"> <li>• Hurting another student deliberately</li> <li>• Hurting another student deliberately online</li> <li>• Entering someone else's account without changing or sending anything</li> <li>• Inappropriate use of images</li> <li>• Use of images to hurt another student</li> <li>• Entering someone else's IT account and searching</li> <li>• Deliberately not handing in phone/device</li> <li>• Reported misbehaviour during Wednesday leave-out (Y7&amp;8)</li> </ul>		
	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions</u>
<p><b>Red Flag</b></p> 	<ul style="list-style-type: none"> <li>• Racist, discriminatory or sexual language towards students or staff</li> <li>• Continued poor behaviour and not responding to Amber flag.</li> <li>• Being physically or emotionally violent to another student</li> <li>• Using abusive language/swearing to defame/upset</li> <li>• Continued disruptive behaviour after a sanction</li> <li>• Defacing/deliberately damaging school property</li> <li>• Entering someone else's IT account, changing, posting or sending something</li> <li>• Inappropriate use of images</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Head of Prep and the House Parents to review and develop a support plan</li> <li>• Use of a monitoring card</li> <li>• Parents meet Pastoral Lead and House Parents</li> <li>• Record incident on CPOMS</li> <li>• Parents informed of sanction by the Head of Prep School</li> </ul>	<ul style="list-style-type: none"> <li>• Students meet with Pastoral Lead &amp; House Parents to establish what support is needed e.g. monitoring, suggested strategies to teachers and student, Learning Enrichment liaison.</li> <li>• Student to complete a reflection sheet</li> <li>• SLT sanction Head of Prep School</li> </ul> <p style="text-align: center;"><b>If repeated then move to Serious Sanctions</b></p>

	<ul style="list-style-type: none"> <li>Bringing dangerous items into the boarding house/dorms</li> </ul>		
	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions</u>
<b>Serious Sanctions 1</b>	<ul style="list-style-type: none"> <li>Severe levels of disrespect</li> <li>Repeated physical violence to a student</li> <li>Repeated destruction of school property</li> <li>Repeated Racist, discriminatory or sexual language</li> <li>Exploiting and creating sexual imagery with others in the school community</li> <li>Exiting boarding house after lights out</li> <li>Girls in boys' dorms/boys in girls' dorms when both sexes are boarding</li> </ul>	<ul style="list-style-type: none"> <li>Record incident on CPOMS copy to Relevant Pastoral Lead, Head of Prep, relevant SLT, Pastoral lead, Form Tutor</li> <li>Student sent directly to Head of Prep School</li> <li>Parents informed and asked to meet Head of Prep School</li> <li>Letter detailing Internal Suspension sent to parents by Head of Prep School</li> <li>Copy of letter and details kept in student file</li> </ul>	<ul style="list-style-type: none"> <li>Internal suspension</li> </ul>
<b>Serious Sanctions 2</b>	<ul style="list-style-type: none"> <li>Continuing incidents of a serious sanction level.</li> <li>Being physically violent to a member of staff</li> <li>Malicious allegations.</li> <li>Sharing images of a sexual nature on a social media site where members of the public can view them.</li> </ul> <p>Allegations against a member of staff should be dealt with according to the</p>	<ul style="list-style-type: none"> <li>Student sent to Head of Prep School informed</li> <li>Record on CPOMS and copy to SLT, Form Tutor and the Head</li> <li>Chair of Governor's informed</li> </ul>	<ul style="list-style-type: none"> <li>External suspension</li> <li>Exclusion from school</li> </ul>



	Whistleblowing procedures, in the Safeguarding Policy. <ul style="list-style-type: none"><li>• If found to be malicious then follow the action listed.</li></ul>	<ul style="list-style-type: none"><li>• Parents informed and meet with Head</li></ul>	
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**Reviewed by JO&AO: July 2023**

**Next Review: July 2024**