



Swanbourne House Rewards and Sanctions Policy

Name:	Rewards and Sanctions Policy
Applies to:	Whole School including EYFS
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Contributors:	Head of Lower School
Owner:	Deputy Head Pastoral
Approved by:	Head
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Aim

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 recognition, appreciation and celebration of pupils' achievements in all aspects of school life
- A comprehensive, multi-layered and co-ordinated pastoral care system
- A robust and wide-ranging programme for Personal, Social, Health and Economic Education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct
- A strong emphasis on spiritual, moral, social and cultural development through the role of whole-school and year group assemblies and Chapel
- A fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole

Clear policies and codes of conduct which promote responsible behaviour, both in general conduct (e.g. the Staff Code of Conduct and the Anti Bullying Policy) and in specific areas (e.g. Acceptable Use of ICT, Mobile Phones and other Electronic Devices).

School Ethos and Core Values

Positive behaviour is essential for a happy and productive school environment in which every child can flourish. Swanbourne House seeks to educate children to understand the importance and value of good conduct. Our code of behaviour, 'The Swanbourne Way', is built around the core values of kindness, curiosity and effort.

The Swanbourne Way provides pupils with clear guidance on the requirements and expectations of their behaviour at school. This charter was contributed to equally, and agreed by, staff and pupils together. All pupils are made aware of this guidance, which is published in every form room.

We pride ourselves on the positive relationships that exist between staff and pupils along with the strength of our partnership with parents. 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 Swanbourne Way, explaining how the individual has failed to meet our everyday expectations.

The Swanbourne Way – Main House

- We are kind to each other in what we say and what we do
- We do not hurt others with words or actions
- We are honest and take responsibility for our mistakes
- We are motivated and try our best in every situation
- We treat our school, our belongings and nature with respect

The Swanbourne Way – Manor House

- We use kind words and include others
- We use gentle hands and gentle feet
- We are honest, we tell the truth, even when it is hard
- We always try our best
- We treat our school, our belongings and nature with respect

Further to this guidance, pupils are expected to behave in a manner that reflects the best interests of the whole community. This is achieved by doing the following:

- Attending school and lessons punctually
- Adhering to the dress code
- Caring for the buildings, furniture and equipment
- Participating in the 'Beyond' programme
- Being fair and considerate at all times
- Demonstrating initiative
- Accepting responsibility
- Promoting tolerance and celebrating different faiths, beliefs and cultural traditions
- Complying with the school rules and regulations

Staff Expectations

Staff have both a duty of care and a responsibility for promoting high standards of behaviour amongst the pupil body. This covers all formal activities such as lessons or extracurricular sessions,

leisure time around Swanbourne on any school-related activity away from the site and/or outside term, such as trips (either day or residential).

The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.

Swanbourne pupils demonstrate progress and success in a wide variety of activities and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the school for commending effort and achievement.

Any sanctions employed must be applied fairly, consistently and in accordance with the school's policies and procedures. The more serious offences will be dealt with by the Head of Year/Section, Tutors, the Deputy Head Pastoral, Deputy Head Academic, Head of Lower School and the Head. Staff are expected to communicate any significant disciplinary issues fully and promptly to them as required. It is important that the class teacher implements their own classroom-based rules or reflection work to help support high levels of classroom expectations. If further support is required then the issue is passed onto the Head of Key Stage, Head of Department and/or Tutors, followed by Head of Middle/Upper School Senior tutors and Head of House and then the Deputy Head or Head of Lower School.

All teaching staff have the right to issue rewards and sanctions whilst the child is in school or involved in a school trip. Non-teaching staff may use verbal praise or verbally reprimand a child but rewards and sanctions may only be issued after consultation with a member of teaching staff.

The Tutor's (Form or Personal) must be involved in behaviour management at every stage so that he/she can monitor the child's behaviour. In the case of poor behaviour, it is important that disciplinary problems are not escalated just because they become of sudden concern. The Tutor will be the key person supporting the child through any breach of discipline and he/she will monitor the child's behaviour in order to limit the risk of recurrence of the same offence. The Tutor must make contact with the parent/carer if the child has received 3 minuses per term.

Records of sanctions must be entered on the pastoral logging section of iSAMS – this can be a Tutor concern, organisational concern or pastoral concern. **A report of minuses will be collated periodically and circulated by the Head of Section tutors, Head of House and/or Deputy Head Pastoral** and staff will be encouraged to pick up patterns that need wider intervention. The Heads of House should pick up patterns within their House. Pupils whose behaviour is of particular concern will be discussed at pastoral meetings and at the bi-weekly whole staff meetings. Tutors are then expected to have follow-up conversations or communications with the child and their parents as necessary.

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. Staff must at all times be mindful of the school's expectations with regard to aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including

electronic), use of social networking sites, the dangers of favouritism or victimisation, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the school's policies in these areas, in particular the Staff Code of Conduct.

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. The Tutor, Head of Middle/Upper school, Heads of House and Deputy Head Pastoral will work closely with the SEND department.

Swanbourne House School rejects the use of corporal punishment.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All teachers who are effective discipline managers plan for discipline just as carefully as they prepare their lessons. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on primary behaviour and will ensure that everyone's rights are maintained.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Swanbourne Way [and Golden Time system in Lower School] in every classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the door at the start of lessons
 - Establishing clear routines; welcoming the pupils, asking for equipment to be ready, having a quick starter
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using the verbal warning escalation process to deal with any disruptive behaviour
 - Ensuring that the need of every child is taken into account. (differentiated behaviour plans might be required for specific pupils)
 - Adopt the method of 'Connection before Correction'

Unacceptable Behaviour is that which can damage/hurt (in any way) a person or their property; that which is offensive or inconsiderate; that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few and should be stated positively and clearly. Children should always be aware of why they exist. The Swanbourne Way should be well-known to all and reinforced consistently.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the 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 Child Protection and 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.

Pupil Expectations

All pupils are expected to maintain the highest standards of conduct throughout their time at Swanbourne House and in any written or electronic communication regarding the school. They should exercise common sense, decency and self-discipline, both in public and in private, and the school attaches a high importance to good manners, punctuality and taking a pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. 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.

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

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.

Members of the school are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside term. 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.

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, such as the Tutor, Head of House, Head of Year, Deputy Head Pastoral, Deputy Head Academic or the Head. A formal Complaints Policy also exists, and this is available on the school website.

Parent Expectations

Parents are expected to work with the school on any matters of disciplinary concern regarding their child. The school, most often the Form Tutor in Lower School, Tutor, Head of House or Head of Year Group, 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.

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.

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.

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 but matters can, where necessary, be escalated to the Head of Year, Head of House, the Deputy Head Pastoral and the Head. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the Stowe Group's formal Complaints Policy which is available on the school website.

Rewards and Sanctions

Staff can utilise a number of specific rewards and sanctions 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. There are a number of behaviour management tools available, and these must be utilised in a fair, consistent and proportionate manner.

Swanbourne House firmly believes that rewards promote positive behaviour.

The following rewards can be utilised:

- Staff are encouraged to give appropriate verbal praise
- Conduct House Point and House Point stickers and Swanbots (EYFS-Year 4)
- Celebration Assemblies

More formally, we can record children's academic and pastoral achievements through a House Point system, which contributes towards the highly competitive House Competition which runs each term:

- House Points (for good effort / work in the classroom)
- Conduct House Points (for acts of good conduct/kindness/respect)
- Send-Ups (for excellent academic achievement, worth four House Points, and read out in Assembly by the Head)
- Conduct Send-Ups (for acts of excellent conduct/kindness/respect, worth five House Points, and read out in Assembly by the Head)

- Colours (half and full) are awarded for effort and commitment in sport, the Arts, and Academic work
- There is also a 'Head's Award' for outstanding contribution or achievement in one particular area
- Positive behaviour gives leadership opportunities for Year 8 pupils. Positions of responsibility within the school are by application
- Prizes for good citizenship and responsibility are awarded at final Prize Giving in the Summer Term.
- The winning House each term will be invited to attend a House Reward Event. The pupil with the highest House Points in the non-winning houses will also receive an invite as a guest to this event.

Sanctions may be necessary at times, but they are always intended to be used as a supportive and educative tool, helping pupils to reflect on their behaviour and to better understand the school's core values, expectations, and how to live well together within a caring community. All staff may need to address and sanction behaviour from time to time; however, this should always be done with sensitivity and compassion. Staff must give careful consideration to the individual circumstances of each pupil (including SEND, family circumstances, or recent events in a pupil's life) and ensure that reasonable adjustments are made where appropriate. In most cases, it may be helpful to consult with the pupil's Tutor, Head of Year, or Deputy Head (Pastoral) before deciding on an appropriate response.

Open discussion of pupils in staff meetings is encouraged in order to support consistency, shared understanding, and the best possible outcomes for each child. Where pupils have diagnosed behavioural difficulties, staff may need to work closely with the Learning Support Department, parents, and, where appropriate, external agencies to ensure that any sanctions form part of a wider package of pastoral support.

Although by no means a definitive guide, the following table is referred to and used by staff when considering suitable sanctions, the Tutor will be involved at all stages of the behaviour management:

Stages of Behaviour Management			
Stage	Concern	Possible Sanctions Dependent on Circumstances and Age	Action by Any One Of
1	• Minor infringement of school rules and/or Swanbourne Way • Not following instructions • Not following the school uniform regulations	• Verbal correction • Class teacher discussions • Tutor log on Isams • Loss of Golden Time	• Subject Teacher • Form Teacher • Personal Tutor • Head of House
2	• Non-attendance at department clinics • Continual minor infringements of school	• Notification on ISAMS and action by staff • Departmental clinic and Reflection	• Subject Teacher • Form Tutor • Personal Tutor • Head of House

	- rules and/or Swanbourne Way • Impoliteness/Lack of respect • Minor damage to Property • Repeat of Stage 1	• Form/Personal Tutor informed • Parents/guardians informed • Loss of Golden Time • Movement down the behaviour cloud (Reception – Y2)	• Head of Section
3	• Behaviour which impedes learning in class for them and others • Not achieving reasonable expectations in lessons • Continually off target in lessons • Persistently late for lessons • Offensiveness • Disobedience • Inappropriate use of language • Persistently poor effort in lessons • Repeat of stage 2	• Notification on ISAMS and action by staff • Middle/Upper School Reflection • Minus • Referral to Senior Tutor/ Head of Section • Head of Faculty informed • Tutor informed • Parents informed, and meeting required • Mediation – Tutor and Head of Year • Conduct report card issued. (Green/Orange)	• Subject Teacher • Form Tutor • Personal Tutor • Head of House • Head of Section • KS Lead • Deputy Head, Pastoral.
4	• Continual disruption to lessons • Abuse of IT Facilities • Inappropriate language to staff • Theft • Unacceptable physicality • Bullying (including cyber and discriminatory – bullying) • Clear involvement as a bystander in bullying/theft • Deliberate damage/vandalism to school property • Bringing the school into disrupt (during a fixture, school visit)	• Notification on ISAMS and action by staff • Referral to Head of Section or KS Lead • Referral to Deputy Head • Referral Head of Lower School • Meeting with Parents • Tutor involved in all discussion • Head of Section or Head of House reflection – Middle Leader • After school reflection - SLT • Internal suspension • 1 – 3 day suspension • Formal Warning	• Head of Middle/Upper School • Head of House • Head of Lower School • Deputy Head, Pastoral
5	• Repeat offence of Stage 4 issues • Aggressive/inappropriate language to staff • Unacceptable physicality (after intervention)	• Notification on ISAMS and action by staff • Referral to Deputy Head, Pastoral • After school reflection - SLT • Referral to Head	• Head of Lower School • Deputy Head, pastoral • Deputy Head's • Head

	• Bullying (including cyber and discriminatory bullying) after intervention • Planned damage or vandalism • Serious Health and Safety risk to others • Racist language or actions • Inappropriate physical contact	• Meeting with Parents • Head of Section informed • Tutor informed • Suspension (3 days +) • Formal Warning • Exclusion • Conduct card issued (orange/red)	
6	• Repeat offence of Stage 5 issues • Use of internet to publish photo/video images to abuse undermine teachers • Possession or use of illegal substances	• Notification on ISAMS and action by staff • Referral to Head or Deputy Head's • Meeting with Parents • Senior Tutor or KS Lead informed • Tutor informed • 5 days + Suspension • Permanent exclusion	• Deputy Heads • DSL • Head

A Minus may be awarded by any teaching member of staff to a pupil who fails to fulfil one or more of the expectations of the Swanbourne Way, or there is repeated low level behaviour in the classroom. The Minus should only be applied after an appropriate warning/s has been given to the pupil along with an opportunity to correct the behaviour if possible.

Discussions or reflective work within the classroom can be issued and this may address the low level before it escalates to a Minus or Tutor discussion. A Minus will be calculated against House Points for each individual pupil and will deduct two House Points from the individual pupil, and therefore also the House. A Minus is an important indicator of poor behaviour and must be recorded in the Pastoral logging section of iSAMS, which must be copied to the child's Tutor, the Head of Year Tutor, the Head of House, the Deputy Head Pastoral (oversight into the allocation of a minus will always take place). Staff must also apply and record an appropriate sanction, as listed below:

- Admonishment
- Letter of apology
- Year group reflection (Middle/Upper school)
- Department /House Clinic or service
- Carry out a useful task (which is not demeaning)
- Ban from areas on site
- Conduct card (Green/Orange/Red)
- Shadowing-which is when a pupil is instructed to stay under direct supervision of a member of staff

The child's Tutor should monitor sanctions received. If a child receives 3 minuses per term then a phone call home from the Tutor and/or Head of House and 'Swanbourne Service'. If they receive

more than five minuses in a term, the child would not be allowed to attend that term's House Reward (formally League Feast) if their House were to win the House Competition and they will complete 'Extended Swanbourne Service'. The Head of House/and or Deputy Head Pastoral would inform the parents and child. If the child receives more than 5 minuses per term they will complete a 'behaviour to learn' workshop with the Deputy Head Pastoral.

A Green/Orange/Red Conduct card might be used to correct behaviour at stage 3 or above of the rewards and sanction policy. These can only be issued by the Head of Middle/Upper School or Deputy Head Pastoral or Head of Lower School. If a pupil goes into the Conduct Card, there has to be consultation with parents and specific targets agreed. The pupil will stay on this card for 2 weeks and reviewed at the end of this period.

Suspected serious breaches of discipline will always be appropriately investigated by a senior member of staff. Parents will be notified as quickly as possible by the school and invited in for further discussion. The implementation of serious sanctions will always be communicated to parents at the earliest possible opportunity, and they will be recorded in a central log by the Deputy Head, Pastoral. The Head in discussion with the Deputy Head Pastoral and other staff may apply the following serious sanctions when it is felt that a pupil's behaviour has caused significant harm to other individuals or the wider school community.

- Formal Warnings
- Internal Suspension
- Suspension (1-5days)
- Expulsion

Prep is an important element of the child's learning; it helps them to consolidate what has already been taught in the lesson or it is set to help them to prepare for the next lesson. The following expectations and rules apply to prep:

- 1 x failed completion of prep = extension given.
- 2 x failed completion of the prep = departmental clinic given and email home to parents, keeping the Deputy Head Academic informed. If the child does not attend the department clinic, then this will be escalated to a Middle/Upper school reflection.

Uniform

At Swanbourne we have high standards and expectations of uniform. Pupils need to wear their blazers to and from school. They will receive a House Point if they have no uniform misdemeanours per week. These are given by the Tutors. If pupils have 3 uniform misdemeanours per week they will receive a Middle/Upper school reflection for a reflective piece of work. This will be logged on Isams. Tutors will keep a regular check on uniform and have regular discussions with pupils about high standards of uniform. This also applies to PE kit. (Please see our uniform check list)

Restraint

Refer to The Child Protection and Safeguarding Policy

Lower School

Manor House (Reception –Year 4) Behaviour Policy

Swanbourne House School believes that children in Reception to Year 4 flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

The Head of Lower School has overall responsibility for issues concerning behaviour and will:

- Keep up-to-date with legislation and research and thinking on handling children's behaviour
- Access relevant sources of expertise on handling children's behaviour
- Ensure that all new staff are briefed on school policies about children's behaviour, that there are appropriate discussions at staff meetings about particular children and that any other in-service training deemed appropriate is provided for staff.

Whilst the core values in Reception to Year 4 are the same as the rest of the school, there is a need of a specifically tailored approach for these younger children:

- We require all staff, and pupils to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, and pupils to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the school's behaviour policy and its rules for behaviour.
- We expect all members of the school - children, parents and staff - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect this.
- We give out rewards in the Celebration Assembly every half term to encourage polite behaviour.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Lower School and are recorded and filed. Parents are informed as necessary.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring unacceptable behaviour. We operate the following behaviour process to support and encourage positive behaviour:

Behaviour chart to support the Lower School Golden Rules

1. Each classroom at Manor House will have a behaviour chart displayed. This consists of three pictures; one picture of sunshine, one of the sun partially behind a cloud and finally a raincloud. Each child in the class will have their name written on a clothes peg. These pegs can then be moved from picture to picture to monitor behaviour. The Golden Rules are attached to the Swanbourne Way, which in itself provides a code of conduct for behaviour across the whole school, and are clearly displayed in all classrooms.
2. All children will begin with their peg on the sunshine.
3. Meeting the 'Golden Rules' (and therefore the Swanbourne Way) and high expectations of Lower School allows the children to stay on the sunshine.
4. If the child makes a wrong choice, a clear single verbal warning will be given.
5. After a second clear verbal warning, the child's peg will be moved from the sunshine to the cloud.
6. A third verbal warning necessitates a child moving to the raincloud. This results in a 5 minute Time Out for the child.
7. In Reception classes the Time Out happens immediately with a sand timer and an adult supervising the child. In Year 1 and Year 2, the Time Out will happen with their teacher during Golden Time.
8. Once the Time Out is complete the peg will be returned to the white cloud. Time Outs and the reasons they were given must be logged on iSAMS by the class teacher.
9. A fourth warning will necessitate a further five-minute Time Out and the child will be taken from the classroom to a neighbouring class or break out room. On return the child's peg is moved to the white cloud.
10. Any act of physical abuse, verbal abuse and malicious damage, when proven through investigation will automatically mean the child's peg is moved to the raincloud (regardless of where the peg is currently), as this is in clear breach of the Swanbourne Way.
11. A child will be encouraged to move back up through the phases to the sunshine for good behaviour although any penalty incurred will not be removed.
12. If children have remained on the sunshine all week they will receive their full Golden Time.
13. Our overriding aim is for all children at Swanbourne House to be happy and understand that good behaviour should be expected as the norm.
14. Swanbots are widely used and recognised by all children. A conduct Swanbot is used for excellent conduct – kindness/respect.

Children in Year 3 and Year 4 will not have a raincloud display in their form room but a chart to indicate Golden Time earned. 1 minute of Golden Time may be deducted for low level disruption up to 5 minutes for more serious offences. Children in Year 3 and Year 4 will still receive a Minus, as appropriate, for breaking The Swanbourne Way.

Boarding Behaviour Policy

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 but the Head of Boarding will be made aware if necessary.

Rewards in the Boarding House include

- 'Swanbucks' based on the Online platform Class Dojo
- Themed nights based on 'Swanbucks' totals
- Staff are encouraged to give verbal praise
- Staff email parents to share the positive behaviour
- Children can have increased use of electronic devices and 'food choices' on additional nights
- Year 7 and 8 pupils have the opportunity to have roles of responsibility
- Year 8 separate film night
- 'Later' bedtime on a Friday and Saturday night

Sanctions in the Boarding House

- Verbal warning
- Loss of free time or privileges
- 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.
- Loss of electronic time, but can still call home from office phone
- Early bedtimes
- Boarding suspension (on a Friday evening or any other evening for poor behaviour after discussions with the Deputy Head, Pastoral)
- Spoken to by Head of Boarding, if repeated offensive.
- Spoken to by Deputy Head Pastoral if poor behaviour continues
- Email/phone call or face to face meeting with parents if no improvement

Children are informed of these rules on induction to the Boarding House and reminded regularly at Boarding meetings (6.00pm) 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 Code of Conduct when they begin their boarding experience.

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, under boarding

concern, or MyConcern if it is a safeguarding concern. The Deputy Head Pastoral has an informal morning discussion during breakfast with the Head of Boarding

Boarding Tutors

Each Boarder is assigned a boarding house tutor, either the Head of Boarding, Houseparent, Resident Matron, or the Resident Tutor, who will meet with them regularly throughout the year to support their wellbeing, progress, and integration within the boarding community.

Outside the School

On occasion the school may apply the provisions of this policy to conduct that occurs whilst pupils are outside the school and:

- taking part in any activity organised by the school, or related to the school;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the school – online or offline

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 pupil or member of the public, or where the reputation of the school may be negatively impacted as a result of the misbehaviour.