

Winchester House School Behaviour Policy

Version 1

Responsible Governor: n/a

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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. Where behaviour gives rise to a safeguarding concern, staff will follow the procedures outlined in the Safeguarding and Child Protection Policy, in line with Keeping Children Safe in Education.
- 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 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 of a high standard throughout the school, and these contribute to the House Totals displayed around school to incentivise healthy competition. This is carefully balanced by a sanction system which is sensitive to age and circumstance. This policy is therefore divided into Lower School (Bradshaw) and Seligman/Upper School (Year 3–8). 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.
- 1.5** Further to *The Winchester House Way*, pupils are expected to behave in a manner that reflects the best interests of the whole community, including when representing the school off-site and in all online interactions, including through social media and digital communication, in line with DfE Behaviour in Schools guidance.
- 1.6** The school ensures that expectations, rewards, and sanctions are applied fairly and consistently, with regard to pupils' individual needs, in accordance with the Equality Act 2010.

2. Aims

- 2.1** This policy is intended to support effective teaching, learning and personal development and to promote a culture in which positive and responsible behaviour is encouraged and celebrated so that individuals and the community as a whole can flourish. This reflects the school's commitment to promoting pupils' welfare and wellbeing, as required under the Independent School Standards.

This happens in a variety of ways, including:

- **Recognition and celebration of pupil achievement**, promoting a positive behaviour culture consistent with Department for Education guidance.
- **A detailed pastoral care system**, ensuring pupils' emotional, social and developmental needs are met in line with Independent Schools Inspectorate expectations for pupil wellbeing.
- **A varied programme for Personal, Social, Health and Economic Education**, enabling pupils to make appropriate and informed decisions about their lifestyle and conduct, consistent with statutory guidance.

- **An emphasis on moral and spiritual development through assemblies and Chapel**, supporting pupils' spiritual, moral, social and cultural development, as required in the Independent School Standards.
- **A fair and consistently applied system of sanctions**, taking into account the context and needs of the individual pupil, in accordance with Department for Education expectations for fairness and guidance relating to the Equality Act 2010.
- **Clear policies**, such as the Staff Code of Conduct, the Anti Bullying Policy and the Acceptable Use of Information Technology Policy, which collectively support a safe and respectful environment in line with Keeping Children Safe in Education.

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 special educational needs, a disability as defined under the Act, or significant and identified social, mental or emotional needs, the school will make reasonable adjustments to the procedures and sanctions listed here which it considers appropriate in relation to that individual pupil's needs. Staff will always consider the context and motive of a pupil's misbehaviour. The school will consider whether any disruptive behaviour may be the result of unmet educational needs or any other needs and will discuss concerns with the pupil's parents.
- 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 may include greeting pupils at the door at the start of lessons, establishing clear routines, welcoming pupils, asking for planners to be out or setting a quick starter task
 - Use a variety of ways of communicating expectations of behaviour other than verbal instruction
 - 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:
- Bradshaw (Pre Prep including EYFS): Head of Bradshaw
 - Upper School: Heads of Section and Deputy Head Pastoral
- These individuals are available to advise and support staff as needed. All matters of discipline can be discussed with Heads of Department, Heads of Section, the Leadership Group and the Head. Any significant issues must be recorded and communicated fully and promptly to the relevant staff.
- 3.5** The Tutor, Class Teacher or Key Person is the primary member of staff responsible for supporting pupils in relation to behaviour and pastoral matters. They will monitor behaviour, communicate with parents, implement support strategies and work collaboratively with other staff to address concerns at an early stage. Heads of Section will provide additional support and intervention where required, while more serious or persistent concerns may involve the Deputy Head Pastoral and Head. Escalation procedures relating to Minus Points are outlined in Section 6.4.
- 3.6** Records of sanctions must be entered in student diaries for Years 3 to 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 completed by the member of staff who awarded the sanction. A weekly report of Minus Points will be collated and circulated by the Head of Section or Deputy Head, and staff will be encouraged to

identify patterns that may require 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 communication with the pupil and their parents as necessary.

4. Pupil expectations

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

- 4.1** All pupils are expected to maintain the highest standards of conduct throughout their time Winchester House and in any written or electronic communication that relates to the school. Pupils are expected to respect the ethos of the school, to engage positively with the opportunities and experiences of school life, to cooperate 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, in line with the school's safeguarding and pupil wellbeing responsibilities.
- 4.3** All pupils are expected to maintain high standards of conduct in their dealings with each other. Senior pupils and prefects have an additional expectation placed upon them to set an excellent example, 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 negatively affects the community or the individuals within it. This includes, but is not limited to, breaking the law, involvement with drugs, possession of extremist or pornographic material and offences on social media or the internet. This reflects the school's duty to safeguard pupils and maintain a safe environment.
- 4.5** Although Winchester House School is a mobile phone-free school for pupils during the school day, we recognise that many children access mobile phones, internet-enabled devices and online services outside school. Pupils are therefore expected to behave responsibly when using technology and digital communication. Online conduct which negatively affects the wellbeing of others, breaches school expectations or brings the school into disrepute may be addressed under this Behaviour Policy.
- 4.6** If any member of the school feels that they have been unfairly treated, it is hoped they will feel able to raise this with an appropriate adult within school, as outlined in the Circle of Support in Appendix 2. A formal Complaints Procedure also exists and is available on the school website.

5. Parent expectations

Attempts to address most matters of continuing indiscipline stand a greater chance of success when the parents of the pupil are supportive of the process and the aims of the school. To that end, the Tutor, Teacher, Key Person, Head of Section, Deputy Head Pastoral or Head will maintain contact with parents as 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 seek to inform parents of any disciplinary concerns on the day in question, and parents may be invited into school for further conversations if necessary.
- 5.2** The school sees itself as being in partnership with families. In the interests of providing a clear and 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 with proportionality towards pupils, and with the best interests of pupils in mind, both individually and as part of the wider school community.

5.4 Parents should raise any concerns regarding their child's behaviour in a timely manner with the appropriate member of staff. In the first instance this is likely to be the child's Tutor, Teacher or Key Person, but matters may be escalated if needed 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 is not possible, parents may use the school's formal Complaints Policy, which is available on the school website.

6. Rewards and sanctions

Rewards

6.1 Staff can use a number of specific rewards and sanctions in order to reinforce the school's values and expectations and to encourage pupils towards positive behaviour. All members of staff are responsible for responding to both good and poor 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 may be used depending on age and situation.

Bradshaw (Pre Prep)

- The display of children's work in the classroom, to other children in assembly or to another teacher
- The showing or demonstration of special skills or achievements in assembly or class
- A variety of awards used by individual teachers consistently across year groups, for example stickers, beads in a jar or smiley faces
- Lunchtime award stickers for weekly targets, for example using our manners at the table
- Best Self certificates for modelling a Winchester House Way value, for example sharing, or for a particular academic achievement
- A display board showing children's achievements
- House Points from Reception to Year 2, giving immediate personal recognition and contributing to the success of the house. Points are totalled on a termly basis. The winning house receives a cup, and children are rewarded with a playtime and treat in the Secret Garden
- Best Self Time for pupils in Year 1 and Year 2 who have followed the Winchester House Way. Each year group has timetabled slots at the end of the week with chosen activities. Minutes may be lost in Year 2, with time used for reflection
- Playtime Stars: each Friday lunchtime, the class with the most playtime stars for playing well, clearing up and lining up promptly is announced and receives extra playtime at a suitable time

Upper School (Year 3 to 8)

- The display of children's work in the classroom or to another teacher
- The showing or demonstration of special skills or achievements in assembly, class or tutor group
- Certain award stickers, depending on the age of the pupil
- House Points for positive actions and achievement, recorded in the pupil diary with staff initials and recorded centrally on the iSAMS system. At the end of each term, the winning house and individual high scorers are celebrated. *Any pupil losing ten or more House Points may be asked to attend a restorative detention with the Head of Section or Deputy Head Pastoral*
- Bronze (25), Silver (50), Gold (75), Platinum (100), Diamond (125) and Head Awards for pupils in Year 3 and 4 at fixed thresholds of House Points. Tutors ask pupils to see the Head for the appropriate sticker and signature
- Staff may award multiple House Points in a single instance when appropriate
- For large house events involving most or all pupils, House Points are awarded to houses only, for example:
 - First place 40
 - Second place 30
 - Third place 20

- Fourth place 10

Higher totals may be used for major events such as House Shout which gives 1st place 400, 2nd place 300, 3rd place 200, 4th place 100.

- For events involving smaller groups, House Points are awarded:
 - First place 25
 - Second place 20
 - Third place 15
 - Fourth place 10
 - Fifth place 5
- Certificates of Achievement in Years 3 and 4, each worth five House Points, awarded for significant achievements that do not require a Head Commendation
- Head Commendations worth ten House Points, awarded for outstanding achievement such as exceptional work, outstanding progress, consistent attainment or exceptional acts of community spirit
- Other rewards including assemblies, awards and Colours for musical, sporting and other achievements

Sanctions

- 6.3** Sanctions can be necessary and helpful in correcting poor behaviour and helping children understand the school's core values and expectations and how to live well together in community. At all times, staff must consider the individual circumstances of children, including special educational needs, family situations or recent events in the child's life. Reasonable adjustments must be made where appropriate, and liaison with the pupil's Tutor, Teacher or Key Person may be needed before deciding on the consequence.
- 6.4** Behaviour concerns will be escalated as follows: 3 Minus Points – parental email from the Tutor or class teacher; 6 Minus Points – parental phone call from the Tutor or class teacher; 9 Minus Points – parental meeting led by the Tutor or class teacher. Pupils receiving more than 9 Minus Points in a half term will be referred to the Head of Section, Assistant Head and Deputy Head Pastoral for further intervention and support.
- 6.5** Telling the truth. Winchester House places a high value on honesty. We recognise that children make mistakes, and honesty and openness will always be viewed positively. Lying is taken seriously, and consequences may be escalated if a pupil is not honest with staff when they know they are in the wrong.
- 6.6** Although not an exhaustive guide, the following tables are used by staff when considering suitable sanctions. The Tutor, Teacher or Key Person will be involved at all stages of behaviour management.

Under no circumstances will corporal punishment be threatened or administered.

Upper School (Year 3-8)

Stage	Issue	Possible sanctions - dependent on circumstances - dependent on age	Action by any one of...
1	- Minor infringement of school rules and or WH Way - Incorrect equipment for the lesson - Abuse of school uniform regulations	- Verbal reprimand - Tutor/Class teacher informed - Parents informed	Subject teacher Class teacher/tutor
2	- Late Prep - Continual minor infringements of the above - Not following instructions - Impoliteness - Damage to Property	- Notification on ISAMS and action taken by staff - Loss of time - One Minus Point and/or a classroom detention/Reflection time (to be held by the member of staff involved) - Tutor/Class teacher informed - Parents informed Once 3 Minus Points are accrued, the Tutor or Class teacher will inform parents via email. A Green behaviour card may also be issued.	Subject Teacher Tutor/Class teacher 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 - Continually not handing in/not completing Prep - Persistently late for lessons - Offensiveness - Disobedience - Inappropriate use of language/swearing - Persistently poor effort in lessons	- Notification on ISAMS and action taken by staff - 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) - Referral to Head of Section - Head of Department informed if necessary - Tutor/Class teacher informed - Parents informed Once 6 Minus Points are accrued, the Tutor or Class teacher contacts parents by telephone. An Orange behaviour card may also be issued.	Subject Teacher Tutor/ Class teacher Head of Section
4	Continual disruption to lessons	- Notification on ISAMS and action taken by staff - Referral to Head of Section	Head of Section

	- Abuse of IT Facilities, including the inappropriate use of mobile phones, smart devices, artificial intelligence (AI) or online platforms - Verbal Abuse /aggressive language to staff - Theft - Unacceptable physicality - Bullying - Clear involvement as a bystander in bullying/theft - Deliberate damage/vandalism to school property - Bringing the school into disrepute (for example during a school visit)	- Referral to Deputy Head Pastoral - Meeting with Parents - Tutor/Class teacher informed - Red behaviour card issued. - After school detention – SLT - Internal suspension 1 – 3 day suspension. - Formal Warning Once 9 Minus Points are accrued, the Tutor or class teacher arranges a meeting with parents to discuss concerns and agree support strategies. Any pupil receiving more than 9 Minus Points will be referred to the Head of Section, Assistant Head and Deputy Head Pastoral for further intervention and support.	Deputy Head Pastoral Any Deputy Head
5	- Repeat offence of Stage 4 issues - Aggressively using obscene language directed at a member of staff - Unacceptable physicality (after intervention) - Physical assault - Bullying after intervention - Planned damage or vandalism - Serious health and Safety risk to others - Racist abuse - Sexual misconduct	- Notification on ISAMS and action by staff - Referral to Deputy Head Pastoral - Referral to Head or other Deputy Heads - Meeting with Parents - Head of Section informed - Tutor/Class teacher informed - Suspension (3 days +) - Formal Warning. - Exclusion.	Deputy Head Pastoral Head of Section Deputy Heads Head
6	- Repeat offence of Stage 5 issues - Use of www to publish photo/video images to abuse and/or undermine other pupils or teachers - Possession or use of drugs and or alcohol	- Notification on ISAMS and action taken by staff - Referral to Head or Deputy Heads - Meeting with Parents - Head of Section informed - Tutor/Class teacher informed 5 days + Suspension - Permanent exclusion	Deputy Head Pastoral Deputy Heads Head

Bradshaw (Pre-Prep)

Stage	Issue	Possible sanctions - dependent on circumstances - dependent on age	Action by any one of...
1	Minor infringement of school rules and or WH Way	- Verbal reprimand - Tutor/Class teacher informed	Subject teacher Class teacher/tutor
2	- Continual minor infringements of the above - Not following instructions - Impoliteness - Damage to Property	- Reflection time/Time out (to be held by the member of staff involved) - Tutor/Class teacher informed - Parents informed - Specialist staff informed - Behaviour plan discussions begin - Green card - In Year 2, one minute of Best Self Time is lost	Subject Teacher Tutor/Class teacher Head of Bradshaw
3	- Behaviour which impedes learning in class for them and others - Not achieving reasonable expectations in lessons - Continually off target in lessons - Offensiveness - Disobedience - Inappropriate use of language/swearing	- Notification on ISAMS/My Concern and action taken by staff - Longer periods of Reflection time/Time out (to be held by the member of staff involved) - Referral to Head of Bradshaw - Tutor/Class teacher informed - Specialist staff informed - Parents informed - Behaviour plan set up and shared with all relevant parties - Orange card - In Year 2, three minutes of Best Self Time is lost	Subject Teacher Tutor/ Class teacher Head of Bradshaw
4	- Continual disruption to lessons - Abuse of IT Facilities, including the inappropriate use of digital devices and online resources	- Notification on ISAMS/My Concern and action taken by staff - Referral to Head of Bradshaw - Referral to Deputy Head Pastoral - Meeting with Parents - Tutor/Class teacher informed	Head of Bradshaw Deputy Head Pastoral

	• Verbal Abuse /aggressive language to staff • Theft • Unacceptable physicality • Bullying • Vandalism to school property • Bringing the school into disrepute (school visit)	• Internal suspension • 1 – 3 day suspension. • Formal Warning • Red card • In Year 2, five minutes of Best Self Time is lost	Any Deputy Head
5	• Repeat offence of Stage 4 issues • Aggressively using obscene language directed at a member of staff • Unacceptable physicality (after intervention) • Physical assault • Bullying after intervention • Planned damage or vandalism • Serious health and Safety risk to others • Racist abuse • Sexual misconduct	• Notification on ISAMS/My Concern and action by staff • Referral to Deputy Head Pastoral • Referral to Head or other Deputy Heads • Meeting with Parents • Head of Bradshaw informed • Tutor/Class teacher informed • Suspension (3 days +) • Formal Warning. • Exclusion.	Deputy Head Pastoral Head of Bradshaw Deputy Heads Head

7. Restrictive Intervention including the use of reasonable force

- 7.1** Restrictive intervention, including the use of reasonable force or seclusion, may only be used when necessary and proportionate to prevent injury, serious damage to property or serious disorder. It must never be used as a punishment. Staff always attempt de-escalation first.
- 7.2** Only the minimum force needed for the shortest time may be used. Examples include guiding a pupil to safety, standing between pupils, removing a pupil from danger or stopping a fight. Staff keep communicating with the pupil throughout.
- 7.3** All significant incidents must be recorded and reported to the Deputy Head Pastoral, and parents must be informed as soon as practicable. This reflects current guidance and the statutory recording and reporting expectations that apply from April 2026.
- 7.4** Staff must consider age, understanding and individual needs, including any special educational needs or disabilities, and follow safeguarding procedures where appropriate.
- 7.5** Full details, including definitions, prohibited techniques, staff training, and the required reporting process, are set out in the school Restrictive Intervention Including the Use of Reasonable Force Policy.

8. Boarding

8.1 The Boarding House operates its own system of rewards and sanctions, reflecting the fact that boarding life is a distinct part of school experience. As in a family home, expectations for behaviour are clear and positive behaviour is reinforced. Poor behaviour is addressed with appropriate sanctions. Boarding sanctions are not transferred into the school day system, and school day sanctions are not carried over into the Boarding House. However, staff in both settings communicate as needed to ensure the wellbeing of pupils and to maintain a consistent understanding of any emerging pastoral concerns. The full details of boarding expectations, routines and consequences are set out in the Boarding Staff Handbook.

8.2 Rewards in boarding

Positive behaviour in the Boarding House is recognised through a simple star system. Boarders earn stars for actions that reflect the Winchester House Way, including kindness, helpfulness, honesty, respect for communal areas, good routines and consideration for others. Stars may be awarded by Houseparents, Assistant Houseparents, Housekeepers, Gappers and the Head of House. At the end of each half term the boarder in each group who has collected the most stars will receive a Treat Night with their dormitory. The Houseparent may also award the Good Egg to any boarder who sets an excellent example. This award carries additional stars and recognises outstanding contribution to boarding life.

8.3 Sanctions in boarding

Where behaviour in the Boarding House falls short of expectations, a clear and stepped process is followed:

1. Quiet time on beds
2. Early beds
3. Houseparent follow up with contact home if needed
4. Head of Boarding follow up with parents present
5. Possible removal from boarding for a serious incident

Decisions about removal, either short term or permanent, are made by the Head of Boarding in consultation with the Head. Suspension or exclusion from boarding may result from repeated concerns or from a single major incident. All significant matters are recorded by the Head of Boarding.

8.4 Although the Boarding House rewards and sanctions operate separately from the rest of the school, Tutors and pastoral day staff are kept informed when necessary of any incidents that require wider awareness. All relevant information is logged on iSAMS or MyConcern to support consistent monitoring and safeguarding across the school.

9. Misbehaviour outside of school

9.1 The school may apply this Behaviour Policy to misbehaviour that occurs when pupils are outside the school. This includes occasions when pupils are:

- taking part in any activity organised by the school or related to the school
- travelling to or from school
- wearing school uniform
- identifiable as pupils of the school
- engaging in behaviour outside school that continues to affect the actions, wellbeing or relationships of other pupils or themselves

9.2 This policy may also be applied to behaviour outside school that has repercussions for the orderly running of the school, that poses a threat to another pupil or a member of the public, or that may negatively affect the reputation of the school. Serious misbehaviour outside school will be managed in accordance with the Behaviour Policy and any relevant safeguarding procedures.

Appendix One – The Winchester House Way



OUR CIRCLE OF SUPPORT

