



WINDERMERE
SCHOOL

BEHAVIOUR HANDBOOK

Promotion of Good Behaviour

PROMOTION OF GOOD BEHAVIOUR

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1. Mission and Aims

OUR MISSION

“To produce confident and compassionate people”.

OUR AIMS

Inspire our students through a broad and balanced curriculum that challenges inside and outside the classroom, where they learn about their strengths and weaknesses, and are encouraged to reach beyond themselves;

Support our students to develop their individual academic, creative and sporting talents and skills of leadership to enable and empower them to make an active and real contribution to their world;

Use our unique location at the heart of mountains, lakes and rivers as our greater classroom for adventure and adventurous learning, where our students will learn directly about the environment, each other and themselves;

Foster a democratic and accountable culture where our students contribute fully to school and community life and take increasing responsibility for their own learning and actions;

Encourage a global perspective by providing opportunities for all our students irrespective of gender, race and beliefs and encouraging them to value and respect differences.



2. OUR CHARTER

All members of the Windermere School community have the right to be treated equally and with dignity.

CODE OF CONDUCT

Rights

- We have the right to learn.
- We have the right to participate in the shaping of our community.
- We have the right to feel safe and secure in our environment.
- We have the right to be individual, without fear of ridicule.

WITH RIGHTS COME RESPONSIBILITIES

Responsibilities

- We must work hard and to the best of our ability, and allow others to do the same.
- We must be contributing members of Windermere School taking full advantage of the opportunities available.
- We must care for our environment and respect the belongings of others.
- We must be polite and kind to all members of our community and value the opinions of others.



3. PROMOTION OF GOOD BEHAVIOUR AT WINDERMERE SCHOOL

Windermere School's Pupil Code of Conduct is intended to support the aims of the school, specifically, *to foster a democratic and accountable culture where our students contribute fully to school and community life and take increasing responsibility for their own learning and actions.*

Students are asked to sign and be aware of the school expectations (specific to their age) at the beginning of each year to confirm that they understand how they are to behave when in school or on school business.

To ensure that standards are similar in all learning environments, staff will use Discipline for Learning. This is a positive system of discipline which recognises and rewards good behaviour and deals with inappropriate behaviour in a firm, consistent and non-confrontational way.

Any disciplinary action taken will be in line with the Behaviour Management policy. Students will be treated fairly but individual circumstances will be taken into account if they are felt to have influenced a student's behaviour.

For 2017/18 the boarding team are going to look at a less formulaic approach to punishments for misdemeanours occurring outside academic hours, we will use the Behaviour Handbook as a guide but they will meet as a team to discuss the most appropriate sanction for each incident depending on circumstances.



School Expectations – Pupils at Elleray Campus

Every pupil at Windermere Preparatory school is expected to:

- ✓ Show courtesy and respect for others at all times.
- ✓ Look after school property and to treat the belongings of others with respect.
- ✓ Remain within the school grounds and keep off the turning circle and main drive.
- ✓ Wear their uniform smartly with shoulder length hair tied back.
- ✓ Move quietly round school, walking not running inside the buildings.
- ✓ Show allegiance to your House and Crew, listen to and support your House Captain and Vice-Captain.
- ✓ Consider others at playtimes
- ✓ The Elleray Council wrote the following rules about playtimes in 2009 and revised them in 2013:
 - ✓
 1. Make sure everybody has fun making dens
 2. No raiding or wrecking
 3. No climbing above the permitted height (within a teacher's reach) Share logs and branches
 4. no snapping branches from trees
 5. no fighting with sticks
 6. no throwing sticks
 7. if you find something unusual in a den don't pick it up; tell a teacher immediately.
 - 4. Share den making equipment
 - 5. There should be no leaders – everyone is equal and should have their say.



3.2. School Expectations – Students in Years 7 – 9

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes, smoking related paraphernalia, alcohol or illegal substances whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the school day (unless directed by a member of staff) except during break times unless there is an emergency
- to not chew gum on the School site
- to follow the rules regarding uniform and jewellery
- to be bound by the school policies including the IT Acceptable Use Policy
- to not engage in sexual relations with another member of the school
- to be a good role model
- to take responsibility for my actions

Signed: Date:



3.3 School Expectations – Students in Years 10 and 11

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes, smoking related paraphernalia, alcohol or illegal substances whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the School day (unless directed by a member of staff) except during break times unless there is an emergency
- to not chew gum on the School site
- to follow the rules regarding uniform and jewellery
- to not engage in sexual relations with another member of the School
- to respect both my own and others independent learning by behaving appropriately in quiet study areas
- to be bound by the School policies including the IT Acceptable Use Policy (Appendix 7)
- to be a good role model
- to take responsibility for my actions

Signed: Date:



3.4 School Expectations – Students in Years 12 and 13

As part of our School Charter all Students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes or smoking related paraphernalia, whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the School day (unless directed by a member of staff) except during break times unless here is an emergency
- to not chew gum on the School site
- to not engage in sexual relations whilst on school premises, on site or whilst representing school.
- alcohol may only be consumed from the Westmorland Common Room at the discretion of the HoM.
- to respect both my own and others' independent learning by behaving appropriately in quiet study areas
- to respect the school environment and particularly take ownership of the Sixth Form areas
- to not bring a motorised vehicle onto site without prior permission from the Head of Sixth Form
- to follow the rules contained in the Sixth Form handbook regarding dress code and jewellery
- to be bound by the School policies including the IT Acceptable Use Policy (Appendix 7)
- to be a leader who sets a positive example to the rest of the school community.
- to take responsibility for my actions

Signed: Date:



4. Discipline for Learning

As is stated in our aims, we aim to *inspire our students through a broad and balanced curriculum* and encourage our students to *take an increasing responsibility for their own learning and actions*.

To this end and to support the rights of students and staff to learn, we have a collective responsibility to facilitate and protect this.

To ensure that this is always the case and standards are similar in all learning environments, we use Discipline for Learning, which aims to minimise low-level interruptions.

4.1. Teaching the Rules

- All staff will be trained as part of the induction programme at the beginning of each academic year.
- So that all pupils know exactly what is expected there will be time at the start of the year with tutors, set aside for students to be trained.
- It is expected that subject teachers will cover the expectations in the first lesson of the academic year with each class.

4.2 Learning Expectations at Windermere School

As a student of Windermere School, I will:

- Respect myself, others, property and the environment
- Adhere to the relevant dress code for lessons and activities
- Be punctual and properly equipped for all lessons and activities
- Complete tasks set by my teachers on time and to the best of my ability
- Engage in honest practice in relation to work, property and people
- Strive for excellence in all I do.



5. Browhead Campus - Behaviour Choices

The action ladder outlined below should be used when a member of staff feels one of the expectations of the learning environment has been broken.

Staff should ensure that they always notice and comment on good behaviour, this will reinforce positive behaviour choices from the students.

Action	Behaviour Choice
Warning	Inappropriate behaviour choice noted by the teacher. A warning will be given and the student advised on what they have done wrong.
Move	Second inappropriate behaviour choice noted by teacher. Student moved and advised on what they have done wrong. The move will be entered on SIMS for the HoS and tutor to see.
Homework Diary and SIMs	Third inappropriate behaviour choice noted down in homework diary for parent and tutor to see. Teacher should also note this on SIMS . Lunchtime Detention issued.
Out	Student sent out of lesson (with work) to member of SLT on duty (the matron will keep a rota of which member of SLT is available). To come back into the lesson the student will be accompanied by the member of SLT who will talk with the member of staff and decide on any modifications which need to be made by the student. An after school detention will be issued. This should be recorded on SIMS and the HoS will put the student onto HoS report should they be sent out of class on more than one occasion each term.

5.1. Inappropriate behaviour

The following actions may be considered to be infringements and as a school we believe that certain standards should be achieved and therefore we will aim to deal in a timely fashion with all of the following. This will be the responsibility of all staff.

- Chewing gum
- Failure to adhere to uniform guidelines
- Lateness to lessons, activities and any other commitments
- Inappropriate actions in lessons such as incessant talking, shouting out or failure to comply with instructions.
- Inappropriate use of electronic devices
- Failure to meet deadlines or submitting work that is not of a sufficient standard.

Behaviour which is inappropriate will be challenged and the following sanctions apply.

5.2 Lunchtime Academic Detentions (For forgetting equipment or Prep)

- Every lunchtime Staff can put pupils into a short detention for being disorganised and forgetting preps or equipment. Pupils will not be permitted to use this session to catch up on missing work.

5.3. Department Detentions (Academic Issues within a Department)

Managed by: Head of Faculty

- These will be managed within the departments at lunchtimes and these will be given for academic misdemeanours such as failure to meet deadlines and failure to work effectively in lessons.
- These should start at 12.50 and finish by 1.15pm to allow students to eat their lunch. The member of staff running the detention should inform the kitchens of how many students will be late into lunch.
- Staff are also required to enter details of the misdemeanour and sanction onto the Student Behaviour part of SIMS (Indicated on the top bar with a red and green flag).

5.4. After School Gating (General Poor Behaviour around School)

Managed by: Pastoral Team

- These will be run by the Pastoral Team on Mondays. These can be given by staff for chewing gum, failure to adhere to uniform guidelines or other low level offences. The member of staff issuing the lunchtime gating is required to give the name of the student to the appropriate Head of Section. Staff are also required to enter this information onto the Behaviour Management section of SIMS and inform the student of the date of their gating.
- Students must report to the Deputy Head (Pastoral) office at 3.55pm the gating will last until 4.10pm. Students will be given extra work to do during this session. Please note they will not be allowed to do prep or catch up on work during a gating.
- Three gatings in a term will result in an after school detention.

5.5. Lunchtime Detentions (Accumulation of Academic Issues)

Managed by: Deputy Head (Academic)

- These will be managed by the Deputy Head (Academic) each Wednesday. This detention is intended for students who are persistently breaking the rules in their academic studies.
- Three Department Detentions in a half term will also result in a Lunchtime detention.
- Lunchtime detentions will be noted on a student's record and the Deputy Head (Academic) is responsible for seeing this happens.

5.6. After School Detention

Managed by: Deputy Head (Pastoral)

- These will run from 4.00 – 5.15pm each Monday afternoon.
- In most cases this detention will be used for students whose behaviour reported by staff members through SIMS has not been appropriate on a number of occasions.
- The Deputy Heads along with the HoS will use SIMS to identify students each week who should serve an after school detention.
- There will be occasions when a student may go straight into an after school detention, these situations will be dealt with on an individual basis and each one discussed with the relevant HoS.
- The Deputy Head (Pastoral) will write to the parents of any student who receives an after school detention.

5.7. Cumulative Offences

Managed by: Pastoral Team in consultation with the Tutor

Please remember these offences are cumulative and the Pastoral Team in conjunction with the tutors will monitor how many offences a student has committed using the Behaviour Management module of SIMS. In these cases the punishments will be of greater severity.

The following punishments may then be used:

Punishment	Who decides this
HoS Report	After review of SIMS the tutor will discuss with HoS
Deputy Head Report	HoS will discuss with Deputy Head (Pastoral)
Headmaster Report	Deputy Head (Pastoral) will discuss with Headmaster
Saturday Detention	HoS will discuss with the Deputy Head (Pastoral)

Descriptions of these punishments are included in this document in Appendix 1.

5.8. Serious Offences

There are certain actions that will not be tolerated in school these include:

- Bullying including cyber bullying (see Bullying section below and read in conjunction with the Bullying Policy)
- Physical assault
- Theft
- Drug taking or dealing – (see the drugs and prohibited substances policy)
- Sexual misconduct

If a student engages in any of these activities they can expect to be dealt with fairly but firmly and may be asked to leave the School.

5.9. Bullying and Cyberbullying

A separate Anti-Bullying policy, gives extensive advice about:

- What a student should do if they feel themselves or a friend is being bullied
- What a parent should do if they feel their child is being bullied
- What a member of staff should do if they suspect a child is being bullied.

Also within this policy is a section on what action Windermere School will take to try to prevent all forms of bullying. This will be facilitated through both educational programmes and individual restorative care.

Finally the policy lists how the School will deal with incidences of suspected bullying.

In a modern world where ICT is a significant part of people's lives Windermere School is aware of the increased incidences in school of "cyber-bullying". This is included in our Anti-Bullying policy and a separate e safety policy is available which advises on the Acceptable Use of ICT at School.

After a restorative programme of advice, if a student cannot reform their bullying behaviour they can expect to be asked to leave the School.

Generally the steps taken with a student who is found to be bullying may result in any of the following:

- Step 1 – A warning and meeting with the tutor, HoS and parents to discuss the way forward.
- Step 2 – An internal suspension and a second disciplinary meeting involving parents
- Step 3 – An external suspension prior to a hearing
- Step 4 – Exclusion

5.10. Smoking and Alcohol Consumption

Both of these infringements have been separated from the general system and given their own discipline "ladders", these are included in this document as appendices 3 and 4.

6. Behaviour Choices at the Elleray Campus

Staff should always notice and comment on positive behaviour. Reinforcement of the expectations will result in more positive behaviour choices being made by all pupils.

Well planned, interesting and demanding lessons make a major contribution to expected behaviour. Teaching Staff are charged with using their best endeavours to ensure that programmes of study and the methodology used in their lessons are well thought out and of a consistently high standard.

6.1 Standards of behaviour

We expect high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a pupil enters the school. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

- Punctual attendance at school and lessons is required.
- All absence from lessons must be explained and unexplained absence will be followed up by the Elleray Office.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

All sanctions must be recorded; this is done directly onto the Pastoral File for the appropriate cohort and onto the SIMs behavioural section (the green and red flag icon in the top toll bar). All staff have access to their cohort's pastoral files and they can be found on One Drive in Microsoft Office 365. Form teachers will check and update these regularly.

6.2 Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

Alternative strategies are:

- Motivational strategies.
- Use of 'Pace Cards'; visual cues to prompt positive behaviour.
- Use of circle and assembly time.
- Informal conversation with Parents.
- Discussion at School Council.
- School Community Service (e.g. tidying changing rooms or litter duty)

Staff are encouraged to treat each situation on an individual basis and use their professional judgement to apply appropriate sanctions.

6.3 Pre-Prep Elleray Sanctions

Pre-Prep sanctions are given on an age appropriate and individual basis. For example, a child may have their Golden Time reduced, or in cases of extreme anti-social behaviour, taken away completely. The pupil may be asked to stay in at playtime (with appropriate

supervision) or remain with one of the playground supervisors for the duration of the break, as the former sanction may be seen by the child as a treat or reward.

Other Sanctions could include:

- **Moving a disruptive pupil to a different seat in the class**

This is often all that is needed to make a point.

- **Sending a child to another member of staff**

A Pre-Preparatory School child should not be sent out of a room alone as this results in the pupil effectively being unsupervised. A member of the Senior Management should be called to collect the pupil from the room.

6.4 KS2 Elleray Sanctions

The Form Teacher should be informed of any problems regarding a pupil in their class. In the case of boarders, boarding staff should be informed by the Prep School member of staff initiating the action. Notes should be added to the Pastoral File. The Pastoral File is the responsibility of a pupil's current Form Teacher.

'Conduct Mark':

Procedure: On being given a conduct mark by any member of staff the Form Teacher should be informed at the earliest opportunity. The person giving the Conduct Mark should ensure that this has happened.

Recorded by: The Form Teacher directly onto the School's management information system (SIMS), with a brief summary and the date. Indication of this also kept on the pupil's pastoral record. In some instances the Form Teacher may also wish to:

- *Keep the pupil in at Break time (supervised)*
- *Ask the pupil to write an apology and/or explanation*
- *Give the pupil alternative work (work misdemeanours, Y3-6)*
- *Ask the pupil to repeat work (work misdemeanours, Y3-6)*

More Serious sanctions

'Head of Elleray Campus Referral'

Procedure: If a Form Teacher feels a pupil has received too many Conduct Marks (eg: three over a six week period) or any teacher or classroom assistant feels an offence is more serious than a Conduct Mark, the pupil is given a Head of Elleray Campus Referral and should report to the Head of Elleray Campus at the earliest opportunity. After investigation the Head of Elleray Campus will normally contact the parents of the child.

The offences will remain as a Referral on the understanding that there are no further instances for a given period of time. A letter of apology will normally be required from the child along with an appropriate punishment such as:

- carrying out useful tasks to help the school;
- removal from the group/class or particular lesson;
- withdrawal of break or lunchtime privileges.

After which 'a line is drawn under the matter' and a fresh start encouraged.

Recorded by: The Head of Elleray Campus directly onto SIMS along with notes and dates on the Pastoral Notes. These notes are copied to the Form Teacher.

A 'Parental Referral'

Procedure: Only the Head of Elleray Campus issues a Parental Referral. The parents will be asked to attend a meeting with the Headmaster and the pupil and an appropriate remedy will be drawn up such as:

- A behaviour Card.

The pupil must have the card signed by a member of staff at the end of every lesson, break time, meal time, etc, with a score for behaviour. This will normally be given for one week and then reviewed.

- Withholding participation in educational visits or sports events which are not essential to the curriculum.

Recorded by: The Head of Elleray Campus directly onto SIMS along with notes and dates on the Pastoral Notes. Also recorded on the end of term report following the sanction

These notes are copied to the Form Teacher and noted by the Form Teacher on the child's pastoral file, after which a fresh start will be encouraged.

6.5 Action beyond a Parental Referral

If the action of a Parental Referral does not resolve the situation or a similar incident occurs soon after then the parents will be involved in a more formal review of the situation. A behaviour contract or report book system will be used in partnership with the parents and staff for a given period of time and then reviewed again.

6.6 Behaviour Ladder

This Behaviour Ladder below should be used if a member of Staff feels that one of the Expectations of a Pupil at the Preparatory School has been disregarded or ignored. It sets out examples of poor behaviour choices and should act as a guide when deciding what action to take. Please note that the list is not exhaustive and any concerns or queries should be raised with a Senior Member of Staff.

Discipline	Behaviour	Action
Warning or verbal reprimand	<ul style="list-style-type: none"> • Lack of respect for others. • Running in the school building. • Inconsiderate to others at playtime. • Misuse of school or other pupils' property. • Incorrect uniform worn. 	The pupils will be advised of their poor behaviour choice and spoken to by the member of Staff. The Form Tutor must be informed of this incident; pastoral records updated if appropriate and in consultation with Form Tutor.
Conduct Mark	<ul style="list-style-type: none"> • Persistent defiance of the above. • Verbal abuse to another pupil. • Verbal abuse to a member of staff. • Persistent defiance of school expectations. • Disruptive behaviour • Insolence • Other minor incident (at the discretion of Staff) 	The pupil should be advised of their Conduct Mark and discussion with the Form Tutor should follow, making sure the pupil is aware of their misconduct. Parents should be informed via email or in person. Record of the Conduct Mark is kept with Form Tutor, recorded on the end of term report and then wiped clear. A Conduct Mark should be recorded on SIMs
Head of Elleray Campus Referral	<ul style="list-style-type: none"> • Physical abuse (minor) of another child. • Foul language overheard directly by member of staff. • Deliberate graffiti or damage to school property. • 3 Conduct Marks received within one half term. • Other major incident (at the discretion of Staff) 	The pupil will be informed of the reason for their Referral and discussion with the Form Tutor and Head of Elleray Campus should follow. The Referral will be recorded on the pupil's end of term Report following the incident. Parents should be informed via telephone by the Head of Elleray Campus or in person if possible. A letter of apology will normally be written and a punishment issued by the Head of Elleray Campus.
Parental Referral	<ul style="list-style-type: none"> • Serious assault of another pupil. • Assault of a member of Staff. • Malicious accusation against a member of Staff. • Bullying • Racist or Homophobic abuse • Other severe incident (at the discretion of Staff) 	The parents will be informed by the Head of Elleray Campus and invited to meet and discuss appropriate remedy or punishment.

6.7 Positive Reinforcement

Early Years (Pre School – Reception)

Use of rewards and strategies

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. Where a child is upset or angry, staff will first speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Rewards/strategies may include:

- a) *Verbal praise to individuals and groups.*

Rewards such as praise may provide an immediate change in the behaviour of young children and is extremely important and should be prevalent in all our contact with the EYFS children.

- b) *Stickers/reward charts*

Teachers may use stickers as an immediate recognition of positive behaviour and praise. They will be used at the discretion of the teacher.

- c) *Consistency*

All children within the EYFS need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. It is the role of the adult to support children through PSED and daily interactions.

EYFS children will never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Generic Rewards (Pre-School – Year 6)

The most commonly used rewards include:

- a) *Verbal praise to individuals or a group*

Verbal praise is extremely important and should be prevalent in all our contact with the children.

- b) *Verbal praise passed on to Form Teachers*

The communication between adults (teacher, Form Teacher, Deputy Head (Pastoral), Head of Windermere School) all saying well done is a great reward to children.

- c) *Verbal congratulations announced at House meetings (Years 1 – 6)*

House staff and House Captains welcome good news about the children and often find time to mention their successes at House meetings.

- d) *Verbal congratulations announced at school assemblies*

The Head of Elleray Campus welcomes positive news about individuals or groups of children to announce at assemblies in front of the whole prep school

e) *Stickers*

Teachers may use stickers or stars in children's books to say 'Good Work', 'Well done', etc.

f) *Star of the Week*

Each Form Teacher (Pre-School – Year 6) announces a 'star of the week' for an excellent piece of work or effort. This is displayed in the front hall for one week. Recorded on SIMS

g) *Golden Time*

At the discretion of the Form Teacher, a class collects 'points' (eg: marbles, counters, golden pasta etc) to earn a collective reward.

Rewards specific to the Pre-Prep:

- Teddy Bear Stamp Scheme to encourage excellent work and appropriate and wanted behaviour (Years 1 and 2). These are recorded on directly onto SIMS and termly tallies are reported in end of term reviews.
- Head of Elleray Campus Commendation - A pupil may be nominated for a Commendation for a piece of work which, in the opinion of the member of staff, is of an exceptional standard relative to the normal level of that child's work and ability, or a pupil has done something outstanding in any aspect of school life (this would normally be discussed with the Head prior to being awarded). Commendations can also be rewarded at the end of each term for consistent, outstanding work in all subjects. These are reported on the end of term reviews for Years 1 and 2.

Elleray Campus Rewards:

- Stars - Stars are awarded by any teacher for good work or good effort in class and around the school. These are recorded on SIMS.
- Compass Stamps - A Compass Stamp is awarded by the Form Teacher when a pupil gains 20 stars. They may also award a Compass Stamp for an excellent piece of work. These are handed out by House Captains at assembly. They are recorded on SIMS.
- 100 or 150 stars – Each pupil who receives 100 stars over the course of the academic year may invite one friend to attend School wearing home clothes for the day. This day must be agreed with their Form Tutor and approved by the Head of Elleray Campus. Each pupil who receives 150 stars over the course of the academic year may invite 3 friends to sit with them at lunch. They will have a special table and lunchtime 'treats' as agreed with the kitchen, Form Tutor and Head of Elleray Campus. A certificate is awarded and published in the Weekly Newsletter.
- Head of Elleray Commendation - A pupil may be nominated for a Head of Elleray Commendation for a piece of work which, in the opinion of the member of staff, is of an exceptional standard relative to the normal level of that child's work and ability, or a pupil has done something outstanding in any aspect of school life (this would normally be discussed with the Head of Elleray prior to being awarded). This is recorded on SIMS by the Head of Elleray Campus and/or teacher and then reported on the end of term reviews.

- The Compass Badge - This is publicly awarded weekly, after discussion amongst staff, for outstanding effort, courage or achievement, ie: working towards the school motto (Vincit qui se Vincit) to 'conquer oneself...'. This is recorded on SIMS and then reported on the end of term reviews.
- Scientist of the Week - This is announced each week after discussion amongst staff (Year 1 – 6) and a badge presented at Assembly. Badges signify which discipline the child has received the award for (Biology, Chemistry or Physics) This is recorded on SIMS and then reported on the end of term reviews.

Sport Colours

Colours are nominated by the PE department and awarded by the Head of Elleray Campus in an Assembly. Pupils need to show a sound ability, but more importantly, endeavour, commitment, good attitude, helpfulness and being a good ambassador for the school. Winners tend to be in Year 6 but can be awarded to Year 5. Colours may be re-awarded, in which case the pupil is presented with a stud to place next to the colours strip on their blazer. Colours are recorded on SIMS.

- Athletics
- Cricket
- Cross Country
- Football
- Hockey
- Netball
- Rounders
- Rugby
- Sailing

House Colours

These are awarded at the end of each term by the House Captain and House staff and are valid for the following term. Colours are awarded for significant contributions to the House during the term, for example with Duties, Crew Break or continually helping with events and organisation, always giving their best during competitions, etc. A one-off good performance in a House match probably would not be sufficient. These are recorded directly onto SIMS

End-of-term prizes

Effort Certificates for the Elleray Campus are awarded on the average of all effort grades reported at the end of each term. The effort grades use a scale from 1 to 7 (1 being low and 7 high), the criteria of which is published each term with the end of term reviews.

- If a child achieves a termly average of 3.50-4.19 they are awarded a Bronze Certificate.
- If a child achieves a termly average of 4.20-5.29 they are awarded a Silver Certificate.
- If a child achieves a termly average of more than 5.30 they are awarded a Gold Certificate.

End of year prizes

The school year finishes with Prize Day and a large number of prizes and awards are made to Years 5 & 6, Years 3 & 4, Years 1 & 2 and Reception:

- All-round effort in each Year group.
- All-round progress in each year group
- Effort prizes and Progress prizes in a variety of disciplines
- Other prizes for kindness, friendship, leadership, etc. are also awarded.

6.8 Exclusions and Suspensions

Elleray Campus pupils may be suspended for one or more fixed periods or excluded permanently. Only the Head of Elleray Campus in consultation with the Head of Windermere School can exclude a pupil. For serious but relatively minor breaches of our Promotion of Good Behaviour Policy, pupils can be suspended for a fixed period. A decision to exclude a pupil permanently will only be taken as the last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed.



WINDERMERE
SCHOOL

APPENDICES

Infringement	Suggested Punishment
Incorrect Uniform	After School Gating
Chewing Gum	After School Gating
Consuming Energy Drinks which contain stimulants	After School Gating
Dropping Litter	After School Gating
Missing an activity and not notifying the appropriate people	After School Gating
Swearing	After School Gating
Copying Homework	Department Detention
Chatting in Class	Department Detention
Consistently failing to bring in correct equipment	Department Detention
Persistent disruptive behaviour	Department Detention or Daytime Gating
Disturbing the learning of others	Department Detention
Not submitting an assignment and not informing the teacher before the deadline	Department Detention
Not submitting an assignment and not informing the teacher before the deadline	Department Detention
Premeditated disruptive behaviour	Lunchtime Detention
Using another students password to access their work	Lunchtime Detention
Using a mobile phone during prohibited hours	Lunchtime Detention
Cheating in an examination	After School Detention
Academic Dishonesty category 2 – please see academic honesty document	After School Detention
Ignoring or refusing to follow staff instructions	After School Detention
Accessing unauthorised material on the network.	After School Detention
Creation, storage or transmission of material which may cause offence, annoyance or anxiety	After School Detention
Creation, storage or transmission of defamatory material	After School Detention
Creation, storage or transmission of material which may be considered obscene or indecent	After School Detention
Violation of the privacy of other people's files, corrupting or destroying the work of others	After School Detention
Using a VPN or proxy server to by-pass network filtering	After School Detention
Using 3G/4G connection to access the internet, to by-pass network filtering	After School Detention
Causing damage to school property (including ICT kit)	After School Detention
Downloading or attempting to download, software and applications onto the school network.	After School Detention
Graffiti	After School Detention
Truancy - missing a lesson	After School Detention
Truancy off site - no signing out	After School Detention or Boarding Gating
Being in the bedroom of a member of the opposite sex	Boarding Gating 3 days
Altering grades on a computer database	Saturday Detention
Having inappropriate intimate relations with another student	To be referred to HoS or HoM
Lying	To be referred to HoS or HoM
Bullying or cyberbullying	Refer to HoS
Smoking or Vapeing	See Appendix 3 and refer to HoM and HoS
Drinking	See Appendix 4 and refer to HoM and HoS
Verbal assault	Refer to HoS
Physical assault	Refer to Deputy Head (Pastoral)
Racism	Refer to Deputy Head (Pastoral)

Academic Dishonesty category 3 – please see academic honesty policy	Appendix 5 - Suspension pending a hearing
Arson	Suspension pending a hearing
Stealing or taking with the intent to deprive	Suspension pending a hearing
Stealing Examinations	Suspension pending a hearing
Drug Taking	Suspension pending a hearing
Sex	Suspension pending a hearing
Drug Dealing	Exclusion

Appendix 2 – Definitions of Punishments

Senior Student Definitions of Punishments

Punishment	Description
After School Gating	Monday 3.55 – 4.10pm Outside Deputy Head (Pastoral) office. Must be recorded on SIMS
Department Detention	Before lunch 12.50 – 13.15 Member of staff to inform kitchen that there will be late arrivals <i>There will also be the facility of a central lunchtime detention which departments can use this is run by the Deputy Head (Academic)</i>
Lunchtime Detention	A lunchtime each week before lunch 12.50 – 13.15, monitored and run by Deputy Head (Academic). Given for 3 department detentions in a term or other academic misdemeanours. These detentions will be recorded on a student's record.
After School Detention	Monday evening each week 16.20 – 17.30pm, monitored and run by Deputy Head (Pastoral). Given for 3 lunchtime detentions or other serious misdemeanour. Parents will be informed of these detentions.
Head of Section report	Pupil put on report for one or more of the following <ul style="list-style-type: none"> • Poor organisation • Poor or inappropriate behaviour • Consistently late prep • Late to lessons Duration of report will be discussed between tutor and HoS but will be at least a week.
Deputy Head Report	Report for at least a week following no improvement on HoS report
Head Report	Report for at least a week following no improvement on Deputy Head Report
Saturday Detention	2 hour Saturday morning detention (in uniform) from 9.00 – 11.00 with the Headmaster or one of the Deputy Heads.
Signing Gating (related to boarding incidents)	During the gating period the student is required to report to the member of staff on duty in the House at least every hour to sign in. Behavioural contract for a gating related to smoking or drinking.
Internal Isolation	3 days - normal lessons but with a member of staff at all times. Day student – no activities and goes home at 4pm, school will talk with the parents of a day student to discuss the removal of privileges at home so that parity between day students and boarders is maintained. Boarder – returns to house at 4pm and is gated with signing.
Internal Suspension	3 days - student with member of staff at all times and does not attend lessons or activities but academic work will be provided.
External Suspension	3 days – sent home or to guardian to reflect on actions, work provided.
Inclusion	After the end of a term or half term the student is required to stay for a portion of the holidays. Maximum 2 days.
Hearing	Following a suspension or inclusion, HoS presents case to a panel of 3 impartial members of staff. Support for student from parent or HoM. Student then continues to be suspended pending recommendation of panel and then decision of HM.
Exclusion	Pupil will be asked to leave the school permanently.

Appendix 3 – Smoking Discipline Ladder

SMOKING

THIS IS A NO SMOKING CAMPUS

Student Offences

- To be in possession of cigarettes, vapeing equipment or any smoking paraphernalia.
- To be caught smoking or vapeing in School or when representing the School.
- To be associated with evidence of smoking
- To be caught smoking in a building (straight to Level 2)

Discipline Ladder

Ladder Level	Suggested Punishments
1	Letter Home, a gating to site (3 days) and referral to smoking clinic for support
2	Letter home, signing gating to the Boarding House (3 days) and smoking clinic, behavioural contract
3	Letter home, signing gating to the Boarding House (6 days) and smoking clinic, behavioural contract
4	Letter home, internal isolation (3 days) and smoking clinic
5	Letter home, suspension (6 days) pending outcome of hearing.
6	Student may be asked to leave the School.

The above are all suggested punishments; the Pastoral Team will judge each situation individually and reserve the right to select a more appropriate punishment.

Appendix 4 – Alcohol Discipline Ladder

Alcohol

No student below the Sixth Form will be allowed to drink alcohol regardless of age.

On Site

Students are allowed a maximum of 2 drinks in the Sixth Form bar accompanied by food, Friday and Saturday evenings.

Off Site – (Please note HoMs permission is required to go off site)

Under 18 - Students are allowed to go out for a meal but no alcohol to be consumed

18 or over - Students are allowed two alcoholic drinks (not spirits) at a designated venue.

Student Offences

The number in brackets below indicates the level at which to enter the ladder system.

Year 7 to 11

- To be in possession of or consume alcohol on or off site whilst in the care of or representing the School (2)

Year 12 to 13

- To have possession of or to consume wine and/or beer on site that has not been served in the Sixth Form bar (1)
- To have possession of spirits or to consume spirits (2)
- To visit a non-authorized public house and drink alcohol underage (2)
- To drink more than the indicated amount, depending on behaviour and result of breath test (2 or 3)
- Buying alcohol for a student under 18 years of age (3)

Discipline Ladder

Ladder Level	Suggested Punishment
1	Letter home, gating to site 3 days (at weekend)
2	Letter home, gating to site, 3 days (at weekend) and all weekend privileges removed
3	Letter home and signing gating to House, 3 days (at weekend) rehabilitation report for at least 1 week following period of isolation.
4	Letter home, signing gating to house, 6 days (two weekends), rehabilitation report for at least 2 weeks following period of gating.
5	Letter home, suspension pending hearing, 6 days maximum.
6	The student may be asked to leave the School

Appendix 5 - Windermere Senior School Academic Honesty Policy

Introduction

Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. - IB Learner Profile

The International Baccalaureate Programme requires **all work** presented to be the students' original work. Malpractice is recognised across the world as a serious academic offence and is unacceptable at Windermere School. Ignorance of malpractice is not a valid excuse and any student suspected of malpractice will be investigated by the teacher, IB coordinator or the IBO itself.

Definition

Academic Honesty is considered in the broadest sense as the production of academic material **without cheating, lying, stealing** or the inappropriate help of others (**collusion**) or using any source of information not appropriately attributed (**plagiarism**).

Malpractice includes (but is not limited to):

- **Plagiarism:** representing ideas or work of another person as one's own.
- **Collusion:** allowing one's work to be copied or submitted by another and/or releasing information about an assessment to another person.
- **Duplication:** presenting the same work in different assessments.
- **Falsification:** purchasing and/or submitting pieces of written work by someone else, misrepresenting actions, parent signature, or CAS hours.

Internal Assessments and Examinations for the IB Diploma

IB assessment work must include a signed cover sheet from the candidate authenticating the work. If the authenticity is questioned, this may result in no grade being awarded by the IBO.

Internal Consequences of Malpractice

Category 1

The teacher in the classroom will deal with incidents.

Students who are caught cheating or plagiarising will **not** receive a grade or score for the work. The student will be expected to make up the work for an accurate score within the time frame specified by the teacher if the submission timeline permits. This work may be part of the internal assessment elements which will be submitted to the IBO.

Teachers who confirm that a student has committed any of the above will report the incident to the IB Coordinator and, according to her judgment on the details of the incident, she will recommend the behavioural consequence(s). Any second infraction will result in a category two consequence and an on-going pattern may lead to a recommendation for exclusion.

* Malpractice regarding academic work will be recorded in the end of term report.

Category 1 incidents include (but are not limited to):

- Copying homework or allowing homework to be copied.
- Taking information from another source that is not properly attributed.
- Working with others on an assignment that was designed as independent work.
- Looking at another's test/quiz/examination.
- Letting another student look at your work during a test or quiz.
- Using other secretive methods of receiving or giving information during a test/quiz/examination.

Category 2

Incidents are severe and will be dealt with by the teacher, the IB Coordinator, and/or the Headmaster, if necessary.

Students who are caught in a Category 2 violation will not receive a grade or score for the work. They will be expected to make up the work for an accurate score within the time frame specified by the teacher if the submission time line permits. This work may be part of the internal assessment elements which will be submitted to the IBO.

These incidents can be considered theft; therefore any student who is guilty of a Category 2 violation will be punished according to the Discipline Handbook, and may receive other consequences, as deemed appropriate.

* Malpractice regarding academic work will be recorded in the end of term report.

Category 2 incidents include, (but are not limited to):

- Taking papers from the Internet, other publications or other students without proper citation.
- Taking any part of a test to use or give to others.
- Submitting any kind of work that has been written/produced by another.

Category 3

These incidents are extreme and will be dealt with by the administration of the school. This will result in a hearing and possible exclusion from school and the IB programme.

Incidents would include (but are not limited to):

- A repeated pattern of Category 1 or 2 incidents.
- Lying or deceit regarding academic work (ie, after cheating in the first place).
- Altering records.
- Stealing examinations/unauthorized materials.
- Consequences could include (but are not limited to) the student's removal from Windermere School.

External Consequence of Malpractice

The IB coordinator must inform the IBO if she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IBO. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IBO with relevant documentation concerning the case.

1. Candidates suspected of malpractice will be invited, through the Coordinator, to present a written explanation or defence.
2. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made.
3. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
4. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No Diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
5. If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future sessions.
6. An IB Diploma, or a Certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Appendix 6 - Windermere School Acceptable Use Policy for Students

Our Charter of Good Online Behaviour

I will respect – the School's ICT Suite and equipment and only use the school ICT for schoolwork that the teacher has asked me to do between 8.30AM and 5.30PM. If I accidentally damage something I will inform my teacher.

I will not – look for, or show other people, things that are likely to cause offence.

I will not disrespect – work that other people have done.

I will not – use other people's work or pictures without permission to do so.

I will not – attempt to bypass the School Network Security Systems.

I will not – share my password with anybody. If I forget my password I will let the e-safety officer know and **I will not** – use other people's usernames or passwords.

I will not – share personal information online with anyone that I do not know or do not trust.

I will not – download anything onto the School system unless I have permission from the e-safety officer.

I will not – download anything illegal or inappropriate from the internet.

I will – let my teacher know if anybody asks me for personal information.

I will – let my teacher know if anybody says or does anything to me that is hurtful or upsets me.

I will – be respectful to everybody online; I will treat everybody the way that I want to be treated.

I understand – that some people on the Internet are not who they say they are. I will tell my teacher if I am ever concerned in school, or my parents if I am at home.

I understand – if I break the rules in this charter there will be consequences of my actions and my parents will be told.

I understand – that all Internet and email activity is subject to monitoring

Signed (Parent) :

Signed **Pupil) :**

Date :

Compiled		January 2008	J Parry
Approved		January 2008	A Graham
Reviewed		December 2009	J Parry
Reviewed		December 2010	J Parry
Revised		April 2011	J Parry
Approved		May 2011	B Freeman
Approved		May 2011	I A Lavender
Updated (Prep School)	Version 4	October 2011	B Freeman
Reviewed and Updated		January 2012	J Parry
Approved		January 2012	I A Lavender
Reviewed	Version 5	June 2012	J Parry
Approved			B Freeman
Approved			I A Lavender
Reviewed and Updated	Version 6	May 2013	R Thomas
Approved			B Freeman
Approved			I A Lavender
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