



PINEWOOD

Est. 1875

BOARDING PRINCIPLES AND PRACTICE

A policy to promote the safeguarding and welfare of boarders

Principles

Pinewood School provides a flexible boarding package that is very often child-led. Boarding at Pinewood promotes a level of independence in children whilst nurturing them in a safe and caring environment. We aim to help the children develop a greater sense of who they are, become more self-reliant, allow them to develop strong friendships and appreciate a positive and fulfilling interaction with the adults who care for them.

The rationale behind boarding:

Children enjoy being with their friends in a happy and supportive atmosphere. They can benefit from the school's extensive grounds and facilities.

Boarding dispenses with the tedium and stress of a school run and can provide a child with consistency, stability and routine.

Boarding provides the older child with valuable experience to ensure a smooth transition into a boarding Senior School.

Boarding can provide children with an evening environment that is conducive to further independent study and taking ownership of one's workload.

Boarding fosters in children a sense of independence, responsibility and spirit of tolerance.

In boarding at Pinewood, we aim:

- To produce an open and trusting ethos in which each boarder feels able to approach any other member of the community (staff or pupil), confident in the knowledge that he or she will be treated and respected as an individual.
- To develop the whole person - a desire for truth and a respect for others.
- To create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying would find great difficulty in developing.
- To provide the conditions for boarders to develop their intellectual talents through well-structured homework conditions, access to staff and other pupils, participation in activities and in an atmosphere which values effort.
- To provide a range of activities, hobbies and opportunities related to age and maturity that will assist in the personal, social and cultural development of each boarder.
- To safeguard and promote the welfare of each boarder, by providing an environment that is, as far as possible, free from physical hazards and dangers of any sort, including those from the use of the internet.
- To provide accommodation that is comfortable and suited to the needs of boarders, according to gender, age and maturity, and which provides adequate levels of privacy.

- To develop boarders' responsibility for self, for others and for the environment; To develop boarders' qualities of leadership and ability to work as part of a team.
- To encourage boarders to contribute to the needs and welfare of others in the house and school, as well as those in the wider community.
- To provide suitable conditions for boarders to feel able to turn to members of staff to share the good things in their lives, as well as seeking advice, counselling and support during times of difficulty.

Practice

In overall charge of boarding are Mrs Bailey and the House Parents, Mr and Mrs Newcome. Children can be weekly boarders or regular boarders. Boarding is available on Sunday nights for weeklies, by arrangement.

Children can board from Year 5 onwards and we encourage all children to board for at least two consecutive nights and these nights will remain the same throughout the term. On occasions a child can board extra nights during the week if space permits. *In exceptional circumstances we will aim to work with families in order to build up to the two consecutive nights.*

The resident members of the boarding team comprise of: -

- The Headmaster and his wife
- One Assistant Housemistress
- 3 Gap Student
- 1 Resident Graduate Assistant

In addition, **2** female and **3** male members of staff live on site and assist with duties. The Deputy Head lives on the school drive and is available at any time in the event of an emergency, as is the live-in caretaker who lives onsite.

No member of staff is permitted to supervise or partake in a boarding duty after supper unless they have completed the Boarding Induction programme.

Routine

0700	Wake up call. Wash, dress and tidy.
0730	Breakfast. (Cereals, fruit juice, tea, a cooked main course and toast)
0750	Morning notices after which children are free to leave the dining-hall after clearing their place.
0815	Form time registration.
1730	Sign in with member of boarding staff in boarding office (tuck for all boarders on Tuesday and Thursday evenings/ Monday and Wednesday evenings alternating weekly)
1815	Supper – a two-course hot meal (Wed 1800)
1850	Activities/free time
1950	Roll-call/ sign in and evening snack
2000-2115	Staggered shower and bedtimes

Supervision

At least one of the House Parents will attend breakfast as well as the Assistant House Mistress and Gaps who have woken the children.

At **1815** a member of SLT, alongside one of the Houseparents, supervises supper (at which time there is a sign in/roll call) and a system of clearing afterwards. Four boarding duty staff start their duty at **1830** assisted by the gap students and Assistant House Mistress.

There is a formal activities programme published at the start of each week which is advertised to children and the duty staff then deliver on each evening. These comprise of an outdoor activity (weather permitting), a sports hall activity, an indoor activity, academic work and relaxation. The older children require less structured activity, while the younger boarders require more structure and support from the adults. All outdoor activities occur on the pitches side of the school building where there is a clear area for duty staff to patrol. There will be particular attention given to those children who require more adult direction and those who struggle with time management.

Prior to examinations, children can have regular supervised study/revision sessions at 5.30 p.m. or after supper. Children are not encouraged to study at bedtimes.

At evening snack and registration (indicated by a bell at around 1950), children collect their reading books from their lockers and then assemble in the dining room where there is a final sign in. Half duty members of staff secure the building and then report back to the other members of the boarding team in the dining-hall and relate anything of note that may have happened over the course of the evening. Their duty for the evening is then complete. Children go up to shower and get ready for bed after which they can partake in quiet activities in their dorms or Common Rooms or watch some television, under supervision, until bedtime.

The full boarding duty team remain on duty until **2145** when they hand over to the resident members of staff who are then responsible for the welfare of the children. The online duty log is filled in. Night bells are situated on all floors if a child needs an adult after lights-out. One member of staff is responsible for the night bell overnight. A final lock up is completed by the on-site caretaker.

Behaviour, Consequences and Rewards

During Boarding, it is expected that the children uphold and honour the school's overall Behaviour and Discipline policy (**Appendix 1**), with the addition of some specific standards and rules to acknowledge the unique environment that Boarding is:

- Respect each other's right to sleep – After Lights Out, it is expected that children are quiet and courteous.
- Respect each other's private space – Under no circumstances must children interfere with or enter the bed area of another child. During Dorm time, a child may sit on a bed if invited. After Lights Out, it is expected that children stay in their bed other than visits to the loo/Assistant Housemistress/ Night bell.
- Children are expected to act with decency, which includes wearing clothes as practically possible and respecting each other's rights for privacy.

We maintain a separate discipline and reward system to that used during the academic day, although this is still formed through receiving Points Up and Down. The online duty log is collated each evening and sent to relevant staff members (including Heads of School and Form Teachers) the following morning and any incidents are acted upon and followed up as necessary.

Behaviour expectations within boarding are explained termly and therefore the consequences for poor behaviour are reiterated.

Sanctions, depending on behaviour can include; loss of tuck, missing out on activities and boarding detentions. For more persistent poor behaviour, boarding points down will be administered resulting in the loss of tuck privileges, loss of free time or activities, household chores, boarding detentions and in extremis, the loss of the privilege of boarding at Pinewood. Positive behaviour is rewarded with Boarding Points Up which can give you extra tuck and a reward treat evening at the end of each term.

Safeguarding and Child Protection

The safeguarding of children is paramount both within boarding and the school as a whole. All staff within the school are responsible for safeguarding and must read and observe the Safeguarding Policy. All boarding staff are required to read and observe the Safeguarding Policy in conjunction with all boarding policies.

Reviewed September 2023
Reviewed by Imogen Newcome. Houseparent
Next Review Date: September 2024

BEHAVIOUR AND DISCIPLINE**PINEWOOD***Est. 1875***SANCTIONS AND REWARDS**

A Whole-school policy including EYFS

INTRODUCTION**The Aims**

In the school we are seeking to promote care and concern for each other in the community showing mutual tolerance and respect for others. In part this occurs through encouraging good manners, helpfulness and kindness to others. This is achieved by a fair but firm discipline that seeks to lay down clearly defined sanctions in pre-determined steps linked with awareness by the child of the consequences of their actions. As much as possible this is done with a balance of positive and negative incentives. In Key stage 1 and the Early Years Foundation Stage (EYFS) positive incentives are seen as building blocks in preparation for the Prep School.

We have few specific school rules and work on the principle that any breach of common sense or good manners is a breach of school discipline, applicable both during the school day and with Boarders after the academic day has ended. The health, safety, emotional and physical well-being of the community is of prime importance, and engendering a respect for the individual and property is also paramount. A child who disregards these principles can expect the appropriate consequences, in relation to their age and understanding of inappropriate behaviour.

Bullying, theft and wanton vandalism are examples of serious breaches of trust. In the first instance the child will be seen by the Headmaster or Head of Pre-Prep and the consequences of his/her action explained to the pupil and a plan effected to help him or her. A letter would go to the child's parents. If the problem persisted the child would again be seen, but this time with the parents present, and further avenues explored. It would be explained to all parties that future disregard for the school rules would result in suspension and ultimately expulsion. Within the EYFS additional areas of support are offered with all areas being explored e.g. play therapist

The Guidelines to Positives/ Rewards and Consequences /Sanctions in the classroom.

It must be emphasized that individual teachers are the first line in the rewards and sanctions system. Laid out below are certain rules that we have as classroom expectations

FORMING THE RULES

Behaviour the teacher requires in the classroom:

- 1) When the teacher is talking pupils should stop, look and listen
- 2) Hands up if you want to speak or say something and wait for the teacher to reply
- 3) Only one person to talk at once (listen to others first)
- 4) Look after the room you are in.
- 5) Speak quietly and clearly at discussion times

In the Pre-Prep and Early Years, the children are exposed and encouraged to follow the Golden Rules (Appendix 1) which are displayed in each classroom and around the building, as well as being discussed regularly with the children in a variety of ways, such as circle times and assemblies.

POSITIVES AND REWARDS to reinforce the rules:

As individuals

- 1) Praise
- 2) Stickers
- 3) Class incentives such as 'marbles' and 'gold coins' (Pre-Prep and EYFS)
- 4) Head of Pre-Prep teachers award (Pre-Prep and EYFS)
 Show HM's (Prep)
- 5) Points up (Prep)

As a class or group

- 1) Words of encouragement
- 2) Class Golden Time (Pre-Prep and EYFS)
- 3) In House meetings praise for Points up and House Colours (Prep)
- 4) Lower School and Middle School celebration assemblies and achievement badges
- 5) Celebration and Merit Assemblies (Pre-Prep and EYFS)
- 6) Pinewood Pupil Council (Reception-Year 8)-encourages children to make decisions on school rules and routine and was instrumental in setting up the Code of Conduct and School Rules.

What counts as serious unacceptable behaviour

- 1) **Verbal** name calling, taunts, teasing,
- 2) **Emotional** Excluding from games, tormenting (e.g. hiding property and books) intimidation, gestures, exclusion
- 3) **Physical** Pushing, hitting, tripping, kicking, holding, or pulling.

(Please note that if a member of staff believes you are a danger to yourself or others through being over-physical then he or she may have to use restraint to prevent injury – see Restraint Policy)

There must also be no inappropriate physical contact between pupils. This includes kissing, holding hands, over-familiar hugging and the invasion of private space (bed areas) in the Boarding environment.

4) Blatant disregard for behaviour guidelines

5) Cyberbullying (see separate policy)

CHILD ON CHILD ABUSE

All staff must be aware that children are capable of abusing their peers and that this can happen both inside and outside of School and both in person and online.

Child on child abuse can take different forms but is likely to include, though not be limited to, the following:

- bullying (including cyber bullying and prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, hair pulling (and may also include an online element which threatens or encourages physical abuse);
- sexual violence;
- sexual harassment including sexual comments, jokes or remarks;
- causing someone to engage in sexual activity without consent such as forcing someone to touch themselves;
- consensual and non-consensual sharing of nudes and semi-nude images and videos;
- upskirting (taking a picture under a person's clothing without permission);
- initiation / hazing¹

There can also be different gender issues which can be prevalent when dealing with child on child abuse, for example girls being sexually touched / assaulted or boys being subject to initiation type violence. All staff must report any concerns regarding potential child on child abuse to the DSL and staff must follow a zero-tolerance approach and be clear that abuse is abuse and as such must not be dismissed as “banter” or “part of growing up”. All staff must feel confident to challenge inappropriate behaviours between peers to ensure the culture of the School does not allow for unacceptable behaviours being ignored or normalised.

Allegations of child on child abuse will be dealt with in the same way as any other allegations of abuse and victims will be supported through the process. Please refer to Safeguarding Policy for further details.

POINTS UP (Prep School)

Points Up can be given: 1 up for improved work and a high standard piece of work, 2 up for a marked improvement, 3 up for exceptional improvement and a ‘show HM’

Points up should be totalled up regularly and transferred to ISAMS.

Please do not reward children with sweets. It undermines the system of HM shows and points up itself.

¹ “Hazing” in this instance refers to a ritual involving pain or harm which is usually performed as part of an initiation into a group or society.

- This is added to by 1 or 2 up for helping, assisting others, kindness to others. Doing jobs voluntarily, demonstrating good manners, games, activities, clubs and any area that involves school.
- 5 up for the awarding of school colours for Academics, Sport, Drama or Art.
- 7 up for the awarding of a scholarship and Pinewood Colours.

In EYFS and Pre-Prep particularly good work and effort is recognised by the teacher and children go to see the Head of Pre- Prep for a very special sticker and handshake. Headteacher Awards are put onto ISAMS. Merit Awards are written into a book displayed in the main entrance to Pre-Prep, as well as printed in the weekly Pinewood Pigeon, as a way of celebrating children's efforts and achievements with parents and children. Celebration assembly awards/stickers are presented to the children by the Head of Middle School and are also written into a book on display in the Pre-Prep entrance hall.

The teacher of any academic subject has the right to highlight particularly good work to the Headmaster by giving the pupil a "Show to HM." and putting this on ISAMS. The Head then notes the progress and after three Show HMs, a small prize is given to the pupil.

SANCTIONS

The School rejects the use of corporal punishment.

POINTS DOWN

Guidelines to Points Down system

Points Down to be awarded on a sliding scale.

-1 = Leave book behind, untidy changing area or locker, bad table manners, no equipment for a lesson, silliness in class, late for class, incorrect shoes, untidiness, taking food from the dining room and failure to produce a prep

-2 = anti-social behaviour (such as spitting, uncouth shouting, teasing), rudeness.

-3 = Vandalism, fighting, wilful disobedience, verbal, physical and cyber bullying and serious swearing

If a child gets 3 points down in a week he/she will have a detention from 1730-1830 on a weekday evening supervised by the Deputy Head or relevant Head of School. 5 or more points down can mean a Headmaster's detention on a Wednesday afternoon, which takes precedence over a school match. 6 points down over any four-week period will result in the child being put on a 'report card' where behaviour is monitored from session to session.

Take care with pupils with special needs (see Equal Opportunities Policy) and when not to give points down. Be sensitive and use compassion.

1, 2 and 3 points down are recorded in the points down section of ISAMS. Please could staff put as much detail as possible about the offence in the comments box and initial it.

The weekly quota for Points down operates from Monday morning to 6.30 p.m. Fridays

The Deputy Head will note when the number of Points Down issued warrants a detention, which will be logged onto the pupil's records, which are kept on ISAMS. Parents will be kept informed by the relevant Head of School.

Records of poor or inappropriate behaviour are logged on CPOMS as a means of evaluating the effectiveness of the approach adopted or to enable patterns to be identified. The Heads of School will regularly receive updates and any incidents of a bullying nature will be immediately flagged on CPOMS. In Pre-Prep and EYFS class teachers will discuss inappropriate behaviour with a child to ascertain whether they understand that their actions are unkind, dangerous etc and whether they understand the consequences of what they have said or done. Class teachers may choose for a child to lose a 'marble'/'gold coin' for example but with the hope that the child earns back the reward by the end of the day. If the inappropriate behaviour becomes a regular occurrence then support will be given from the Head or Deputy of Pre-Prep in order that the child understands that their actions are not acceptable. Support will also be given through class circle times and supportive monitoring, such as sticker charts. If a child has a behaviour issue which parents are to be notified of, then this will be logged on CPOMS (incl. Bullying).

A range of communication methods exist throughout the school, e.g. home book (EYFS, Pre-Prep, Lower School) to facilitate and promote best practice for behaviour and discipline to allow parents and the school to work together in partnership.

For Boarding sanctions and rewards please see the policy 'Boarding Principles and Practice'

FURTHER SANCTIONS

For major incidents the Headmaster would normally speak to the child and inform parents, either verbally or by letter, of the problem and action taken. Depending on the severity of the incident this may take the form of a formal warning, with a comment that any further actions of a serious nature would result in more severe sanctions. Such sanctions could include the possibility of suspension or, in cases of the most serious nature, permanent exclusion from the School. The School would always aim to avoid permanent exclusion wherever possible but retains the right to ask a child to leave should their behaviour be deemed serious enough for such a sanction to be imposed.

Repeated offences, or first-time offences deemed to be suitably serious in nature, will result in the child and parents meeting together with the Headmaster. In such cases internal (gating) and external suspensions will be considered, along with permanent exclusion, depending on the nature of the misbehaviour.

At all times in any disciplinary process, our priority is to achieve the desired outcome with a pupil. In general terms, the desired outcome is that a pupil will learn from the process so that the misbehaviour will not be repeated. The child(ren) will continue to receive our fullest support through this process.

Arrangements for searching of pupils and their possessions (Section 550ZA of the Education Act: Power of members of staff to search pupils for prohibited items: England)

Should a child be suspected of bringing an item(s) to school that threatens the health and safety of others within the school community, then the school reserves the right to search that pupil and carry out a locker search or, in the case of boarders, the bed space of a boarding pupil and also request that a lockable 'tuck box' is opened. A pupil search **must** be conducted in private by a 'same sex' adult, witnessed by another 'same sex' adult and also by a friend of the child.

This Policy also references the Equality Act 2010, the Education Act 2011, the Education and Inspections Act 2006, Screening, searching and confiscation – Advice for head teachers, staff and governing bodies 2018.

Reviewed and Updated September 2022
 Reviewed by Tim Knapp, Deputy Head
 Next Review Date: October 2023

Appendix 1

PUPIL CODE OF CONDUCT AND SCHOOL RULES

A Prep School Policy

This code of behaviour has been based around the values that Pinewood aims to promote. Our two guiding principles are: treat others as you would wish them to treat you, and, any lapse of common sense, decency or good manners will be counter to the expectations we have of Pupils here at Pinewood, both Day and Boarding.

Children at Pinewood are:	How we make that happen:
Independent	<p>Be responsible for our organization</p> <ul style="list-style-type: none"> ● hand in preps on time ● tidy locker and changing-room kit area ● know where to go for games and when your matches are ● know when your music practices, lessons and ensembles are ● bring the correct equipment to lessons ● arrive at lessons on time <p>Be responsible for our appearance</p> <ul style="list-style-type: none"> ● hair styles must be of a sensible nature and hair should be tied back if longer than shoulder length.
Kind, considerate, respectful and tolerant.	<p>Keep to the agreement made in the Pinewood Friendship Promise (Lower School) or The Anti-Bullying Charter (Middle and Upper School)</p> <p>Be respectful of our learning environment and school resources</p> <ul style="list-style-type: none"> ● Only use things with permission ● Put away anything that we have used <p>Be respectful of all adults</p> <p>Be respectful of other children’s belongings, culture and beliefs</p> <p>Be considerate of others learning around us</p> <p>Listen to adults and to our peers</p> <p>Be conscious of interactions with others, to include not being over familiar through physical contact (holding hands, hugging etc.)</p>
Courteous and well-mannered	<p>Remember to use ‘please and thank you’</p> <p>Be considerate when walking around school</p> <ul style="list-style-type: none"> ● hold the door open for others

	<ul style="list-style-type: none"> ● stand when the Headmaster brings a visitor into the classroom ● allow others to come through doorways first ● offer to help people who are carrying heavy things ● greet adults and keep eye contact <p>In the dining room:</p> <ul style="list-style-type: none"> ● Talk in a low-level voice to people around us ● Keep elbows off the table ● Finish our mouthfuls before speaking or moving around the dining room ● Use a knife and fork where appropriate ● Clear up after you have finished your meal ● Appreciate the efforts of the domestic staff
Happy, secure and safe	<p>Be calm and sensible and be sure to <u>walk</u> around school</p> <p>Stay away from the 'out of bounds' areas (see Appendix A)</p> <p>Play kindly, safely and sensibly.</p> <p>Use furniture properly – keep all four legs of our chairs on the floor</p> <p>Hand in all medicines to surgery, including cough sweets</p> <p>Remember that some things are not allowed in school (See Appendix B)</p> <p>Tidy up after ourselves</p> <p>Listen to all instructions and follow them</p>
Curious	<p>Take responsibility for our own learning</p> <ul style="list-style-type: none"> ● Take on board our teachers' feedback ● Try our hardest to improve <p>Take advantage of opportunities</p> <p>Show enthusiasm in the classroom and beyond</p>
Environmentally aware	<ul style="list-style-type: none"> ● Reduce, re-use, re-cycle! ● Try to eat all the food you take to avoid waste ● Always pick up litter ● Respect and enjoy Pinewood's natural environment

Be honest if you have broken the Code and be prepared to accept the consequences.

Appendix A – Out of Bounds areas

- The swimming pool, until you are told that you can go in
- The drive from the staff car park to the lodge and the paddock to the left
- The staff car park
- The pond
- Any fence bordering the playing fields
- The grass bank by the Lady Chapel
- The bank between the Pre-Prep gardens and the drive
- The lane which runs down beside the school outside the back gate
- No one is to climb/walk on the terrace or the walls in front of the school
- Pre-Prep
- The woods above the swimming pool
- Roofs and fire-escapes

- Greenhouses, the shrubbery and the Estates Sheds

Appendix B – Items to leave at home

- Anything that poses a danger to others
- Sweets (apart from weekly boarders' tuck and for birthdays)
- Mobile phones
- Electrical games
- Any device that links to the internet.
- Jewellery, except a single plain stud in each ear.
- Money (Goods should not be traded at school)