

## Winchester House School

### Behaviour Policy

#### Key Points

- Rewards and Sanctions in Pre-Prep
- Rewards and Sanctions in Years 3-8
- Escalation Procedures
- Winchester House Way
- Code of Conduct for Children

Version 1

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## **Behaviour Policy**

### **Introduction**

Rewards and Sanctions in the School, including the EYFS, are closely linked to the Code of Conduct (Appendix 2) and 'The Winchester House Way' (Appendix 1) which are an integral part of our PSHE programme, supported and delivered through the network of Tutors and Class Teachers. The Winchester House Way is shown at the bottom of this document. 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.

Our emphasis is strongly on the reward and praise of positive behaviours/expectations 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 that is of a high standard throughout the school and all of these points add up to make the House Totals, which are displayed round school throughout the week to incentivise healthy competition in this area. This is carefully balanced by a sanction system which is sensitive to age and circumstance. This policy is therefore divided into Pre-Prep (including EYFS) and Upper School.

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. The lead practitioners regarding the behaviour of pupils and the rewards and sanctions system are:

Upper School – the Deputy Head (Pastoral)

Pre-Prep (including EYFS) – the Head of Pre-Prep

These individuals are available to advise and support staff as needed.

The above is the basic system for the application of Strikes, but all matters of discipline can be discussed with HoDs, Heads of Years, the Leadership Group and/or the Head.

The pupil's Tutor and Head of Year will often be involved in a pastoral capacity in the process of giving Strikes and they may also be involved in putting strategies in place to try to avoid the more serious Strikes as necessary. In more serious cases the Deputy Head and/or Head will also be involved.

The School will be mindful of the fact that attempts to address most matters of continuing indiscipline stand a greater chance of success if the pupil's parents are on board with the process and supportive of the School's aims. To that end, the Tutor, Head of Year,

Deputy Head (Pastoral) or Head will maintain contact with parents as deemed appropriate in any given matter. Generally speaking, the School aims to offer pupils the chance of a fresh start at the beginning of a term and previous misdemeanours will not be held as a 'starting point' for sanctions imposed that term. However, there will be occasions when this will not be appropriate in terms of the pupil's overall education and what the School is aiming to achieve. For example, if the pupil has regularly received Strikes for the same misdemeanour time after time, particularly if that misdemeanour is in itself quite serious. Another clear example would be if the pupil had been involved in bullying behaviour in the previous term and was to manifest that same behaviour again.

## **Rewards**

### **The Pre-Prep (including EYFS)**

- the display of children's work in the classroom, to other children in an assembly or to another teacher.
- showing or demonstration of special skills or achievements in an assembly or class.
- variety of awards used by individual teachers consistently across year groups e.g. stickers, beads in jar, smiley faces
- lunchtime award stickers for weekly targets e.g. to use our manners at the table
- Best Self certificates are awarded for modelling a WH Way value e.g. sharing or for a particular academic achievement. A display board charts children's achievements.
- House Points - From Reception to Year 2, these give immediate personal recognition and affirmation of positive actions and achievements which also contributes to the success of the relevant house. Points are totalled on a termly basis. The winning House receives a cup (usually displayed by the Best Self board) and mirroring the winning House trip in the Upper School, children are given a reward such as a playtime and treat in the Secret Garden.
- Best Self Time - This is an amount of extra free time which is awarded to pupils in Year 1 and Year 2, who have successfully followed 'The Winchester House Way'. Each year group has timetabled slots at the end of the week with a range of chosen activities available.
- Playtime stars - At Friday lunchtime, the class gaining the most playtime stars over the week (for playing well and clearing and lining up promptly) is announced. The class teacher then gives the class extra playtime at a suitable time.

### **The Upper School (Year 3 and above)**

- the display of children's work in the classroom or to another teacher
- showing or demonstration of special skills or achievements in an assembly, class or tutor group.
  - certain award stickers (often influenced by the age of the pupil)
- Best Self Time - This may at times be used in Year 3 and 4, following the same concept as for Pre-Prep.
  - House Points - House points give immediate personal recognition and affirmation of positive actions and achievement which also contribute to the success of the relevant House. House Points are given for work of merit, particular acts of community spirit etc. They are recorded on the grid in the pupil school diary with the initials of the

member of staff awarding the point. They are also recorded centrally on our Portal system. At the end of each term the winning House is announced and the individuals with the highest points are also identified and celebrated. At the end of term there is a special outing for the winning House. Any pupil losing 10 or more House Points in a term – see below – in the course of the term may be required to have a restorative detention, most likely during their ‘Tutor Party’, with the Head of Year or Deputy Head Pastoral to give an opportunity to reflect on how each of the Strikes was accrued and to discuss next steps to avoid a repeat in future.

Once pupils in Year 3 and 4 have received either 25 Bronze, 50 Silver, 75 Gold, 100 Platinum, 125 Diamond, 150 Head’s Award House Points in a term, Tutors will ask them to see the Head who will provide them with the appropriate sticker and sign their pupil diary.

Staff should remember that it is possible and often appropriate to award multiple House Points in a single instance, in keeping with the nature of the achievement. For larger house events or competitions, the School adopts two tiers of reward:

- For events or competitions involving all or a very large majority of pupils in each house (e.g. the Maths inter-house competition and the cross country), multiple House Points are awarded thus to the house (not the individual children): 1<sup>st</sup> place, 40 2<sup>nd</sup> place, 30 3<sup>rd</sup> place, 20 4<sup>th</sup> place, 10. Sometimes the totals awarded are considerably higher, for example the House Shout, which gives 1<sup>st</sup> place 400, 2<sup>nd</sup> place 300, 3<sup>rd</sup> place 200, 4<sup>th</sup> place 100.
- For events or competitions involving a minority of pupils in each house (e.g. the General Knowledge Quiz), multiple House Points are awarded thus: ○ 1<sup>st</sup> place, 20 2<sup>nd</sup> place, 15 3<sup>rd</sup> place, 10 4<sup>th</sup> place, 5.
- Certificates of Achievement - These operate in Years 3 and 4 only as a ‘bridge’ between multiple House Points and a Head’s Commendation. They are worth 5 House Points in a pupil’s diary. The certificates allow significant achievements, which do not in themselves merit a Head’s Commendation (see below), to be celebrated in the tutor groups or year groups and provide for a more immediate and tangible reward for personal successes.
- Head’s Commendations - A Head’s Commendation is worth 10 House Points in the pupil’s diary and should be awarded for an outstanding achievement. Examples of what a Commendation could be for include:
  - a single piece of work which is *exceptional* for that pupil;
  - outstanding progress over a period of time / a number of pieces of work;
  - outstanding and consistent attainment over a period of time / a number of pieces of work
  - a single or multiple *exceptional* acts of community spirit / care of another;

When awarding a Commendation, particularly for academic work, staff should bear in mind that it is the equivalent of 10 individually-merited House Points. A certificate is prepared for

presentation at the next appropriate assembly.

Other rewards - Many other certificates, awards and Colours are presented in assembly for musical, sporting and other achievements.

### **Consequences**

***UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.***

Consequences of poor behaviour will vary according to age and circumstance. It is important that the child understands what has gone wrong and why a sanction is being applied to aid the learning process.

Normally, children will be given a warning of unacceptable behaviour so they have the opportunity to redress actions and make the right choice.

### **The Pre-Prep (including EYFS)**

A verbal warning, distraction, movement to a different setting or talking to a senior member of staff often suffice with this younger age group. Other strategies from positive re-direction to more intrusive include:

- Tactical ignoring for a short period of time.
- Tactical pausing - pause, emphasises attention and focus.
- Non-verbal cueing - a clear, discussed cue that gives message.
- Name reminder - integrate name into teacher talk.
- Proximity praise - praising a pupil for following expectations to direct the pupil without drawing attention to negative behaviour.
- Behavioural direction - use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder - could ask a question 'What is our rule for.....?'  
When.....then.....- Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....  
Stuck record I would like you to..... The rule is.....
- Direct questions - 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices - Within known rules or routines- refer back to rights, roles and responsibilities.
- 'Time out' can be applied in a playground situation where time spent with the teacher on duty is often sufficient deterrent for unkind play.
- Playground buddies may assist with disagreements in the playground but more serious

incidents including intent to physically harm will be dealt with by the teacher on duty. ·

Quiet Area - A safe, quiet, multi-sensory reflection area is provided within Pre-Prep for children and may be used appropriately by staff.

· Minutes of Best Self Time dependent on the misdemeanour will be lost. Physical intent harm another child is an automatic 5 minutes. Nursery and Reception children may be given out 'Time out' from activities.

· Class teachers monitor incidents and if patterns of behaviour occur, it should be raised at the Pre-Prep staff meeting to ensure consistency of approach by all staff, parents should be informed of our concerns and there will be increased communication between home and school. A behaviour plan may be put together. In addition the following may be done

- Behaviour charts to enable celebration of good behaviour
- Support from Learning Development
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional Literacy or Numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Additional professional expertise sought
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

NB While we seek to apply these consequences consistently and fairly, for some children we acknowledge that they may need a more individual approach. In these circumstances a tailored Behaviour Plan will be written, agreed with parents and circulated amongst staff.

### **Upper School: Years 3 to 8**

#### **Strikes**

Verbal warnings may be given to inform a child that their behaviour at that particular moment is not appropriate. No further action is required if the behaviour stops at this point but the child should be made aware that a further misdemeanour of the same type may result in a Strike.

**Strike** – if a child is given a Strike, the incident is noted on the portal and the child is spoken to about how and why their behaviour was inappropriate at that moment. One House Point is deducted from their House's total. The first Strike in a week is a shot across the bows for a child and need not necessarily be reported to parents unless it is part of a persistent trend of behaviours at which point a 'Target card' might be considered. The teacher giving the Strike will have a short talk with the pupil alerting them to the fact they have received a Strike and reminding them of the importance of not repeating the behaviour. We strongly believe in giving second chances and that everyone makes mistakes. Often therefore, there is little or no more follow-up required.

Examples of behaviour warranting a Strike include talking in lessons after being given a

warning not to, distracting others in lessons after being given a warning, unkindness, lateness, poor attitude, lack of care for personal belongings, silliness or contravening school rules or the *Winchester House Way*. This is not a comprehensive list and teachers' discretion and professional opinion are therefore used in the giving of Strikes.

**Double Strike** – although rare, if an incident is deemed to be more serious than a Strike gives credit for, a teacher may choose to give a Double Strike for one incident. A Double Strike will result in three House Points being deducted from the child's House Total. A child receiving a Double Strike may be asked to help with some community service during their free time or miss out on a school activity as a result of their behaviour and will have a short meeting with their tutor to discuss that behaviour.

Incidents warranting a Double Strike might include inappropriate use of technology including mobile phones, bullying behaviour (1<sup>st</sup> offence), inappropriate language, damage to property. All Double Strikes are noted on the Portal and appropriate staff informed. Again, a teacher's discretion and professional opinion is used in the giving of Double Strikes. Parents and, if appropriate, the Deputy Head, may be informed if a Double Strike is given using the Portal notifications and/or email.

**Triple Strike** – In the very rare instance that a Double Strike is not a sufficient reprimand, it may be appropriate for a teacher to give a Triple Strike. This would be given in conjunction with the Deputy Head Pastoral and is reserved for the most serious offences. All Triple Strikes are noted on the Portal and appropriate staff informed with five House Points being removed from a child's House total. A Triple Strike would only be given for the most serious misdemeanours and parents would be informed. It is likely that a child receiving a Triple Strike will be asked to help with some community service during their free time or miss out on a school activity as a result of their behaviour. (See also paragraph on Target Cards). Children will also have a meeting with their Tutor and will serve a detention with the Deputy Head Pastoral at which the child's behaviour and ways to improve will be discussed.

Triple Strikes may be issued for, for example, bullying behaviour (2<sup>nd</sup> or subsequent offence), injuring another child, serious case of any offences listed above for a Double Strike, offensive language, very poor behaviour in public, stealing, careless road crossing, cheating in an exam or vandalism. This list is not exhaustive and staff will use their discretion when issuing Triple Strikes.

### **Accruing Multiple Strikes in a Week**

In addition to Strikes being offered as above, the giving of Strikes and their noting on the portal will be analysed weekly on the Portal by Tutors, Heads of Year and by the Deputy Head Pastoral. Children receiving multiple Strikes in a week will be required to make amends in the following ways:

**If a child's Strike total has lost them 3 or 4 House Points in a week** – occasionally, a child may accrue 3 or 4 negative House Points in a week, which will require the child to have

**Behaviour Policy**

a meeting with their Tutor, normally during the child’s free time and parents may be informed. The Head of Year and Deputy Head Pastoral should also be informed if a child is regularly losing 3 or 4 House Points through being given Strikes in one week and will consider organising a detention for the child at which the child’s behaviour and actions to improve will be discussed. Acts of community service during a child’s free time may also be requested and children may have to miss a school activity as a result of continued poor behaviour.

**If a child’s Strike total has lost them 5 or more House Points in a week** – children who may accrue 5 or more negative House Points in a week will be referred by their Tutor to the

Head of Year and Deputy Head Pastoral in the first instance who will organise a detention for the child at which their behaviour and actions to improve will be discussed and parents will be informed. Children may be asked to help by performing some acts of community service or face missing school events as a result. In serious cases or cases of serious repeated patterns, this may be passed on to the Deputy Head and, in the most serious cases, the Head.

**Telling the Truth**

At Winchester House we value honesty very highly. We acknowledge that everyone makes mistakes from time to time and will look favourably on a child being honest and open if they have done so. We take lying seriously and consequences are likely to be escalated should a child not be forthcoming to staff when they know they are in the wrong.

The above information can be summarised as below:

| <b>Consequence</b>   | <b>Examples (not exhaustive)</b>   |
|----------------------|--|
| Single Strike (-1HP) | Talking in lessons after a warning<br>Distracting others from their learning after a warning<br>Unkindness<br>Lateness<br>Poor attitude<br>Lack of care for personal belongings<br>Silliness<br>Breaking a school rule or part of the Winchester House Way |



|   |  |
|---|--|
| <p>Double Strike (-3HP)<br/>(parents may be informed)</p> | <p>Inappropriate use of technology<br/>Bullying behaviour (1<sup>st</sup> offence)<br/>Inappropriate language<br/>Misuse of/Damage to property</p>   |
| <p>Triple Strike (-5HP)<br/>(parents informed)</p>        | <p>Bullying behaviour (2<sup>nd</sup> or subsequent offence)<br/>Injuring another child wilfully<br/>Serious misuse of technology<br/>Offensive language<br/>Stealing<br/>Dangerous road crossing<br/>Cheating in an exam<br/>Vandalism<br/>Breaking School bounds</p> |
| <p>Form Tutor meeting<br/>(parents may be informed)</p>   | <p>If a Double Strike is received<br/>Or<br/>If a child loses 3 or 4 House Points in a week</p>  |

|  |   |
|--|---|
| <p>Detention with Head of Year or Deputy Head Pastoral<br/>(30mins)<br/>(parents informed)</p> | <p>If a Triple Strike is received<br/>Or<br/>If a child loses 5 or more House Points in a week<br/>Or<br/>If a child regularly receives Strikes for the same behaviours<br/>Or<br/>If a child regularly receives two or more Strikes per week in any given term</p> |
| <p>Detention with Deputy Head/Head (30 to 60mins)<br/>(parents informed)</p>                   | <p>For the most serious one-off incidents Or<br/>For children regularly receiving detentions with the Head of Year/Deputy Head Pastoral</p>   |

**Target card** – it may be deemed necessary for a child to be issued with an age-appropriate ‘Target Card’ at any point during the above policy. Target cards enable a child’s behaviour, or indeed academic achievement, to be monitored over a period of time. This can be particularly helpful if Strikes are being received by a child for the same reason repeatedly. A Target Card is drawn up by the child’s tutor and it will outline the child’s targets and require them to take it to every lesson to be signed off by their teachers throughout the day. After the child has had the target card for the set amount of time (normally one or two weeks), it will be reviewed by the Tutor and, when such a time comes that the child has made sufficient improvement, they will no longer be required to carry a Target Card. Once a child no longer requires their Target Card, they will be informed of a ‘review date’, normally a month to a half term after the final entry on the Target Card, to review whether the targets are still being met even without the aid of the card. If a child is not deemed to be meeting their targets without the aid of the Target Card, a Tutor may reinstate the Target Card again. If a child is unable to make amends following a second issuing of a Target Card, the Head of Year/Deputy Head Pastoral will be notified and will refer the case on to the Deputy Head and Head who will meet with the child and their parents to discuss next steps.

**Pastoral Plans** – often if a pupil requires extra help at school either because of a

deterioration in their behaviour or if they need extra social/emotional support for instance, a plan may be put in place. These are called Pastoral, Welfare, Support or Behaviour plans depending on the circumstances. These are created between staff, parents and the pupil as a way to highlight issues pertinent to that child and strategies that staff and parents can put in place to provide the necessary support for the child. These are very effective ways of providing personalised support for a child and ensure that all necessary staff are informed of the child's change of circumstance and how best to support them through it.

## **WHOLE SCHOOL**

**Possession or use of alcohol, tobacco or other illegal substances** Although it would be very rare, given the age range of the School, to have to enforce them, the sanctions for possession or use of such substances are as follows.

For possession:

- The Head should be immediately notified and will in turn notify the pupil's parents and Governors. The Head will coordinate investigation of the circumstances. In the absence of mitigating circumstances, immediate suspension would be the likely outcome.

For use:

- The Head should be immediately notified and will in turn notify the pupil's parents and Governors. The Head will coordinate investigation of the circumstances. In the absence of mitigating circumstances, immediate expulsion would be the likely outcome.

It is recognised that on a very few occasions in a pupil's time at Winchester House, they may be under their parents' immediate supervision on site for a prolonged period of time, rather than under staff's: for example, at Sports Days. In such circumstances, the parents are responsible for the pupil's conduct, unless it directly impacts upon another pupil or upon the School, where staff intervention (and consequent reference to this policy) may become appropriate.

### **Use of reasonable force / physical intervention**

Where the need arises, staff will be trained with 'Team Teach' to try to de-escalate behaviours. In conjunction with this policy, staff must refer to the Use of Reasonable Force Policy for information on when physical intervention is allowable, the procedure for recording such occasions and the requirement to inform parents.



**Threat of or actual harm to pupils and staff and exclusion**

The Deputy Head Pastoral is contacted. If the incident is considered of a serious nature, parents are called for the child to be collected and excluded for the remainder of the day. A meeting is organised with the parents and a behaviour plan is agreed. With a further incident, parents may be written to, to warn them of the possibility of exclusion, which may be implemented at the Head's discretion.

**Formal exclusion from school**

This may be considered for either:

- a combination of more serious detentions, either in a term or over a longer period of time, depending upon the circumstances. Serious offences do and should 'carry over' terms to inform a decision to suspend a pupil;
- or a single very serious breach of discipline.

In reaching a decision, relevant staff, including the Deputy Head (Pastoral) may be consulted. The duration of the suspension will befit the misdemeanour and will be decided

upon by the Head. The child should not go to public spaces or enter the school premises during the exclusion. Work should be provided during the period of exclusion.

**Permanent Exclusion**

**Expulsion:** The Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases. The Head's decision to expel shall be subject to a Governors' Review if requested by the Parents. The Parents will be given a copy of the Review procedure current at the time. The Pupil shall be suspended from the School pending the outcome of the Review.



Appendix 1



## **APPENDIX 2 CODE OF CONDUCT (CHILDREN)**

Winchester House works on a basis of trust and mutual respect. This means trust and respect:

- between pupils and staff
- between pupils
- between the staff

Staff means ALL STAFF who work at Winchester House

- whether they are teachers or not
- whether men or women
- of whatever age.

At Winchester House we want all children to be happy and confident individuals. However, everyone has a part to play in building not only their own confidence and happiness but that of others too.

### **TRUST AND RESPECT BETWEEN PUPILS**

In all your dealings with other children we trust and expect you to show respect in the following ways:

- Respect the opinions of others even if you do not agree with them – it is not necessarily wrong to disagree with others, but if you do disagree don't lose your temper about it
- Never resort to violence if you do get angry
- Always seek the help of a teacher if you are really angry with or upset by someone
- Don't say unpleasant things to others which may be hurtful to them
  - Respect the property of others – do not interfere with their property and do not borrow anything without the owner's permission

You must be prepared to help yourself and others by:

- Telling your Tutor or any other member of Staff if you are being bullied or unfairly treated. Bullying is not something that everyone has to put up with from time to time
- Speaking up for and taking the side of others who are being bullied or having a hard time
- Telling a teacher if you know that someone else is putting up with bad treatment from others

### **TRUST AND RESPECT BETWEEN STAFF AND PUPILS**

In all your dealings with staff remember:

- To be polite
- To be punctual (on time)
- To be truthful
- To be obedient and co-operative (do what is asked of you)
- To apologise as soon as you can if you have done something wrong

If you think you have been treated unfairly by a member of staff:

- Try to explain this politely in private (after a lesson, maybe)
- If you can't work things out with the teacher concerned, talk to your Tutor about the matter
- If you would rather, you can always talk to the Deputy Head or the Head or any other member of staff

### **RESPECT FOR PROPERTY**

You are expected to treat all property, whether it belongs to you, to others or to the school with equal care and consideration.

Vandalism to property (personal or belonging to the school) will always be investigated. The following are examples of vandalism:

- Deliberate damage
- Damage caused through carelessness or thoughtlessness
- Graffiti (writing or drawing on property not intended for such decoration)

### **COMMITMENT & EFFORT**

Whatever your strengths and weaknesses you can always try hard to succeed. You are expected to try your hardest

- In the classroom
- On the games field
- On stage
- In other organised activities

Your teachers and coaches will do their best to comment on and reward your best efforts. We expect you to keep up your best efforts too. This is called 'commitment'.

## **APPEARANCE AND DRESS**

You are expected to

- Wear the appropriate school uniform unless you have been told otherwise by a member of staff
- Keep shirts tucked in, top buttons done up, ties (when appropriate) correctly tied
- Wear the correct sports kit when that uniform is required (PE & Games sessions etc)
- Ensure that you do your best to keep your clothes clean and tidy (games kit is liable to get dirty, we know, but only within reasonable limits)
- Wash your hands when they get dirty, particularly before all meals
- Keep your shoes properly fastened and clean
- Ensure that your hair is of an appropriate length and is tidy (use of comb or hairbrush) and where Girls' hair is below the shoulder it should be suitably tied back at all times.

## **HONESTY AND SPORTSMANSHIP**

This is a school which runs on a basis of trust. Being honest means:

- Telling the truth
- Not taking other peoples' property (which is stealing)
- Owning up if you know that you have done something you shouldn't have done
- Being honest with yourself as well as with other people

Sportsmanship (being a good sport) means:

- Not trying to cheat when playing games of whatever type
- Listening to the point of view of others
- Being prepared to work things out with other people rather than automatically assuming that you are right
- Accepting the decision of a referee with good grace, even if you think he or she may be wrong
- Showing respect and sometimes appreciation for the opposition

## **GENERAL MATTERS**

It goes without saying that anything that is against the law is not tolerated at school. The following are therefore quite unacceptable at school:





- Theft
- Vandalism
- Physical violence against someone else
  - Racial abuse (insulting someone because of their race/the colour of their skin)

### **SCHOOL RULES**

We do not have a list of school rules. The school rules are those of common sense, common courtesy and common decency.

### **PLEASE**

- Be thoughtful
- Be considerate
- Be polite
- Be co-operative
- Be supportive of your friends and of the school as a whole
- Don't be selfish
- Don't be unkind
- Don't be vulgar (don't use bad language)
- Don't be disobedient
- Don't let people get away with bullying or other unacceptable behaviour.