

- Older pupils will be expected to be good role models for younger pupils and to set helpful examples of good behaviour and respect. This is particularly important in the boarding house when younger pupils need help getting used to the boarding routine.
- Privacy: Boarders are not allowed to go into other boarders' dorms and must respect the privacy of the other boarders in their dorms and their possessions.
- Safety: Boarders must not walk alone between school and the boarding house and must use North Drive when entering or leaving Senior House. Boarders can only return to the house in threes during the school day and must sign out with the Senior House Secretary. After school, Form 5 and 6 Boarders may move between SH activities and the Boarding House in pairs, providing they have let the member of staff on duty know and they let the next member of staff know once they arrive back at the House / activity. Members of staff will alert the receiving member of staff to expect them. Ball games are not permitted outside the Boarding House due to the proximity of the road.
- Technology: Mobile phones are not allowed in the boarding house. Any technology such as MP3 players, kindles and tablets must be declared and must not access the internet or be loaded with games, apps or social media. Tablets must be used for educational purposes only.

Resolving incidents and conflicts

The school strongly encourages children to resolve and problem-solve issues for themselves where possible, and

Children who are new to the school are inducted into the behaviour expectations through our pastoral network, which includes: regular meetings with the tutor; PSHEE and E4L lessons; Assemblies.

Support Systems for Pupils

The school has an excellent pastoral system where the pupils are actively encouraged to share their worries with an adult. Each child has a safety network of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a tutor whom they see regularly and each tutor discusses their tutees at a weekly meeting with a senior member of staff to ensure all is well. The Head and the Deputy Head are kept informed of all pastoral issues.

Rewards

While some of our pastoral work is naturally and properly devoted to discovering and resolving concerns, the majority of our time should be spent recognising, acknowledging and promoting all that is positive within the community.

It is important always to look for opportunities to praise and encourage, within and beyond the classroom. The cumulative effect of such an approach is very powerful. As a school that prides itself on the care of the individual we need to ensure that we praise and encourage each child, regardless of age and ability. We recognise that there is a scale of motivation from intrinsic to extrinsic and favour those that are aimed at nurturing intrinsic motivation. We believe that children are motivated to achieve well in learning through intrinsic motivation of mastery, relatedness and autonomy.

- The policy is made available to parents at all times on the school website.
- The policy will be reviewed annually. However, if any amendments are made at other times of the year, parents will be informed via the parent Portal on the school's website.

