Ashford School and Ashford Friars Preparatory School
Behaviour and Discipline (Rewards and Sanctions)

Policy Statement

The Local Governing Body and staff at Ashford School are committed to working in partnership with our parents and pupils to create an environment in line with our school aims and ethos where pupils feel safe, secure and happy, and are able to maximise their learning opportunities. We promote a positive ethos that encourages and reinforces good behaviour and the fostering of positive attitudes.

This document sets out the expectations for behaviour at Ashford School. It also sets out procedures for dealing with poor or unacceptable behaviour as well as illustrating how positive behaviour is rewarded.

All members of the school are expected to maintain a high standard of civilised and considerate behaviour at all times. The School Rules (Appendix 1 etc.) and Golden Rules are intended to ensure the safety, welfare, good order and reputation of the school community. In this context all staff are expected to model high standards of behaviour and respect and live the values of the school whilst rewarding good behaviour and using appropriate sanctions where behaviour falls short of the standards expected. No excessive or idiosyncratic punishments are permitted and specific guidance for staff regarding the effective management of behaviour and discipline, including appropriate sanctions, can be found in the Staff Handbook

At Ashford School serious breaches of discipline are defined as behaviour such as: severe or persistent bullying; deceit; theft; vandalism; aggressive or violent behaviour; sustained disruption in lessons; substance and alcohol abuse; ICT abuse; sexual activity, foolish or dangerous acts; truanting; and any offence which would constitute criminal behaviour in the case of an adult. Such serious offences are recorded in the Serious Sanctions Record which is held by Deputy Head (Senior School) or Serious Incident Book (Prep School) which is held by the Deputy Head. A record of a serious offence will include the pupil's name, year group, date of the offence, nature of the offence, the sanction imposed and the person administering the sanction. These records are regularly reviewed centrally by the SLT so that patterns can be quickly identified and appropriate interventions made.

Members of staff at Ashford School do not hit, push or slap pupils, they only intervene physically to restrain pupils to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil themselves). The actions that are taken are by reasonable and non-injurious means in line with government guidelines on the restraint of children. Necessary physical contact (e.g. in the case of sports coaching or the assessment of injuries) is done in public with the consent of the pupil. All incidents of use of physical restraint are reported to the Principal in writing immediately after the incident.

Further information is available in the school's Physical Restraint Policy which has regard to the relevant regulations as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Ashford School does not permit corporal punishment or physical intimidation during any activity whether on or off the school premises.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

This document is available to all interested parties (including volunteers and those supervising extra-curricular activities or accompanying school trips) on our website and on request from the main school and should be read in conjunction with the relevant sections of the following documents:

- Exclusions
- Admissions
- Staff Handbook
- Code of Conduct
- Boarding Handbook
- Guidelines for dealing with serious incidents
- Physical Restraint Policy

Ashford School is fully committed to ensuring that the application of this Behaviour and Discipline policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is reviewed annually by the Local Governing Body.

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Key Personnel

Director of the Senior School is responsible for overseeing the management of behaviour issues in the Senior School.

Director of the Senior School is responsible for overseeing the management of behaviour issues in the Boarding Houses.

The Head is responsible for overseeing the management of behaviour issues in the Prep School.

The Head of Nursery is responsible for overseeing the management of behaviour issues in the EYFS setting.

Procedures

Senior School

Ashford School seeks to implement the whole-school Behaviour and Discipline policy through adherence to the procedures set out in section below.

Rewards

Staff are asked to recognise the achievements of pupils in years 7-10 of the school by using the Commendations system. Pupils collect commendations and at the end of each term are publicly awarded a certificate of achievement.

Pupils in years 10 – 13 who achieve notable success are congratulated publicly in assemblies and in school publications. Heads of House and tutors are expected to be proactive in communicating these achievements to parents.

Sanctions

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as suspensions, can only be imposed by the Headmaster or his Deputy. Members of the support staff encountering behaviour which they perceive to be contrary to the standards set out in this document, are advised to, in the first instance, take the name of the pupil(s) concerned and discuss the matter with the relevant form tutor(s).)

A 'disciplinary ladder' showing the levels of sanctions, the offences which trigger them, and advice on how these levels are linked, is shown in the Staff Handbook. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly.

Pupils should not normally be detained after school without notice for a period of more than 20 minutes and their ability to catch their transport home must not be compromised.

The main sanction system or 'stripe' system is arranged on three levels and recorded on a central database.

Level One stripes are generally given for minor infringements and can be given by any member of staff. Level one stripes should be administered quickly and pupils should be expected to work constructively for 30 minutes. It is recognised that though staff do not have to inform parents officially about level one stripes, communication of any issues can often help to achieve a more positive outcome.

Level Two stripes are given for more major or repeated infringements and are overseen by heads of House to ensure consistency and fairness. Parents must be informed about level 2 stripes and they are served between 4.15 and 5.15 on a Friday afternoon. A signed consent from parents must be received for this.

Level Three stripes are rarely given and are used for serious offences such as truancy from lessons or rudeness to members of staff. Level 3 stripes are supervised by members of the leadership team and take place on Saturday morning. A signed consent from parents must be received for this.

Sixth Form pupils can be 'striped' but where possible teaching staff are expected to find other solutions to any discipline issues with pupils themselves and in consultation with the Director of Sixth Form and parents.

Where the academic performance or behaviour of a Sixth Form student has become a matter of concern, the Director of Sixth Form may put such a student on 'Special Measures' which may include supervised study or daily reporting for a period of time she decrees.

Saturday Detentions are given for serious offences or to persistent and may only be awarded by Senior Pastoral Staff. Parents will be informed of such detentions.

Exclusion may also be used when a pupil's behaviour jeopardises the education of others or places the school or other members of the school community at risk and is at the discretion of the Headmaster and with the knowledge of the Local Governing Body.

Record Keeping

The Deputy Head keeps a database record of all Level 3 stripes, temporary and permanent exclusions. This database records the name, year group, date of offence, nature of offence and the sanction imposed and by whom.

Consistency and Escalation

All staff are expected to work to maintain the highest expectations of pupils, in their academic work and personal conduct. At the same time, the application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, it must always be allowed that a pupil can learn from a mistake. Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning or for solely punitive reasons.

Pupils may be suspended from school by the Headmaster where the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, or offence/hurt caused to other members of the school community. In some circumstances, an internal suspension may be imposed.

Typically, if a pupil commits a second suspension-level offence within a year of the first or, after repeated warnings, does not improve their conduct/effort, the Headmaster and his Deputy will review that pupil's continued membership of the school. A pupil at this stage may, at the Headmaster's discretion, be offered a Behavioural Contract, specifying targets they are to meet in order to remain at the school.

Gross misconduct (such as theft or the use of illegal substances whilst at school) or failure to abide by the terms of a contract, will lead to the Headmaster permanently excluding the pupil. The Headmaster reserves the right in his absolute discretion to exclude from the school any pupil whose behaviour, attendance or academic progress is unsatisfactory.

Boarders

Boarding staff meet regularly to monitor sanctions used within the boarding houses. Pupils are invited through the Boarders' Council or as individuals, for example, through the peer mentor system to raise concerns about punishments.

The boarding houses are to be seen as an extension of a pupil's home and are free from the punishments set out in the National Minimum Standards for Boarding (4.4) such as those intended to cause pain, anxiety or humiliation, deprivation of access to food, drink, warmth, sleep, and access to or communication with others.

Prefects may support the house rules and use sanctions only as outlined in the boarding handbook.

Ashford Friars Prep School

Ashford Friars Prep School seeks to implement the whole-school Behaviour and Discipline policy through adherence to the procedures set out in section below.

Rewards and Acknowledgement

Achievements in and out of the classroom are all deemed equally important including achievements outside the school and we encourage children and parents to share such news with us. We also seek to identify achievements that require long term effort rather than just instant gratification – e.g. consistently practising a musical instrument or sporting skill.

Acknowledgement
Verbal acknowledgement and encouragement are used generously when appropriate. Staff are encouraged to share the achievements of pupils in their class or form with other staff. This helps everyone to understand the whole child and each individual's gifts, talents and successes. It is often the breadth of our education that helps to build a pupil's confidence, self-esteem, motivation and sense of belonging in the community.

House Points
Pupils from Year One onwards are put into Houses:

- Nightingale, Lendrum, Headley and Mountbatten

House Points are awarded for:

- Good work, effort, achievement, improvement & progress etc

House points help to motivate individual pupils and help them to see their contribution to the wider community in their House or Form etc. They are used to inspire and motivate or to build confidence and self-esteem whilst instilling a sense of teamwork. They can help others to identify what is required to attain such recognition. They are used freely and more than one can be awarded for exceptional occasions but care needs to be used to ensure they are valued and not de-valued.

Members of staff use their own judgement as to when it is appropriate to give House Points and how many to give within the general framework above. Guidance can be sought from other staff and Deputy Head/Head.

Conduct/Courtesy Points
These count as House Points but are specifically identified for acts of kindness, thoughtfulness, politeness, teamwork, courtesy and consideration for others etc. The objective includes encouraging others to copy such good behaviour and manners.

Assemblies and 'Informal Prize Giving' are occasions when weekly/termly individual House Point leaders, Class of the Week/Term/Year, House of the Week/Term/Year are identified and congratulated – pupils also receive certificates on special occasions.

Stickers
Teachers use such acknowledgement freely and for many pupils a sticker can be the highlight of their day/week.

Certificates, merits
Certificates are produced and awarded for all types of individual and group achievement; mentions in assemblies and house meetings/form assemblies are also frequent.

In the Pre-Prep 'Merit Certificates' are given weekly: one pupil per week is chosen by each class teacher for good work, effort, kindness or good conduct. Certificates are also presented to children for accumulating House Points: Bronze – 50; Silver – 100; Gold – 200; Diamond 300.

Commendations/Referral to Deputy Head and/or Head
The Heads and Deputy Head are always keen to see pupils who deserve acknowledgement and regard this as a priority. Teachers need to explain carefully to pupils why they are being referred or send a note to that effect.

Sanctions

Punishment of the whole class or whole school is inappropriate unless there is a mainly whole class or school problem.

Sanctions are confined to the individual children concerned and will be appropriate to the misbehaviour and will vary in severity.

When dealing with misbehaviour we stress that it is the behaviour that is unacceptable, not the child. Pupils must realise that in using the sanction, the member of staff is disapproving of the 'action' not the pupil.

General strategies:

- It is often beneficial to remove a distressed pupil from a situation and allow a brief calming down/cooling off period before entering into discussion
- Consult with and communicate all concerns to Form Teacher (FT)
- If necessary/helpful, inform Deputy Head/Head/Head of Learning Support (HLS)
- Share concerns with other staff and seek help with strategies from HLS/FT/SLT
- Raise concerns at staff meetings
- Do not accept rudeness or disruptive behaviour
- When dealing with pupils with a specific difficulty consult with HLS and or follow their specific IEP/behaviour management plan
- Possible recommendation by HLS for referral to educational psychologist, counselling, behaviour management etc.
- Circle Time should be used whenever appropriate/possible
- Whenever possible pupils should be taken aside to be reprimanded. Pupils should not be publicly humiliated

Sanctions in EYFS

The Head of Nursery is the designated person for behaviour management in the Nursery and should be informed immediately of all behavioural issues. Reception teachers should refer to the Head of Nursery.

Sanctions in the Prep School

Offence	Sanction	Action/strategies/responsibility/communication
	These can be used progressively on repetition of an offence or subsequent offences	
For all unacceptable behaviour, including: • rudeness • disruption of the class • distraction of other pupils • lack of co-operation • disrespect • deliberate disobedience • anti social behaviour	1. Reprimand and identify as not acceptable	▪ If effective, incident can stay with teacher responsible ▪ It may be appropriate to offer an incentive or encouragement for getting it right in the future ▪ General classroom management strategies – e.g. Move a pupil away from causes of temptation
	2. Miss playtime	▪ member of staff to inform staff member on duty ▪ pupil goes out to play but stands out
	3. 2 missed playtimes in one week	▪ Reprimand from Deputy Head and a behaviour card given ▪ Clear objective/target set for the child ▪ Consultation between HLS/Form Teacher/DH/Head ▪ Form Teacher to inform parents, ▪ All staff involved with the pupil to complete the behaviour card
	4. Negative comment on the Behaviour card	▪ pupil misses next match or special event ▪ Possible class observations of the pupil by HLS ▪ FT/HLS/DH to discuss problem and establish next strategies to be employed
	5. 2 Behaviour cards in one term	▪ Head will see the pupil and parents together to discuss the problem and establish further action
Bullying or physical harm of others Foolish or dangerous acts	6. Record in incident book	▪ missing of an event/match ▪ behaviour card ▪ If sanctions are not working, FT/DH/HLS/Head need to seek alternative strategies and involve the parents in these decisions
	7. Cooling off period	▪ In extreme circumstances pupil to be taken out of activity causing problem and allowed time to consider options/discuss with staff and parents
	8. Exclusion	▪ Head to consult with MB, Parents and UCST

Appendix 1

AFPS

GOLDEN RULES

- We should respect each other and treat others in the way we would like to be treated
- We should accept that everyone is different but equally important
- We should behave in a way that is not aggressive or deliberately annoying
- We should always be polite and avoid using language that might offend
- We should allow others to work without disruption
- We should care for our environment and respect each other's property
- We should respond helpfully if someone is in difficulty

Date Document Updated	**Document Updated by**	**Location of Saved File**
Feb 2011	Yvonne Howard Elaine Williams	
Date Document Reviewed	**Document Reviewed by**	**Date of Next Review**
November 2010	LGB	November 2011