ASHFORD SCHOOL

Inspiring Minds

Pupil
HANDBOOK

2026 - 2027

Welcome and Introduction

It is our great pleasure to welcome you to the Senior School.

Whether you are joining us from our own Prep School, another local school, or from further afield, we are delighted that you are becoming part of our vibrant and friendly community. Moving into senior school is a significant and exciting step. It marks the beginning of a new chapter filled with opportunities to learn, grow, and discover more about yourself and the world around you. While it is natural to feel a little nervous at the start, please know that you are not alone; we are here to support and encourage you every step of the way.

Ashford School is a place where curiosity is nurtured, talents are celebrated, and kindness matters. Over the coming years, you will build new friendships, take on new challenges, and enjoy a wide variety of lessons and activities. All of these things are designed to help you become confident, capable, and ready for whatever your future holds.

This handbook will guide you through what to expect at the Senior School, from daily routines to uniform, lessons to clubs. It is here to help you settle in quickly and to give you and your family all the key information you'll need.

Above all, I hope you will embrace every opportunity, ask questions, and be proud of who you are and what you can achieve.

We are thrilled to have you with us.

Hilary Ndongong
Head of Senior

Ashley Currie
Headmaster

(Please note: this handbook is updated during the academic year, the latest version is available on our website)

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Ashford School Learning Habits

Independence

This means we

- Take responsibility for our own learning
- Take full advantage of the opportunities we are given
- Ask ourselves what we can do better, and are proactive in making improvements

Resilience

This means we

- Rise to new challenges, and take risks with new things
- Respond constructively to criticism, and embrace failure as a route to success
- Strike a balance between aspiration and acceptance

Scholarship and Curiosity

This means we

- Think creatively and critically
- Pursue depth of understanding, and question the simple answer
- Welcome reasoned debate, and communicate our ideas effectively

Tolerance and Collaboration

This means we

- Are courteous, polite and encouraging at all times
- Welcome the ideas and perspectives of others
- Hold our own views up to scrutiny and are prepared to modify our opinions

Creativity

This means we

- Are adventurous with the disciplines we try and the tasks we do
- Read widely and develop our opinions broadly
- Celebrate original and imaginative thought, and emulate it wherever possible

Reflection and Responsibility

This means we

- Think about the needs and contributions of our peers not just ourselves
- Examine our own behaviour, to ensure we act with measured confidence and self-assurance
- Look critically at our place in the school community and what can be done to improve it

Section 1 – The School Day

Timings of the Senior School Day

08:00	Reception and Somerville Library open
08:30 to 08:35	Registration
08:40 to 09:25	Period 1
09:30 to 10:15	Period 2
10:20 to 11:05	Period 3
11:05 to 11:25	Break
11:25 to 12:10	Period 4
12:15 to 13:00	Period 5
13:00 to 13:50	LUNCH
13:50 to 13:55	Registration
13:55 to 14:10	Extended registration/Assembly
14:15 to 15:00	Period 6
15:05 to 15:50	Period 7
15:55 to 16:40	Period 8 - Activity
16:40 to 17:30	Period 9 - Extended Activity
17:30	Reception closes
18:00	Somerville Library closes

Monday	13:55 to 14:10	Whole School Assembly
Wednesday	13:55 to 14:10	Year/Divisional Assembly
Friday	13:55 to 14:10	Whole School Assembly

Pupils not allocated to an after school co-curricular activity can go home at 15:50. If unable to be collected at 15:50, supervision is provided until 18:00 and this will take place in the Somerville Library where possible. If they choose to take advantage of the facilities provided in Somerville Library, they should work quietly and purposefully on a specific task. Once a pupil leaves the school site, they should not return unless for an official school engagement.

School hours and pupil access to the school buildings
The Senior School's opening hours are from 08:00 to 18:00, Monday to Friday, and pupils will not have access to the main school buildings before 08:00. For pupils who arrive at school between 07:30 and 08:00 a remotely supervised environment is provided in the Refectory (access gained via the Refectory Pedestrian Gate). There is no associated charge for this facility.

Atrium
The Atrium sells a selection of reasonably priced hot and cold drinks and snacks. It is open from 09:00 – 17:00 Monday – Friday, closing briefly from 12:15 to 12:45.

Food and drink must be consumed in the Atrium, the Refectory or outside only, and should not be taken into other areas of the school.

Academic Year 2026-2027

Autumn Term 2026

New Boarders to arrive between 13:00-17:00 on Tuesday 1 September, including current boarders moving into Year 12.
Current boarders to return between 10:00-16:00 on Wednesday 2 September.
New Pupil Induction: Wednesday 2 September
Term Commences Thursday 3 September, 08:30
Half Term Commences Friday 16 October, 16:40
Boarding Houses close at 10:00 on Saturday 17 October.
Boarders to return by 20:00 on Sunday 1 November. The boarding houses will re-open from 15:00.
Term Continues Monday 2 November, 08:30
Term Finishes Friday 11 December, 12:00
Boarding Houses close at 10:00 on Saturday 12 December.

Spring Term 2027

Boarders to return by 20:00 Monday 4 January. The boarding houses will re-open from 15:00.
Term Commences Tuesday 5 January, 08:30
Half Term Commences Friday 12 February, 16:40
Boarding Houses close at 10:00 on Saturday 13 February.
Boarders to return by 20:00 on Sunday 21 February. The boarding houses will re-open from 15:00.
Term Continues Monday 22 February, 08:30
Term Finishes Wednesday 24 March, 16:40
Boarding Houses close at 10:00 on Thursday 25 March.

Summer Term 2027

Boarders to return by 20:00 Sunday 18 April. The boarding houses will re-open from 15:00.
Term Commences Monday 19 April, 08:30
Half Term Commences Friday 28 May, 16:40
Boarding Houses close at 10:00 on Saturday 29 May.
Boarders to return by 20:00 on Sunday 6 June. The boarding houses will re-open from 15:00.
Term Continues Monday 7 June, 08:30
Term Finishes Friday 2 July, 12:00
Boarding Houses close at 10:00 on Saturday 3 July.

All pupils are expected to stay for the duration of each term. Boarders' travel arrangements must be made outside of the school terms. In order to have sufficient time for travel to the airport (usually Heathrow or Gatwick) and to check in, a pupil needs to leave Ashford School five hours before their flight time. Therefore, a pupil should not fly on any plane before 17:00 when term ends at midday or before 21:00 when term ends at 16:00. Boarders are able to stay in the boarding houses for the night of the last day of a term or half term for no additional charge. This is to assist in the booking of suitable flights so that pupils do not miss any schooling. However, this must be arranged with the boarder's Houseparent in advance. The boarding houses will close at 10:00 the following morning.

Boarders are expected to return the day before term starts in order to be ready for the beginning of term. Junior Boarders to return by 18:30 at the end of a half term break. Senior Boarders to return by 20:30 at the end of a half term break.

Section 2 – Around the School

Rewards

Children thrive on praise, positive reinforcement and acknowledgement of good work and exemplary behaviour is at the centre of our system of rewards and sanctions. This may be communicated verbally to the pupil concerned, their Tutor and Head of Year and / or their parents.

In addition to this, Commendations are awarded by staff and are given for effort and achievement above and beyond the expected. 10 commendations result in the presentation of an Atrium Commendation Voucher - pupils are able to choose from a range of healthy snacks and drinks.

Pupil achievements, both in and out of school are also celebrated in House Meetings and Whole School Assemblies and publicly in the school newsletter, on our website and social media and in the local press. Parents are encouraged to let us know about pupil achievements outside school.
Sixth Form pupils are given a range of privileges in line with their status and these are published in the Sixth Form Handbook.

Exceptional achievements within the school year are celebrated at the end of each term during Awards Assemblies, and at the end of the school year in the Prize Giving ceremony to which all staff, pupils and parents are invited.

Sanctions

All pupils may be awarded a Detention for inappropriate behaviour, poor or incomplete work. There are three levels of detentions;

Level 1	30min detention served at lunchtime. No notice need be given.
Level 2	60min detention served on Friday from 16:40-17:40 (a minimum of 24 hours notice is given to parents).
Level 3	120min detention served on Saturday. (A minimum of 24 hours notice is given to parents).

Detentions are recorded on the pupil's record and an accumulation of detentions may lead to an escalation of the sanction, including exclusion from all or part of the School's activities. A Level 3 detention is referred to as a Serious Sanction and repetition of any behaviour warranting a Level 3 detention is likely to lead to suspension.

Detentions take precedence over all other activities, apart from events where pupils are representing the school and for timetabled academic lessons.

Exclusion

Pupils are only excluded from school in extreme circumstances and decisions about exclusions are made by the Headmaster. A pupil may be excluded for repeated offences or serious cases of anti-social behaviour or behaviour that brings the school into disrepute. A pupil may be internally or externally excluded from school and staff will be asked to supply work for the pupil to do during their time away from school. On their return to school, an excluded pupil will be seen by the Headmaster or the Head of the Senior School.

Permanent exclusion is the most serious sanction – the pupil will not be permitted to return to the school.

Bullying
Bullying occurs in every school but we are fortunate enough to work and study in an environment where bullying is relatively rare. We define bullying as the wilful, conscious desire to hurt or threaten someone. It happens when an individual (or group of individuals) goes out of its way **deliberately** to threaten, frighten, abuse or hurt someone else physically or emotionally. Sometimes it occurs between two individuals in isolation but it can also take place in the presence of others. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The action is **repeated over time** and victims find it difficult to defend themselves. This might include physical bullying or thoughtless, boisterous behaviour, verbal bullying, excluding another pupil or cyberbullying.

Suspected bullying incidents can be reported by pupils directly to a member of staff or by using a link on their Microsoft device desktop. When we are alerted to cases of suspected bullying the matter will be dealt with sensitively and with respect to what is in the best interests of the victim and the bully. The victim will be counselled and may be given strategies to cope with bullying behaviour. Members of the peer group may well be brought in to help support the victim. A pupil who has been bullying another child will be spoken to by their Head of Year, their parents will be informed and a written warning may be issued. Any pupil who is clearly unable to respect the rights of others to get on with their education may ultimately be asked to leave the school.

If you have concerns about the behaviour of another child towards your own please let us know straight away, no matter how minor. We will then have a log of events in case of any escalation. It is very difficult to address issues retrospectively.

Please keep a log of any events and keep us informed. Any texts, social media posts or emails should be kept. (Screen shots can be taken).

Please also be aware that situations are often more complex than they seem at first, especially when you only hear one side of the story.

Cyberbullying
Cyberbullying is the use of modern technologies like mobile phones, gaming consoles and the internet to bully another person.

Cyberbullying can take the form of threats and intimidation; stalking and harassing, prejudice based bullying, exclusion, theft of identity or exploiting personal images and information. For most children, cyberbullying will take the form of unpleasant text messages on their mobile phones or of conversations in chatrooms or on social networking sites where they are excluded or are the target of unpleasant comments.

Cyberbullying is particularly unpleasant because it encroaches on the parts of our children's worlds that we have traditionally deemed to be safe - because our children may have 24/7 access to technology, bullies wishing to exploit this have unlimited access to their victims. Because of this may school may feel it is appropriate to get involved even when incidents have occurred out of school time if they have affected another member of the school community.

Cyberbullying also allows the perpetrators a degree of perceived anonymity and this can lead to a quick escalation of unpleasantness. It can also lead to bystanders unwittingly becoming involved in the way that face-to-face bullying simply did not.

Cyberbullies and their victims also have a much better grasp of the new technologies at their disposal than many parents and teachers and this allows many of them free rein until the victim feels that they can tell someone. Unfortunately, for many victims, telling is not an option.

First and foremost, it is essential that you do some homework and get to grips with the technology that surrounds your child. Understand the dangers and the benefits, but most of all, understand how to control the risk and limit the sharing of information that makes your child vulnerable. Avoid the temptation to take access to technology away: for most children this will ensure that they do not share their fears with you for fear of the consequences.

Talk to your child about the risks and allow them to take control of making themselves safer. Show them where to get help if they need it.

If the worst happens, collect evidence and tell the appropriate people.

The school's anti-bullying policy is available on the school website or on request from the Headmaster's EA.

Mobile Phone Usage

Our aim is to encourage and promote social interaction and a sense of community; face-to-face conversation and social interactions are invaluable everyday skills.

Mobile phones are banned in all areas of school during the school day, including during after school activities.

Rules for all pupils:

The school day begins when a pupil arrives on site, and ends when the pupil leaves the school site, following the completion of any after school activities.

Pupils who bring a mobile phone to school are expected to place their mobile phone in the pouch during Form Time morning registration and unlock it at the end of the day when they leave the school site.

Sanctions:

- If a pupil forgets to bring their pouch into school, they will be issued with a warning in the first instance. On the second occasion within 1 term, they will be issued with a Level 1. Subsequent occasions will lead to further sanctions.
- If a phone is seen outside of a pouch (or a connected device in use) without permission during the school day, it will be confiscated on sight and only available for collection from the School Reception at the end of the day. Level 2 detention (1 hour after school on a Friday) awarded.
- 3 confiscations within the same term (Autumn, Spring, Summer) will lead to a Level 3 detention (2 hours on a Saturday morning).

Exceptions:
There may be occasional exceptional circumstances where prior permission has been sought and granted, whereby a pupil can use their phone in an agreed area.

As a privilege, Sixth Form pupils may use their phones in the Sixth Form common room during study periods, break and lunch times.

Messages for parents:
Please refrain from contacting your child via mobile phone during the school day. In an emergency, please email reception who will relay any urgent messages to your child.

Computer Room Rules and Guidelines

When pupils are in classrooms with computers they must abide by these simple rules. Pupils must not:

- Talk loudly or disturb others from working.
- Eat or drink.
- Install any software or download games or other large files onto the school network.
- Copy other pupils' files.
- Use the computer facilities for anything other than work.
- Must not play games.
- Download and store inappropriate material on the School network.
- Unplug school peripherals and change how cables are plugged in.
- Damage or alter the function of any school peripherals.

Pupils must adhere to the Ashford School Acceptable Use Policy.

If pupils do not follow these rules they may be excluded from using the computing facilities and have their school personal device removed, will be subject to the disciplinary procedure and/or suspended. Due to occasional computer crashes or power failures, pupils should always save their work as they go along to their schools Office 365 OneDrive, otherwise it may be lost. Any work saved elsewhere e.g. desktop could be lost.

Transferring work Home
Every Pupil has an Office 365 account and should use this to transfer work home. The network and Office 365 is backed up and work will be secure; however, if pupils do not ensure it is saved in the OneDrive, the School has no responsibility for lost work.

BYOD Rules for Sixth Form Pupils
In order for pupils to connect their laptop to the school they must abide by these simple rules:

- Pupils will not attempt to gain unauthorised access to any other computer.
- Pupils will not make any attempt to modify the internet connection or interfere with other internet connections.
- The connection to the internet is for their personal use by their personal device.
- Pupils will make no attempt to extend this facility to other computers.
- Pupils will not configure or attach any service of any description to the network to provide any services to others (for example WWW servers, FTP servers, BOOTP/DHCP servers etc).

- Pupils will ensure that their computer is secure including the use of virus updates and scanning.
- The school is not an ISP and provides restricted internet access.
- The school will not take responsibility for any damage/loss that pupils incur as a direct result, or otherwise, of this connection.
- While every effort will be made to maintain network service, the school is unable to guarantee access at all times.
- Any failure to comply with the above rules will result in the termination of the service and invoking of the school disciplinary procedures.
- In addition to these rules pupils must also agree to be running a copy of the windows operating system or Apple OSX. This can be either Microsoft Windows 10 at least Version 21H2 and above or MAC OS X at least 11.7.7 and above.
- They must also make sure that the operating system is up-to-date with the latest security updates and service packs.

1 to 1 Scheme

In order for a pupil to connect their device to the school's network a pupil must abide by these simple rules:

- A pupil must enrol and not try to remove the school's MDM Management system InTune.
- A pupil should not install any inappropriate apps.
- A pupil must abide by all the above BYOD rules when using their device.

Device Safety and Awareness

All pupils on the 1:1 device scheme will be responsible for the use of their devices both in school and at home. They have been offered to the children to enrich their learning and development. The pupils will adhere to the following:

- All devices will be labelled with the pupil's name and must not be removed.
- All pupils must ensure that their device is protected and kept safe in its sleeve.
- Any breakage on the device must be claimed and actioned within the 14-day insurance period.
- It is expected that all pupils will have their device charged and ready for the next day.
- If the device is left in school, it must be padlocked in a locker.
- All pupils are advised not to use their device in the streets or on public transport.
- There is no social media in school, social apps are restricted with school wifi.
- It is not acceptable to video or take photos of people unless permission is granted. By no means distribute this content without their permission. Failure to abide by this will lead to serious consequences.
- Any pupils found taking part in unsafe internet activities, such as cyberbullying, sexting, online grooming etc., will be dealt with according to school policy and, where relevant the law.
- The devices are the school's learning tools and are to be used with respect.
- The same ICT rules that apply to the school shared computers and laptop use will also apply to the use of the personal 1:1 devices.
- The device is suitably covered if the device is broken, if it is broken too many times or misused the pupil may be charged the full or part replacement cost.
- The device cover is for accidental damage and theft, if it is deemed to not be accidental or not suitably looked after and always left in a safe place the pupil may be charged the full or part replacement cost.

- The device should never be left unattended, if it is it should be kept in a safe locked location.
- The School reserves the right to remove a pupil's device at any time should the situation warrant it.

The Somerville Library

The Somerville Library is a valuable resource for pupils and staff. We stock a wide selection of fiction and non-fiction books and DVDs, and our librarian is available to help with any questions about our resources and about research in general. In addition to the main collection, online library resources are available on the School's website. A regularly updated collection of eBooks and audiobooks can be accessed using the Sora app **on personal devices** or the OverDrive eBooks shortcut on **school devices**.

The Somerville Library is open Monday to Friday from 08:00–18:00. It is a quiet area where pupils can study and read. The top floor is for Sixth Form study and is out of bounds to Years 7-11.

Food and drink, except for water, must not be brought into the Somerville Library. Books and DVDs should be issued at the librarians' desks on the ground and first floors. Library materials are not to be removed without being issued.

Books may be borrowed for a period of four weeks. DVDs may be borrowed for a period of 3 days. Items may be renewed unless required by another borrower. Years 7, 8 and 9 may borrow up to 4 items at any one time. Years 10 and 11 may borrow up to 6 items. Years 12 and 13 may borrow up to 10 items. Pupils will be charged the full replacement cost of any lost or damaged items.

All library materials should be returned to the locked Returns box on the ground floor or to the librarians.

The Somerville Library is a place of study and should NOT be used as a Common Room. This includes break and lunchtime. Pupils should work in silence on all floors and pass through quietly when going to classes. The doors on the ground floor nearest to Coronation are for staff use only.

Section 3 – Academic

Curriculum

The curriculum offered at all stages of the School is reviewed each year. What follows are the current arrangements and we cannot guarantee that all subjects will continue to be offered in the future. The Head of Senior School has overall responsibility for the quality of these areas, and for the curriculum. Please note that the curriculum runs on a two week timetable for all key stages.

Key Stage 3 Curriculum

In Year 7 to 9, all pupils study: English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, Art, Drama, Design and Technology, Computer Studies, Food Preparation and Nutrition, Music, Physical Education. In Year 7 pupils follow a carousel of French, German and Spanish for half a term each. Then, for the second half of the year they choose one

language. In Year 8 they start a second Modern Foreign Language, both of which they continue through Year 9. During Year 9, GCSE options are discussed, advice is given and pupils start making decisions about GCSE subjects during the Spring Term. (See Key Stage 4 Curriculum below.)

Throughout KS3, Learning Support is provided for pupils who require specialist support, usually in the form of individual help. Some pupils are withdrawn from the study of one Modern Foreign Language in order to work on English literacy skills.

Some pupils, for whom English is not their mother tongue, study only one Modern Foreign Language in KS3 and receive English as an Additional Language support to improve their English.

Key Stage 4 Curriculum

Subjects studied lead to full GCSE qualifications. All pupils study English Language, Mathematics and separate Sciences (leading to either two or three GCSE certificates) and most study English Literature. Nearly all pupils study at least one Modern Foreign Language. Option blocks are structured to guide pupils towards breadth and balance, and these blocks are subject to change every year.

If you have concerns about the curriculum, teaching or your child's progress which cannot be resolved by his/her form tutor, please contact the Head of Faculty in first instance.

Key Stage 5 Curriculum

We offer a broad range of subjects in the Sixth Form which lead to A Level or BTec/CTec qualifications. Most pupils study the equivalent of three A level subjects. Study periods are included to allow for independent study.

PSHE and RSE Curriculum
The Personal Social Health Education and Relationships and Sex Education Curriculum is delivered to all year groups by form tutors in period 1 on Thursdays.

My School Portal (MSP)

My School Portal is an online system designed to streamline communications between the school and home by bringing all information and services together into one easy-to-use dashboard.

My School Portal will allow parents and guardians instant access to information about their children, such as school timetables, sports fixtures, co-curricular schedule, school reports, messages and newsletters, as well as the ability to book buses, secure tickets for events and complete annual forms to name but a few of the features. My School Portal pulls information from our existing platforms which our community is already familiar with (SOCS, Vectare, School Cloud etc.) and operates a single sign on to these third-party applications.

All information is accessed securely online using **one** username and password, and will be accessible via your desktop, tablet, or mobile device (there is also compatibility with Amazon Alexa). With all pupil information shown on one dashboard, we are reducing the need to log in to multiple platforms to access your child's information which will hopefully make managing and viewing your child's school day easier and quicker.

You can access the portal by navigating via the link below and using the email address you have supplied the school.
https://ashfordschool.myschoolportal.co.uk/request-password

Digital Literacy

At Ashford School, the ability to use computers competently is seen as an essential skill and preparation for the future. We also encourage pupils to develop critical awareness of emerging technologies, the uses and risks of AI, as well as the most effective strategies to navigate the online environment successfully.

At Ashford School we provide all pupils in Years 7 to 11 with a pupil device. We expect pupils to take responsibility for bringing their laptops charged to every lesson.

Learning Management System (LMS)

Ashford School uses the Microsoft Office 365 ecosystem which includes many applications such as Email, Calendar, PowerPoint, Excel, OneNote, Teams etc. Through a cloud based, streamlined process, teachers will use the Teams app to upload documents, distribute resources, set homework and collect assignments digitally. In return, pupils have access to the various productivity applications to complete their assignments, keep track of their homework and/or view class-based video materials.

Office 365 is accessible to any computer, smart phone or tablet connected to the internet, via the Ashford School single sign on (SSO) and the school provides facilities for pupils to use it and other software programs at break, lunch times and after school.

Homework Policy

Homework is an important part of school work
The central purpose of homework is to enhance the learning of our pupils. It gives opportunities for work which is independent of the teachers, although subject to their guidance, and may use materials, sources of information and resources not readily available within lessons. It is viewed as part of the partnership the school has with parents in the education of their children and, therefore, their interest and support is welcomed. We will ensure that we will set meaningful tasks and avoid setting homework for the sake of it.

The diverse purposes of homework include:

- Encouraging pupils to develop the practice of independent study.
- Developing perseverance and self-discipline.
- Allowing practice and reinforcement of skills learned in the classroom.
- Enabling more ground to be covered and more rapid progress made.
- Enabling class work to concentrate on those activities which require the teacher's presence.
- Consolidating and extending work done in lessons.
- Preparing for the next lesson.
- Opening up areas of study and making possible the use of materials and sources of information that are not accessible in the classroom.
- Training pupils to meet deadlines.

Part of being an effective pupil is to ensure that work is done on time and to the best of the pupil's ability. Pupils are expected to meet deadlines and produce high quality, well presented work.

All pupils in Years 7 to 11 are given a two-week homework timetable at the beginning of the academic year. The homework timetable shows the homework subjects a pupil should complete on a particular day. The homework timetable has to be read in conjunction with the individual pupil's school timetable.

To help Year 7 settle in, they will not receive homework for the first 2 weeks of the academic year. For the rest of the first half term they will commence English, Science, Mathematics and MFL homework. After half term they will receive homework in all subjects.

In Year 7, pupils should spend up to 30 minutes for English and Maths homework tasks. The target time for all other subjects in Year 7 is 20 minutes per homework and for Years 8 and 9 is 30 minutes for all homework.

The number of homeworks per week depends on the subject but it is common to have to do homework for three or four subjects per day. If a pupil finds the homework is taking much more or much less than the allocated time, they should let the subject teacher or form tutor know.

For Years 7-11, all homework set by teachers must be recorded in the Pupil Planner. It is advisable for pupils to cross off their homework tasks in their Pupil Planner as soon as they complete them. For more information on specific homework tasks, pupils should go into the relevant subject Team area. Pupils must complete and submit homework in accordance with the deadlines set by their subject teacher.

The teachers of practical subjects do not set homework every week. The subject teacher will decide when pupils are to have homework in these subjects.

There is a homework timetable in place for Years 10 and 11. For these year groups the time for each subject is more flexible, but a pupil should aim to study for at least 1 hour in each subject per week outside lesson times.

Feedback

All homework set will either be marked by teachers with appropriate comments, or monitored in some other way (for example, checking the work has been done). Sometimes pupils will have extended pieces of work to complete (for example: essays in English or Art work). In this case, the teacher will explain when the work will be returned. Some homework is marked electronically. Verbal feedback is encouraged and will sometimes replace written feedback. Pupils will receive a separate effort grade during the reporting cycle for work done in class and work done out of the classroom. We want all pupils to be independent learners taking responsibility for their work.

Sometimes pupils might find that they are out late on school business (for example: a sports fixture or a concert). If they have been unable to complete the work and think that they have a reasonable excuse, they should bring to school a signed note from their parents. They will still have to catch up with the work at another time, which should be discussed with the teacher. If a pupil knows that they are not going to be able to complete the work, they must see the teacher at least a day in advance to ask for more time.

How to deal with problems with homework

There are many people who can be approached for help:

- The individual teacher or another teacher of that subject. Teachers are always willing to give guidance; they may not be able to help immediately but a pupil can arrange a time to see the teacher.
- The pupil's form tutor or Head of Year may be able to help directly or give advice.
- The librarians will indicate where to find useful resources. Please note: the Somerville Library is open from 08:00 to 18:00 Monday to Friday, before and after school.
- Parents want to help their children to succeed and are interested in what they are doing; pupils are encouraged to use their parents' expertise to help to search out required information.
- Pupils are urged not to leave their homework until the last minute.

The role of parents

Ashford School is keen for parents to take an interest in and offer encouragement to their child in completing homework tasks without putting inappropriate or unnecessary pressure upon their children or taking their responsibility for their learning away from them. In particular, the School hopes that they will support their children in working at home by providing quiet space and time.

If your child is regularly struggling to finish homework according to the allocation, please let their Form Tutor know.

Younger boarders are supported by the provision of supervised prep times.

Reading at Ashford

Reading regularly is vitally important and one way for KS3 and KS4 pupils to do this is to take part in the **Ashford School Reading Challenge.** When pupils have read five books, they receive a Bronze Award; for ten novels, pupils gain a Silver Award; those who complete fifteen novels will gain a Gold Award and for those who complete 20 books a Platinum Award. Some pupils then go on to read ten more novels to complete the Diamond Reading Challenge. The school will give prizes for pupils who have earned awards.

We recommend pupils select books from the Reading Challenge lists in order to ensure they are reading books which are suitable for their age group, although this is by no means meant to restrict other interests they might have. The School Librarian uploads fiction book lists for each year group on to the Somerville Library website, and regularly update them. There is a wide range of genres available from mystery, romance, adventure and fantasy, and books range from modern novels to more challenging 19th century texts. There is a specific list for 6th formers too, which collates suggested further reading material from teachers from all A-Level subjects.

During each term we have dedicated time to reading in form time which is called DEAR (Drop Everything and Read). This is an opportunity for all pupils and staff to take some time for their mental wellbeing during the busy school day. Pupils are expected to bring their book with them, preferably avoiding devices during this time.

Our co-curricular non-fiction collection in Somerville Library has been updated recently too. All subjects have contributed to this, and pupils should be able to discover an extensive range of texts connected to their subject.

The Somerville Library has also invested in the SORA reading app, where there are a vast amount of eBooks available for pupils to read on their devices. The Somerville Library is also willing to order books are not already available in the library.

The Classroom Code of Conduct

So that everyone has the same opportunity to do their best in lessons, pupils will:

- Arrive on time and organise themselves in the classroom in a sensible manner (i.e. no running or rushing for particular desks/seats).
- Be quiet and attentive when the teacher wants to start the lesson.
- Arrive with all textbooks, exercise books and other equipment such as homework diaries that are needed.
- Listen carefully to instructions.
- Complete all tasks that the teacher has set carefully and thoroughly.
- Listen in silence and be attentive whenever the teacher is instructing/explaining/talking. It is vital to recognise that interrupting an adult when they are speaking is rude and unfair to others who are trying to listen.
- Listen carefully and respectfully when peers are asking questions or offering answers.
- Seek the teacher's permission to contribute to class discussion by raising a hand so that everyone has the chance to speak.
- Complete all homework by the given date. If there is a problem, the teacher should be told in advance.
- Not swear or use abusive language as this is unacceptable and also upsets people.
- Tidy up after themselves at the end of the lesson so that the room is ready for the next class.
- Wait quietly behind seats at the end of the lesson and wait to be dismissed.
- Not bring food or chewing gum into the lessons.
- Make sure they are neat and tidy at the end of the lesson and leave the class with blazers on, respecting the school uniform code.

Setting Information

When pupils join the Senior School, we have a variety of different data to help us to determine in which set to place them.

We receive baseline information on all pupils, either from our own Prep School or from the other feeder junior schools. Because of the wide range of feeder schools, the information which we receive is not standardised across the board. By the end of the Autumn Term, all Year 7 pupils will do MIDYIS tests. These are a series of baseline tests used nationally in many schools and they give us an indication of the level of each pupil for each subject. They also indicate how pupils will perform so these are a good indicator of future performance. We use this data to inform our target setting and tracking for individual pupils.

Over the summer holidays we work on the setting of all pupils. The most important factor to bear in mind when considering setting is that we place pupils in the sets where we feel that they will be able to achieve the most. Teachers work hard to challenge every pupil no matter what the set, and our aim is to enable all pupils to exceed expectations as far as academic progress is concerned.

We review all teaching groups as a matter of course at half term in the Autumn Term, and make adjustments when it is felt that pupils are wrongly placed within a particular group. Parents are always informed of group changes for their child.

Learning Enhancement
Learning support lessons are available when all reasonable adjustments have been carried out in the classroom and additional support is required. This will be considered after discussions with a pupil, their parents or guardians and teachers. Sometimes support may only be required for a short time, or it might be over several years and it might be in small groups or 1:1. If a pupil feels they need any additional support, they should discuss it first with their form tutor who will be able to raise a picture of need or speak to Mrs Arkinstall-Doyle directly.

EAL Support
Every pupil who does not have English as his/her first language is assessed in the first week of school. The English as an Additional Language Department advises exactly how much English support is necessary for a pupil to access the curriculum, and organises lessons based on the pupil's needs and their timetable.

Section 4 – Things to Do

Activities

The co-curriculum is an integral part of an Ashford School education, and we expect all our pupils to be actively engaged. Our co-curricular programme is designed to support you to become enthusiastic, talented, and curious in all that they do beyond the classroom.

Some elements of the co-curricular programme are compulsory, and some are entirely voluntary, and the participation expectations vary across the different years of the school. Whilst some activities are scheduled before school or at lunchtime, most take place during period 8 of the school day (15:55-16:40). The details of all available activities are displayed on SOCS, with pupils using this system to sign up for their activities each term. Parents access SOCS via MySchoolPortal.

Our aim is to encourage you to select a well-rounded programme of activities, across three broad areas of focus. We do this through categorising our activities as either Care, Craft or Cognition. Pupils are encouraged to select activities from each of these categories over the course of an academic year.

Care - Craft – Cognition

The Ashford School Co-Curricular Diploma aims to recognise co-curricular contributions in all areas of our programme. It is measured across sections of the school in three different levels. Pupils need to participate in activities from the three different categories, Care, Craft and Cognition to ensure they are taking part in a broad programme.

- Care activities focus on wellbeing, caring for others and the environment around us.
- Craft focusses on developing practical skills and techniques that can be applied to projects.
- Cognition centres on learning and developing your 'thinking skills'.

Beyond activities, the Co-Curricular Diploma recognises membership of sports teams, performances in music and drama events as well as contributions to charity initiatives.

EduTrips

Parents are asked to complete online consent forms for every trip in which your child is to participate. These are generated and sent out by an online programme called EduTrips. You will be asked for your consent and then for some medical and emergency contact details for your child in order for them to attend the particular trip. This information along with relevant risk assessments is taken on the trip by the trip leader in case of emergencies and then securely destroyed on their safe return.

Music at Ashford School

Music lessons on almost any musical instrument are available at Ashford Senior School. To start lessons, please complete the online Music Lesson Request Form: Peripatetic Music Lesson Request Form - Ashford Senior School (2026/2027) – Fill in form . Guidelines and details regarding payment for instrumental music lessons are included within the application form. Pupils continuing instrumental lessons from Ashford Prep School at Great Chart should also complete the online form for lessons at Ashford Senior School. Thereafter, lessons will continue from term to term unless a term's notice of the intention to stop lessons is received in writing. There is no need to re-apply for lessons at the start of each school year.

If a pupil is unsure whether they want to commit to instrumental lessons, a free trial session can be arranged to try out their chosen instrument before submitting the form (please contact the Performing Arts Administrator to arrange.) If pupils do not have their own instrument, they also have the opportunity to hire an instrument from Ashford School at a standard cost of £30 per term.*

At Ashford School (in common with all major independent schools), instrumental music lessons take place on a rota basis during class time: if a pupil misses a few minutes of a lesson in one week, they will be absent from part of a different lesson the following week. Evidence has shown that this system in no way impedes academic progress – in fact, scientific evidence has concluded that learning an instrument significantly improves brain function – so parents may be reassured that the Instrumental Programme supports and enhances all aspects of pupil learning, as well as giving children an opportunity to develop their creative side and grow in confidence when performing.

*We reserve the right to charge £40 per term on higher value instruments. Further details are included within the Music Lesson Request Form.

Drama

Drama within the school curriculum is integral to ensure your child develops their communication, collaboration, and creative skills. It is built to give pupils the opportunities to explore diverse themes and contexts, allowing them to stretch their imagination and work innovatively.
During KS3, pupils take part in one lesson per week in Drama. They develop their performance and presentation skills through thematic and play-text exploration. Touching on the origins of Greek Theatre, Commedia Dell'Arte, Mask, Improvisation, Stage combat, Shakespeare, Drama skills in the wider world, contemporary plays, Live Theatre reviews, and their respective page-to-stage conventions.

The curriculum aims to cover the historical relevance and cultural significance of Drama and Theatre from a worldly perspective. Pupils study various influential practitioners, theatrical styles, and forms, as well as developing devised Drama from stimulus. This is teamed with the

strengthening of performance skills, developing vocal and physical dexterity, and then progresses throughout the years leading them to option for Drama at GCSE, and Drama & Theatre at A Level. During GCSE pupils have seven lessons per fortnight. The GCSE course is broken into three major areas. The first area is Devising Theatre, which involves developing, refining, and performing a piece of theatre, devised from a set-stimulus. The second area is Presenting and Performing texts, which allows pupils to focus on a full play-text with a page-to-stage mind set, considering textual, performance and design demands of the piece. The third area is a written paper which asks pupils to respond to a range of questions as an Actor, Director, Designer and Audience member - this covers one complete set-text and a live theatre review component.

Drama and Theatre A Level is a highly progressive course with clear aims and intentions of broadening the practical and written skills of those already in place. Over the course of the two years, pupils' study, analyse, practically explore, perform, and evaluate the effectiveness of five set texts. Pupils are given the opportunity to be independent and creative by devising their own piece of theatre in a specific style. They also take part in a range of theatre workshops and attend trips and theatre visits to aid their development and understanding of Drama and Theatre.
At Ashford School we aim to encourage all pupils to participate in some form of Drama, be it on or off stage. We have Drama clubs for all ages. Several mainstage productions are staged each year including a Lower School production, an Upper School Production and a Sixth form production. Being in a production requires a successful audition, whether it's for a lead role or to be a valued member of the ensemble. These productions are open for all to witness. We host an annual Speech and Drama showcase, and stage several short studio performances during the summer term as part of our Arts Fest programme. We also run a Technical Theatre club for pupils who are keen to learn production and backstage roles. This club runs alongside mainstage productions to cater for the needs of these specific shows.

Drama scholars are the backbone of our production and performance companies and often provide directorial support and production management for Lower School productions and clubs. Drama scholars represent the calibre of artistic talent and vision for our department within the school. They are expected to be leaders, creators, visionaries and prime role models, whose behaviours, and ability, sets them apart.

Within the further reach of Drama, pupils are able to receive private tuition in Speech and Drama, following the: Acting, Verse and Prose, Reading for Performance, Public Speaking, Devising, or Musical Theatre pathways. Pupils are entered for examinations every year with outstanding results. These lessons specifically enhance the practical wisdom, character communication capability, and personal attributes that make an Ashford pupil proudly distinctive from the crowd. If you would like to join the waiting list for private LAMDA tuition, please contact Mr Andrews (our Head of Drama) at andrewsn@ashfordschool.co.uk.

Whatever aspect of Drama you are interested in, we are sure there will be something for you. We foster and expect a 'company mindset' in all aspects of the Drama Department. Collaboration and Creativity are the two learning habits that particularly make involvement in Drama such a fun and enjoyable experience.

Sporting Activities

In our curriculum programme all pupils in Years 7-9 have timetabled PE and Years 7 to 13 have Games lessons. Although a flexible programme, our pupils in Years 7,8 & 9 will have the opportunity to experience activities on the following list during their timetabled PE lessons:

- Health related fitness
- Gymnastics
- Basketball
- Sport leadership
- Racquet sports - Tennis and Badminton
- Swimming, Waterpolo and Personal Survival/ Lifesaving
- Athletics

Our Games programme allows us to concentrate on the main team games and prepare our pupils for participation in either inter-school fixtures or our inter-house competition. The main team games we offer are:

Boys:	Girls:
Football	Hockey
Rugby	Netball
Hockey	Football
Cricket	Cricket

Upon entry to the Sixth Form we strongly encourage all pupils to take an active role in the sporting life of the school. During our senior games afternoon (Years 11-13) pupils are either coached in their main team game as relevant for the term, or allowed to pick from one of the optional activities:

- Badminton
- Health related fitness
- Tennis
- Swimming
- Basketball
- Squash
- Golf
- Dance

To supplement our PE and Games curriculum provision, we also have a well-established and extensive co-curricular programme that offers a vast range of activities after school.

In addition to training sessions for each of the main team games we also offer the following:

- Cross Country/ Running Club
- Basketball
- Swim Squad
- Laser Shoot
- Waterpolo
- Fitness Room
- Tennis
- Indoor Hockey
- Badminton
- Table Tennis

PE and Games are an integral part of the Curriculum and all pupils are expected to participate.

Correct School PE kit needs to be worn for lessons, practices and matches and this should be named and taken home to be washed and checked on a weekly basis. Lost and Found items are kept by the PE department or handed into Reception. Do come and check before buying new kit!

Limited storage facilities for PE kit bags are available in the bag storerooms.

Section 5 – Pastoral

Pastoral Care

At Ashford School we are dedicated to ensuring that all pupils feel safe, cared for and happy. Pastoral care and safeguarding the pupils are at the centre of what we do every day and are so much more than just a policy. We listen, we notice, and we communicate. A happy child will succeed – happiness breeds success. We have a robust pastoral structure to ensure every child feels fully supported.

We pride ourselves on the quality of our pastoral care and the 'family feel' of the school. Whilst the focus of our pastoral and academic support is on each year group, we do also have a House system. When your child comes to Ashford School they will be allocated to a House for the duration of their time here. Houses are sometimes allocated according to where siblings may already be placed but otherwise allocations are decided on a variety of factors.

Pastoral and Tutorial Structure

The tutorial and pastoral system at Ashford School works primarily on a horizontal basis with the Heads of Year managing the needs of pupils in conjunction with their team of Tutors and Assistant Tutors. In each Year group, the Tutor is the first point of contact for both pupils and parents; the Tutor will liaise with and communicate any serious or ongoing issues to the Head of Year (and Head of Boarding House for boarders).

Safeguarding concerns should be directed to Nicola Timms (Deputy Head DSL). Toby Grieves (Deputy Head) has oversight of disciplinary matters. Oversight of the academic and pastoral progress of pupils in the various year groups is overseen by John Curry (Assistant Head).

Pastoral Care Issues

Tutors and Heads of Year are asked to make themselves known to parents of new pupils at the earliest possible opportunity. They will ensure that you are kept informed about your child's progress and raise any matters of concern with you.

The Heads of Year and their contact details are as follows:

Year 7	Mrs S Kirkham	kirkhams@ashfordschool.co.uk
Year 8	Miss J Dores	doresj@ashfordschool.co.uk
Year 9	Mr M Worrell	worrellm@ashfordschool.co.uk
Year 10	Miss K Stirling	stirlingk@ashfordschool.co.uk/
	Miss C Diaz Bayon (maternity cover)	diazbayonC@ashfordschool.co.uk
Year 11	Ms I Martin	martini@ashfordschool.co.uk
Year 12	Mr R Langford	langfordr@ashfordschool.co.uk
Year 13	Mr A Stew	stewa@ashfordschool.co.uk

House Information
Being a member of a House means that pupils support the annual programme of House activities. Pupils are assigned to one of four school houses, all of which contain pupils from each of the seven senior school year groups and therefore offer an excellent opportunity for pupils to get to know pupils outside of their own year. Sixth Form pupils are also regular visitors to the younger year group forms.

Year 13 Prefects lead the Houses, assisted by a team of House Ambassadors from each year group, they are supported by a member of staff in the role of House Coordinator to support these activities.

House activities can be whole school with termly competitions from each of the school's academic faculties on a two-year rotation. There are also many sports competitions which follow the annual sporting calendar. Sports Day is held during the last week of the school year.

Whatever a pupil's talents it is important to remember that, while Houses have a keen competitive spirit, we like everyone to be as involved as possible; everyone is expected to 'have a go'.

Tutor Groups
Every pupil is allocated to a specific Tutor group ('Form') for their school year. These groups are for pastoral and administrative purposes, including academic monitoring; pupils will be mixed up throughout the school day in different sets according to which subject they are in. This movement, the inevitable changes in friendship groups and the opportunities that arrive to meet and befriend new people are all part of the challenge and adventure of life in the Senior School. Each form is made up of pupils from all Houses. There will be between 3 and 5 forms in each year group, depending on the size of the year group.

Friendship Groups
Senior School is a very different environment to Primary or Prep School. Pupils are in different teaching and pastoral groups and may well find that as they change and grow older their friendship groups also change.

This can lead to friends "falling out" which can be distressing but is often resolved fairly quickly. However, if your child feels they are being deliberately excluded over a period of time then please let their form tutor know.

Pupil contact with home during the school day
If your child has a problem during the school day your child's first port of call should be a member of staff. If the problem is such that you need to be made aware immediately then either the school will contact you, or your child will be given permission to call you from the School Reception.

Support and Guidance

Support systems for pupils

Pupil Support

- Buddies
- Peer Mentors
- Older members of the House
- House Captains
- House Ambassadors

Staff Support

- Form Tutor
- Head of Year
- Head of Boarding House
- Assistant Head
- Any member of staff
- Health Centre Nurses
- Wellbeing Team
- Chaplain
- Independent Listener
- Any member of staff

School Chaplain

The School Chaplain is **Rev Richard Bellamy** who is available to pupils, staff and parents. For pupils and staff at the Senior School who would like to drop in to see Rev Bellamy, his office is situated in Brooke House.
Email: bellamyr@ashfordschool.co.uk
Senior School: 01233 625171 ext. 357 (Friday)

Health and Wellbeing Centre

As well as our committed group of Tutors and Heads of Year, we are supported by the nursing team and the wellbeing team in the Health and Wellbeing Centre.

Pupils are encouraged to use these facilities for all physical and mental health concerns. Pupils can also utilise the centre to seek help, advice and guidance on difficult matters that they might be facing.

Nursing Team
The nursing team provide individualised, holistic care for pupils, promoting health and healthy lifestyles. The nurses also assist and support pupils who have suffered injury or are unwell.
Our team are:

Alex Hampson, Lead Nurse and Health and Wellbeing Centre Manager (School Nurse; SCPHN)
Charlotte Oliver (School Nurse)
Alex Bursey (School Nurse)
Kirsty Oaten (School Nurse)
Jenny Shaw (School Nurse)
Jane Moczulski (School Nurse Assistant)

The nursing team are also "on call" out of hours to support boarding pupils if they were unwell. The team have a dedicated nurse link to boarding who meets weekly to discuss any boarding pupils with health concerns.

Full time boarding pupils are all seen by the nursing team and have a face-to-face appointment with the school doctor in their first few weeks of starting at the school. This ensures that pupils are registered with the NHS and can then access treatment as deemed necessary.

The school doctor attends and runs a clinic in the Health and Wellbeing Centre every Thursday morning to see boarding pupils. Pupils can also see a GP at Kingsnorth Medical Practice on other days if needed.

The nurses can also arrange telephone consultations for parents of boarding pupils with the school doctor if this is required in supporting their child's health and wellbeing.

Pupils can arrange an appointment via the nursing team or via the link provided on the health and wellbeing board in each house.

Vaccinations
The Kent Community Health Foundation Trust Immunisation Team will attend and immunise children, with parents' consent as required by Department of Health Policy. Parents will receive notification in advance and will be required to complete an online consent for all pupils under 16 years of age. Information regarding the specific vaccine will accompany the consent form when it is forwarded to the parent. Pupils over the age of 16 are legally covered to consent to their own treatment.
Immunisation Service | Kent Community Health NHS Foundation Trust

Wellbeing Team
The wellbeing team comprises of BACP registered counsellors with extensive experience of working in schools. The team provides structured counselling and drop-in wellbeing support to all pupils.

Targeted interventions to support social, emotional and mental health of pupils can be accessed by contacting the wellbeing team directly via email to wellbeingteam@ashfordschool.co.uk.

Pupils can be referred by school staff, parents or self via online Microsoft form. Pupils can find this form in their year group team. Boarding pupils can also access this form in the boarding house- link available of the health and wellbeing board in each house.

Jess Grimes	Wellbeing Manager and Counsellor
Emma Boraston	Wellbeing Manager and Counsellor, Maternity Cover
Chanel Gorman	Wellbeing practitioner and Counsellor

Confidentiality
All pupils, have the right to medical confidentiality. They can speak to the nurses knowing that information will not be passed to a third party without their knowledge. Confidence will be maintained unless there is a safeguarding concern for a pupil or to someone else, they have discussed.

Contact Information for the Health and Wellbeing Centre

Health Centre Direct Line	01233 739038
Office number	01233 625171 ext 395 ext 315
Email	healthcentre@ashfordschool.co.uk

Health and Wellbeing Centre Opening Times

Monday-Friday	08:00—17:00

Peer Mentoring

We have an extensive network of pupil support for all year groups. Peer mentoring occurs throughout the whole academic year and can be in small groups or on a 1-1 basis.

All of our assigned peer mentors are trained by Mrs Timms (Deputy Head DSL) in basic safeguarding and are supported by their Heads of Year and the Pastoral Team.

It is an integral part of our wellbeing support for pupils and continues to thrive within our community.

The Pupil Parliament

The Pupil Parliament is an elected body of pupils with representatives from all Houses, Day and Boarding, and all year groups. The Parliament meets on a fortnightly basis and is responsible for representing the pupil voice.

There are five separate departments, each overseeing a specific aspect of school life:

- Community – devising a programme of events and fundraisers to support the local community and charities. Forging links between day and boarding pupils.
- Health and Wellbeing - making recommendations to the Pastoral and Welfare Team regarding health and wellbeing and overseeing a mentoring programme.
- Houses – managing the House Competition activities in conjunction with House Captains. Creating a series of innovative and exciting competitions which engage all members of the school community.

- Environment - making recommendations as to how the school environment can be improved. Helping to encourage a healthy working environment through respect of each other, the building and resources. Encouraging sustainability and environmentalism within the school.
- Teaching and Learning - reporting to Heads of Section and the Senior Leadership Team on strategies that have benefitted pupil learning. Assisting in new teaching and learning strategies within the classroom as ambassadors.

The members of the Parliament discuss ideas, issues and recommendations arising from the pupil body, relating to the whole school. These are then deliberated upon and can be presented to the SLT in formal meetings. The Pupil Parliament is pupil led, in its aim to give them agency and responsibility in driving school policy and improving aspects of life at Ashford School for all who study/work here.

PSHE and RSE Programme

The school runs a comprehensive PSHE and RSE programme which is delivered in a timetabled session every week. The programme is delivered by teaching staff and a range of "guest" speakers, either resident or external experts.

Section 6 – Uniform and Equipment

Appearance and Uniform

Pupils must be well turned out at all times and their appearance should not be ostentatious. Uniform should be clean, in good repair and worn properly.

Blazers are to be worn throughout the school day but may be removed in lessons with the permission of the teacher. Hair should be neat and tidy. Colours should be natural looking and any cuts or colours should not be extreme. If a pupil is in doubt then advice should be sought from their Head of Year prior to the cut or colour change. Makeup and piercings are not permitted, nor is jewellery, with the exception of a single, small pair of ear studs.

Our uniform is provided by SchoolColoursDirect.co.uk. They offer a secure online ordering service which allows you to shop for all uniform and sportswear at your convenience. SchoolColoursDirect.co.uk is directly linked from our school website.

All items are compulsory unless indicated otherwise. All items of uniform should be clearly named.

Girls Uniform Years 7 to 11
From SchoolColoursDirect.co.uk
Short or long sleeved blouse
Kilt style navy skirt which should reach the knee
School jumper
Navy or Striped blazer with school badge
Navy trousers (produced by School Colours)
With trousers girls should wear black or navy socks without logos.
From any retailer
Black shoes of polishable material, not trainer style shoes

Black tights (40 denier)
Summer term only – Black or navy ankle socks “without logos”, or black tights
School bag
Single stud earing in each ear (if applicable)
School scarf – optional
Coats should be plain black, dark grey or navy and any logos should be discreet

Boys’ Uniform Years 7 to 11
All boys must be clean shaven.
From SchoolColoursDirect.co.uk
Short or long-sleeved shirt
Tie
Charcoal trousers
School jumper
Navy blazer – with school badge on the left breast pocket
From any retailer
Black shoes of polishable material, not trainer style shoes
Black or Navy socks without logos
School bag
School scarf – optional
Coats should be plain black, dark grey or navy and any logos should be discreet

PE Kit and Equipment
All PE uniform must be purchased from SchoolColoursDirect.co.uk unless indicated otherwise. All items are compulsory unless indicated otherwise. Pupils are expected to wear school navy tracksuit bottoms and/or leggings whilst moving around the school site. This includes during all academic lessons, eating in the Refectory and when travelling to and from fixtures.

PE Kit
Navy polo shirt
Reversible rugby shirt (boys only)
Navy blue hockey socks with red top
School tracksuit
Navy midlayer
Games bag (optional)
Swimming cap (supplied at school charged to account)
Navy shorts
Navy/red skort (girls only)
Navy base layer top (optional)
Navy base layer leggings (optional)
Cricket whites (for competitive A team boys and girls)
School cap (optional)

From any retailer
Pair of astro trainers
Pair of football/rugby boots with removable studs
Tennis racket
Hockey stick
Swim bag
Shoe bag

Mouthguard for hockey/rugby
A pair of shin pads
Short white socks
Pair of trainers (non marking sole)
Black swimming trunks or fitted swim shorts (boys only)
Black swimsuit (girls only)

Equipment for Lessons

General for all lessons

- Black and blue pens
- Coloured biros
- 2 x HB pencils, a pencil sharpener and an eraser
- Ruler (30 cm)
- Scissors
- Glue stick
- Coloured pencils
- Highlighters
- Device charged with charger

Tippex and other correction fluids are **not allowed**.

Art
Year 7
The Art department will supply all specialist pupil needs whilst in school. It is important that pupils have access to basic art equipment at home in order to develop their art studies and homework out of school hours. The Art department will provide hardback and paperback sketchbooks without charge.

Year 10 Art and Design
As above; the Art department will provide hardback and paperback sketchbooks, without charge. All materials are provided in school. It is a good idea but not mandatory to purchase a set of acrylic paints for use at home.

Art GCSE and 'A' level coursework and exam work
As above; the Art department will provide hardback and paperback sketchbooks, without charge. All materials are provided in school. It is a good idea but not mandatory to purchase a set of acrylic and oil paints for use at home. We recommend brands such as Daler Rowney and Winsor and Newton. It is also preferable to have a good set of colour pencils such as those made by Prismacolor.

Business and Economics
Pupils will need a calculator the same as used in Maths and a protractor.

Chemistry
Calculator for all lessons

EAL
A separate letter is sent to the parents of international pupils detailing the books and equipment required by the EAL Department.

English
Pupils are expected to bring a reading book to every lesson and are expected to bring their own reading material for their DEAR (Drop Everything and Read) sessions.

GCSE Food Preparation & Nutrition
The Food preparation and nutrition department provides all ingredients and specialist equipment. It is important that pupils can bring in a named, sealable, and reusable medium to large sized container to take home any food they have made in lessons. An example would be an old celebrations/sweet tin or a plastic style food container.

Geography – GCSE
At GCSE Geography level, pupils should have a calculator and geometry set (same as those used in Maths) for each lesson. This is due to the large amount of cartographic, graphical, statistical and numerical skills, which are covered discretely within the course.

Learning Enhancement
Those pupils eligible for a reader should bring with them each day headphones that can be plugged into a 3.5mm jack.

Mathematics
Scientific calculator:

- KS3 Casio FX-85GT or equivalent
  KS4 Casio FX-85GT (or equivalent) or Casio Classwiz FX-991EX
- Sixth Form
  - Maths and Further Maths: Casio Classwiz FX-991EX or Casio fx-CG100
  - Core Maths: Casio Classwiz FX-991EX

Geometry set including compass and protractor.

Calculators can be purchased through the Maths Department, to do so parents need to email their child's maths teacher . The other equipment can be purchased in the Atrium.

Music
Headphones to connect to school device, or if Sixth Form own device.

Physics
Calculator for all lessons.

Psychology
Pupils will need a calculator.

Modern Foreign Languages
It is essential pupils have a pair of earphones or headphones that can be plugged into a 3.5 mm jack connector. Bluetooth is not available.

Section 7 - Ashford School Student Code of Conduct

These are the principles which pupils are expected to apply to the many situations they face daily. All pupils are expected to:

show commitment to learning;
be honest, considerate and courteous to others;
contribute with enthusiasm and to the best of their ability;
show respect for themselves and for their environment;
promote the reputation of the School.

School Rules

The rules that follow are designed to promote the safety, effective working and well-being of all. They apply whilst at school, to/from school and whenever an individual represents the School.

Attendance

- All pupils are expected to attend school for the full duration of each term.
- Term dates are published in advance and must be observed.
- Permission for absence will only be given for exceptional circumstances. Emails requesting absence in advance should be addressed to Headmaster@ashfordschool.co.uk
- Routine medical and dental appointments should be arranged outside of School hours, wherever possible.
- Sporting fixtures and other activities take place at weekends as well as mid-week. To view up to date information on sports fixtures please visit our Sports Website: www.ashfordschoolsport.co.uk . If you are selected you are required to participate.
- If you leave School during the day you must report to the School Reception to sign out/in as you depart/return.
- If you are absent due to illness, your parent should phone on each morning of absence (01233 625171); absences lasting more than one day will need to be supported by a written explanation (given to the Form Tutor) irrespective of the age of the pupil.
- You are expected to arrive at school by registration at 08:30. Pupils who arrive after the registers close at 08:40 must report to the School Reception.
- If you become ill during the school day you should go to the Health and Wellbeing Centre.
- If illness or injury means you cannot participate in games, swimming or physical education you must bring a signed note from your parent explaining the reasons or your parent should email your tutor.
- Deliberate absence from lessons or any other aspect of school life is a serious matter and will be treated as such.

Appearance

- You must be smartly presented all times and your appearance should not be ostentatious.
- You must wear the uniform or games kit specified by the School and your clothes should be clean, in good repair and worn properly.
- Blazers are to be worn to and from school and during the school day but may be removed in lessons.
- Your hair must be tidy; its length, colour (must be natural) and style should be acceptable to the Senior Leaders of the School.

- Makeup and jewellery are not permitted in Years 7-11 with the exception of a single small stud earring in each ear.
- Skirts should reach the knee.

Behaviour and Relationships

- Eating and drinking are permitted only in the Atrium and Refectory or on the benches outside; food must not be removed from the Refectory.
- Chewing gum is not permitted in school.
- Mobile phones are not permitted during school hours.
- The possession at school of any of the following is forbidden: alcohol, tobacco (including e-cigarettes and vapes), illegal drugs (including so-called legal highs and drug paraphernalia), fireworks or any offensive weapon; betting and playing for money are also forbidden.
    - Possession of any of these items may jeopardise the perpetrator's place in the School.
- All forms of bullying are unacceptable. Bullying occurs when one person consciously and repeatedly makes another person ill at ease or unhappy.
    - Bullying can be both physical and psychological. Bullying may jeopardise the perpetrator's place in the School.
- Public displays of intimacy are not acceptable. Sexual activity between pupils is not acceptable and will normally lead to the pupils involved being asked to leave the School.

Safety

- You must make your safety and that of others a priority. You must take particular care when crossing East Hill and when going into the town or to the station.
- Driving or cycling to/from School is permitted. If cycling to school we advise you to wear a helmet. Your bike must be in full working order and by law, if cycling in the dark, must be fitted with lights. It is your parents' responsibility to ensure that you are competent, properly equipped and knowledgeable.
- Due to space restrictions, parking is not available on the school grounds.
- You must adhere to area-specific safety rules, such as the swimming pool, sports equipment, laboratories, workshops etc.

Bounds

During the school day all pupils are expected to remain on the school site. Sixth Form pupils may go into town at lunchtime. Any pupil who does go off-site at lunchtime must sign out and back in again in Reception. Unless directly supervised, Y7-11 pupils on site after 16:30 must be in the Somerville Library which closes at 18:00; Sixth Form pupils may utilise the common rooms.

Property and Security

- All your property should be marked with your name. Lockers are available to Years 7-11 pupils. The School is not responsible for valuables that have not been secured. Lost property is stored in Reception; check with the School Office to search for it.
- Damage should be reported to the School Office without delay. You may be liable for any damage caused.
- Separate guidelines are published which clarify the particular obligations applying to Sixth Form pupils and boarders.

The Headmaster of Ashford School has the authority, after proper consideration, to exclude any pupil from the School for a serious or repeated failure to observe these rules, or whose attendance, punctuality or academic progress is unsatisfactory, and to judge on the acceptability of variations not covered.

Weapons, Illegal Drugs, Alcohol, Vapes, Tobacco and Tobacco Related Products
Pupils bringing any of the above into the school or its environs will be dealt with by the Headmaster of Ashford School. Any pupil caught in possession of the above should expect as serious sanction from the Senior Leader of the School.

Sanctions
All pupils may be awarded a Detention for inappropriate behaviour, poor or incomplete work. There are three levels of detentions;

Level 1	30min detention served at lunchtime. No notice need be given.
Level 2	60min detention served on Friday from 16:40-17:40 (a minimum of 24 hours notice is given to parents).
Level 3	120min detention served on Saturday. (A minimum of 24 hours notice is given to parents).

Detentions are recorded on the pupil's record and an accumulation of detentions may lead to an escalation of the sanction, including exclusion from all or part of the School's activities. A Level 3 detention is referred to as a Serious Sanction and repetition of any behaviour warranting a Level 3 detention is likely to lead to suspension. **Detentions take precedence over all other activities.**

Exclusion
Pupils are only excluded from school in extreme circumstances and decisions about exclusions are made by the Headmaster. A pupil may be excluded for repeated offences or serious cases of anti-social behaviour or behaviour that brings the school into disrepute. A pupil may be internally or externally excluded from school and staff will be asked to supply work for the pupil to do during their time away from school. On their return to school, an excluded pupil will be seen by the Headmaster or the Head of the Senior School.

If you have a Concern
There may be times when you have a problem that you feel you cannot handle on your own. It may be that you are being unfairly treated or bullied, or that you have some other difficulty, inside or outside school, which you find hard to handle. Ideally, if you have a concern, you should first talk informally to your Tutor, any teacher you trust, the Wellbeing Team or the School Nurses. Alternatively, you may wish your parent to raise it on your behalf.

Referrals to the Wellbeing Team can be made via email, wellbeingteam@ashfordschool.co.uk , or via the referral form in your Year Group Team where you can also find The Concern Report Form.

Outside school a useful free telephone number is Childline on 0800 1111.

Bullying
Bullying occurs when one person consciously makes another person ill at ease or unhappy. Bullying can be both physical and psychological. All forms of bullying will be treated as a most serious matter and may jeopardise the perpetrator's place in the school. Bullying should be reported immediately to your Head of Year or another senior teacher.

The Bullying Report Form can be found in your Year Group Team.

Section 8 – Administration

Contact Details

Absence

Please see **Section 9** on reporting or requesting an absence.

All routine and any other correspondence about your child should be sent to your child's Tutor or Head of Year. The email addresses for Heads of Year are on page 19 of this booklet.

Uniform

Our uniform is provided by SchoolColoursDirect.co.uk. They offer a secure online ordering service which allows you to shop for all uniform and sportswear at your convenience. SchoolColoursDirect.co.uk is directly linked from our school website.

Ways we contact you

We will send the majority of our messages to our parents via MSP (My School Portal) directly to parents' mobile phones or occasionally through iSAMS, our School Management system.

Both systems are an invaluable and efficient method of contacting parents. During the term time parents should receive a weekly newsletter via MSP.

Forms for completion

The following must be completed prior to your child joining the school. The Admissions team will share these with you as part of the acceptance process.

- Ethnic Origin Form.
- Online Health Questionnaire.
- Photo Permission Form.
- Right to Study.
- Equipment Loan Form
- Acceptable Use of Digital Resources
- **International pupils** must also complete:
    - Care arrangements Form;
    - Guardianship Terms and Conditions;
    - Letter of Parental Consent;
    - Pupil Responsibility Form.
    - Guardian's Letter of Undertaking

Transport

The School Bus Services run from and to Faversham, Aldington/Folkestone and Tenterden/Rolvenden. A shuttle bus service runs between East Hill and Great Chart in the mornings and afternoons. Before the start of the Autumn term a link will be sent to parents for the platform Vectare where there will be more information and the ability to book places.

Drop off/parking

Parking space is unfortunately extremely limited and although we do have two small car parks, all permanent parking is needed for members of staff, or for parents and visitors with appointments at

the school. Parents are welcome to use spaces for setting down and picking up, **PRIOR TO 08:30 AND AFTER 15:30:** please refer to parking signage on all school car parks. When dropping off pupils it is advisable to drive to the top of East Hill, turn around and allow pupils to alight safely on the correct side of the road outside the gates.

Guidance for Boarders' Travel Arrangements

We ask that any travel arrangements are made outside of the School terms and, in order to have sufficient time for travel to the airport (usually Gatwick or Heathrow) and to check in, a pupil needs to leave Ashford School five hours before their flight time. Therefore, a pupil should not fly on any plane before 17:00 when term ends at midday or before 21:00 when term finishes at 16:40. If a pupil is unable to find a suitable flight on the last day of term then we ask that they stay overnight in the boarding house or, with their guardian and fly the next day.

Boarders are able to stay in the boarding houses for the night of the last day of a term or half term for no additional charge. This is to assist in the booking of suitable flights so that pupils do not miss any schooling. However, this must be arranged with the boarder's Houseparent in advance. The boarding houses will close at 10:00 the following morning.

Section 9 – Guidance for requesting an absence

When requesting an absence for a pupil please see below the requirements. We are grateful for your cooperation on this matter; as you will be aware, the school does have specific reporting responsibilities over pupil attendance.

- Please state the name/s of the child/ren the request relates to.
- All requests should include as much detail as possible about the reason for the absence.
- Each request will be dealt with on a case by case basis.
- Pupils visiting university open days must request permission from Head of Year.

Absence due to illness	Call School Reception (and email Form Tutor – Senior School only)
Medical and Dental appointments	Absence should be requested via MSP (My School Portal)

Specific educational events such as auditions, external exams, other visits	Absence should be requested via MSP (My School Portal)
Family events	Request to go to the Headmaster's Executive Assistant at headmaster@ashfordschool.co.uk If you have children in both the Prep and Senior School, only one request email will need to be sent to this address, but please state the names and year group of the children that the request relates to.

Holiday/Extended absence	Request to go to the Headmaster's Executive Assistant at headmaster@ashfordschool.co.uk If you have children in both the Prep and Senior School, only one request email will need to be sent to this address, but please state the names and year group of the children that the request relates to.

Section 10 – Frequently asked questions

If you leave school for any reason during the school day you must sign out in Reception.
This is a fire safety regulation. If you are able to come back again after your appointment then sign in again on your return.

What you should do if…
…you are sick in the morning before school.
If you are ill at home your parent can report your absence via MySchoolPortal to let the school know that you will not be coming in and the reason why. They can if needed call the school to report your absence on 01233 625171. If possible, your parent contact the school before 08:30, the school office is open from 08:00. Your parent should contact the school on each day of your absence giving the reason for your continued absence.

…you become ill during the day.
If you feel ill during a lesson tell your teacher and you will be given permission to go to the Health and Wellbeing Centre. The Health and Wellbeing Centre staff will help you to know what to do next.

…you lose something in school.
If you lose something in school (clothes, kit, pencil case, books, or any other belongings) then tell either Reception or your Form Tutor. You can also ask to look in lost property. All of your clothes and equipment should be named. Any found items with your name on will be returned to you.

…you forget your homework.
If you forget your homework, do not panic! Tell your Tutor or your teacher at the earliest opportunity and make sure you bring it in the next day. Don't make a habit of this though – try to be organised.

……you forget your mobile phone pouch
Please hand in your mobile phone to your form tutor, you can then collect it from Reception at the end of the day.

…you have a medical appointment (doctor, dentist, etc).
If possible, try to get medical appointments out of school time. If this is not possible, then your parent can notify the school in advance via MySchoolPortal or bring in a note to your Form Tutor. If your appointment is before coming into school, then you should register on arrival at Reception. If your appointment is during the school day, ask your Form Tutor to put on the register what time you have to leave for your appointment and if you are returning to school afterwards. When it is time to go, politely ask to leave if you are in a lesson and go to reception to sign out.

…you bring the wrong books to school.
If you've packed the wrong books for some reason, don't panic! Tell your teachers at the earliest opportunity and make sure you copy up any work afterwards. If you've got homework to give in, make sure you bring it in the next day.

…you forget your pencil case or your homework diary.
For Years 7 and 8, the Head of Years 7 and 8 keeps spare pencil cases and exercise books for this purpose. Tell your Form Tutor during morning registration and you will be able to borrow one for the day. It must be returned the next day.

If you are not in Year 7 or 8 please tell your Form Tutor during morning registration and they will tell you what to do.

…you arrive late to school.
If you arrive after 08:40 in the morning you must go to Reception to sign in before you do anything else.

…you forget your PE kit.
If you forget your PE kit, see the PE staff as soon as you can. They will tell you what to do.

…you have a question about something not covered in this booklet.
If you have a question that is not covered in this booklet then please contact in the first instance your child's tutor or Head of Year via email or on 01233 625171. Do not be afraid to ask if you are worried about something.

Section 11 - Alumni & Development

Alumni & Development

The Ashford School Association – our alumni community
The Ashford School Association (ASA) is our alumni community that connects you to a growing network of **nearly 5,000 former pupils and staff** from Ashford School, Ashford Girls' School, and Friars Prep, all around the world! The ASA is supported by the Alumni & Development Office.

Here's what the ASA offers you as a pupil:

- **Giving back:** by participating in charity events and activities, you can help raise funds for our school charity, ensuring talented pupils can join our amazing school.
- **Lifelong connection:** stay in touch with old classmates, teachers, and friends.
- **Networking opportunities:** connect with inspiring alumni across diverse careers – gain valuable advice and build connections that last a lifetime.
- **Events galore:** from city events to reunions at school, talks, creative workshops, sports matches, and even concerts – the ASA offers exciting events to keep you engaged.
- **Career inspiration:** get a head start on your future. The ASA hosts in-class career talks from successful alumni, providing invaluable insights for your future dream job.
- **School legacy:** the ASA also manages the school's archive, allowing you to reconnect with our history and school spirit from the last 125 years!

Want to get involved?

- **Request a talk or workshop:** ask your teacher to arrange an alumni talk for your class in a subject you're interested in. They can contact alumni@ashfordschool.co.uk for support.
- **Join an alumni event at school:** https://www.ashfordschool.co.uk/asa-events/
- **Help raise funds:** get involved in school giving days and events to raise money for our school's charity.

The Ashford School Foundation – our school charity

The Ashford School Foundation (ASF) is the school's charity dedicated to creating a more inclusive and positive learning environment for everyone.

Here's how we achieve that:

- **Bursary power:** we award financial aid (bursaries) to talented pupils who might not otherwise be able to afford an Ashford education. This could be someone with incredible potential in science, a future writing star, or a budding athletic champion – just like you!
- **Building the future:** we raise funds for exciting capital projects, like new science labs or performance spaces. This ensures everyone has access to the best resources to pursue their passions.