



**ASHDOWN HOUSE POLICY ON PROMOTING GOOD  
BEHAVIOUR (to refer to boarding and day pupils)**

# Promoting Good Behaviour

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This policy is to be read in conjunction with Behaviour and Discipline in Schools 2016, which may be found at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> n

All rules are dictated by common sense and the need to look after each other well, living together as we do in the same community. Ashdown House has high expectations of all pupils and we believe that good manners, consideration and common sense are an important part of a child's education. Although sanctions are part of school life, we very much value the philosophy of rewarding good behaviour.

## School Guidelines

**Rewards for positive behaviour, include, but are not limited to:**

- **Form tutor system**
- Whole school collective worship, Monday to Thursday with the Headmaster, where moral themes discussed. (record kept by Deputy Head)
- Sunday Chapel services. (record kept by Deputy Head)
- Guidelines on the back cover of the school calendar.
- **A list of 'Dos and Don't's' on boarding landings as well as the pupil information board**
- Good mark reward system which is counted up weekly and added to the School House system. Please note a variety of rewards may be given to the younger pupils as appropriate and according to fairness.
- Show Up award for outstanding behaviour or work.
- Termly House competition with the winning Patrol receiving a cup and being invited to the Patrol Feast.
- Headmaster's reward for the most show ups.
- PSHEE lessons on a Friday morning.
- Cross curriculum links to subjects such as citizenship and religious studies.
- Visiting preachers.
- **Good role models within the School such as Prefects, Head Boy, Head Girl and other positions of responsibility which may be awarded during the academic year**
- Weekly lunchtime meetings with those in position of responsibility with Headmaster and Headmaster's wife.
- Mentoring system in place for the year 8 pupils.
- Newsletter recognition
- Whole school promotion of British Values
- Collective reflection at times of global tragedy; remembrance; etc.

## Monitoring Behaviour

The children's behaviour is monitored in the following ways:

- Classroom management including positive handling (please refer to *Positive Handling Policy* for guidance on how positive handling is to be used to prevent a pupil committing an offence, injuring him/herself or other pupils, or destroying property. Any such instances are recorded.)
- Supervision (see *Supervision Policy*)
- Daily staff briefings which give the opportunity for any concerns to be highlighted.
- Pastoral boarding books and whole school incident books which are checked by the SMT on a weekly basis.
- Incident book and bad mark book which records any incidents of poor behaviour or concerns. Staff are expected to identify children with SEND in order to identify any patterns of behaviour amongst vulnerable groups. The SMT check through this book on a weekly basis and decide on any sanctions that are necessary, both informal and formal.
- Form tutoring system.
- Mentor – Telemachus for year 8 pupils.
- Report card. A child may be put on a report card to monitor a particular concern e.g. industry, progress, punctuality etc. The card is a positive tool that allows the child to be accountable and be aware of their attitude at school as well as allowing them to set goals and targets. A member of the SMT will check the card daily.
- Children with a specific learning difficulty or medical condition. Ashdown House recognises that disruptive behaviour can be a result of unmet learning needs or due to medical conditions or disability. It is important that an IEP (or where appropriate an EHC Plan and /or risk assessment) is in place for such children to promote equal opportunity for learning and that all staff are aware of this and of any medical conditions. These are reviewed regularly by the SENCO and staff are appraised accordingly of strategies contained within IEPs to facilitate teaching, learning and positive behaviour. Early, Wave 1 intervention works as an effective initial strategy as this avoids further escalation and a member of the SMT is available to assist with ANY disruptive behaviour. In the case of disruptive behaviour due to stress or mental health issues, cognitive behavioural therapy, art therapy or referral to Child and Adolescent Mental Health Services (CAMHS) may be an option that the headmaster/SENCO explores. *Please refer to Appendix 1 for links between behaviour and SEN and the Ashdown House Learning Support (SEND) Policy.*
- Serious Incident book kept by the Headmaster.

## Sanctions

The Headmaster undertakes to apply any sanctions fairly and will not involve any form of unlawful or degrading activity.

**Ashdown House rejects the use of corporal punishment.**

Sanctions such as the writing of lines or standing people against the wall are not acceptable punishments. Staff experiencing difficulties with a pupil should talk to a member of the SMT. If a child is being unruly in class then staff should contact a member of the SMT immediately.

Examples of sanctions include:

- Level 1 – An informal reminder from staff that their behaviour is not appropriate: An explanation will be given on what is the correct behaviour expected and guidance on what sort of improvement we expect from the pupil (this includes minor misdemeanours such as running down a corridor, being slightly late to lessons etc.). This level of misbehaviour will not be communicated to parents.
- Level 2 – The award of a bad mark: This would involve a conversation with the pupil's form tutor and will be appropriate to the misdemeanour. (this might be for the use of a mildly unkind word or action). It might also involve a form of restorative justice to support improved future behaviour. This level of sanction will not be communicated to the parents.
- Level 3 – Report/Aim card: In the case of persistent disruption in class, failure to complete Preps or consistent lack of effort in any aspect of school life, teachers or tutors may request for a pupil to go on report. This must be agreed by a member of the SMT. The pupil concerned should carry the report card with them throughout the school day, handing it in at the start of lessons/preps, and it must be signed at the end of that academic period. The pupil should show the report card to their tutor and a member of the SMT at the end of each day for as long as the report card is in place. Parents will be informed of this sanction and will receive regular updates as to their child's attitude to learning and progress whilst on report.
- Level 4 – Pause for Thought (Detention): In cases where children display a disregard for school rules or a serious lack of effort despite receiving advice or warnings, and especially if they are unkind to another pupil, they will be supervised in a period of reflection where they will have to complete a piece of work deemed appropriate by the member of staff and SMT overseeing the detention.
- Level 5 – Temporary suspension (internal): This may follow any one-off, serious offence as listed below, consistent repetition of Level 4 misdemeanours. This will entail the pupil being taken out of normal school routine and doing supervised work in a separate classroom. Parents will be informed and a meeting will be arranged to seek strategies for improving the situation moving forward.
- Level 6 – Temporary exclusion (external): Should the Headmaster (or in his absence the Deputy Head) feel that a pupil has committed a serious offence such as, but not limited to those listed below, then the parents (or guardian) of that pupil may be requested to collect the pupil and keep them at home for a period of time to be deemed appropriate by the Headmaster. Work will be produced by the school for the pupil to complete during the period

of temporary exclusion. Appropriate plans will be put in place for the reintroduction of the pupil into the school community upon return.

On return to the school, the pupil (and parents) will meet with the headmaster and will then usually be placed on an AIM card to monitor behaviour should this be necessary, in order to support the child. Please note that the Headmaster may contact future schools to share any breaches of the above (Please refer to the *Safeguarding Policy*)

- Level 7 – Permanent exclusion:

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or ‘one off’ offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault on staff or a fellow pupil (peer on peer abuse)
- Sexting
- Supplying or the taking of an illegal drug.
- Carrying an offensive weapon \*
- Arson.
- Consumption of alcohol
- Smoking

The School will consider police involvement for any of the above offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as “*any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.*”

(Please note that any search of pupils’ personal belongings will be carried out and recorded in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. For more information, please refer to the *School Search Procedure*)

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

Permanent exclusion would involve discussion with parents/ guardian and the CEO of the Trust and would consider all the evidence available to support the allegations taking into account the *Pupil Behaviour Policy, Equal Opportunity Policy*

It is paramount that the child be allowed to give her/his version of events and that checks are made to decide whether the incident may have been provoked for example by bullying or by racial or sexual harassment. **In this instance, the Headmaster may wish to appoint an Investigating Officer.**

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's *Promoting Good Behaviour Policy* and
- b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Please note that any exclusion will follow discussions with parents/guardians and Tom Beardmore-Gray, CEO of the Cothill Trust. A letter will also be sent to parents by post, detailing the exclusion and parents have a right to make representations to the Chairman of the Cothill Trust should they feel this is necessary.

### Some reminders

- Time out/cooling off period. Some children can become very upset after an incident of disruptive behaviour and require some time to calm down. If there is any risk of a pupil's behaviour becoming out of control then a time out/early intervention strategy may be put in place, including the removal of a pupil to a safe place such as the Headmaster's office where at least two members of staff would be present to ensure the safety of the child..
- If a pupil has their free time withdrawn at break (11.00am -11.20am), that child would still have a morning snack and this should be recorded in the incident book.
- Withdrawal of free time at other times of the day may be acceptable, but needs to be approved by a member of the SMT and recorded in the Incident book.
- Pause for Thought – up to 45 minute slot with a member of the SMT instead of free time or Saturday clubs, where the pupil undertakes a constructive activity such as reading a book or catching up on work. A PFT may also be given for the accumulation for 3 bad marks in a week, although each case must be verified by the Headmaster. The member of the SMT will explain why the pupil is missing their free time and a **written record will be kept by the Headmaster.**
- Assistance with some community service, such as litter picking, etc. may be considered as an option for a misdemeanour.

HJSM May 2016

This policy is to be reviewed annually

Reviewed August 2016

Reviewed August 2017

Reviewed January 2018 (CH)

Reviewed July 2018 PM/MJD

Reviewed September 2018 KL/PM/MJD

## **Appendix 1 Links between behaviour and Special Educational Needs and Disabilities (SEND)**

At Ashdown House School we are aware that children with SEND are more likely to be victims of bullying and are more likely to be excluded from school. It is paramount that we eliminate unlawful discrimination or victimization, ensure equality of opportunity and foster positive relationships between vulnerable learners and those who are not characterised as vulnerable (*for further information see Ashdown House Equal Opportunities Policy*).

Behaviour difficulties are often closely linked to a failure of a child to access education and make progress. Staff at Ashdown House demonstrate an awareness that behaviour difficulties may be caused by underlying conditions, including mental health problems, trauma, abuse, bereavement, problems outside school or underlying disabilities including those which are undiagnosed. It is in the long term interests of both children and our school that through high quality teaching, our practices place an importance on addressing the educational needs of children who display disruptive behaviour. To help address the underlying causes of disruptive or challenging behaviour, we recognise the need to emphasise early, Wave 1 intervention to assess whether the behaviour is a result of unmet learning needs (*for further information see Ashdown House Learning Support (SEND) Policy*).

It may be perceived that a child with SEND is simply being naughty or deliberately disruptive when in fact this behaviour arises as a consequence of their SEND or alternatively as a consequence of a lack of reasonable adjustments made to accommodate their SEND. Ashdown House School recognises that some children with SEND may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.