



Ashford School

Behaviour and Discipline (Rewards and Sanctions) Policy

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1. Policy Statement

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

This document seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour. It sets out the expectations for behaviour at Ashford School. It also sets out procedures for dealing with poor or unacceptable behaviour as well as illustrating how positive behaviour is rewarded.

This Behaviour and Discipline document will also provide evidence of compliance with the relevant statutory guidance documents outlined below:

- Education and Inspections Act 2006
- Keeping Children Safe in Education (KCSIE, latest edition)
- ISSR Part 3, para 10
- DfE Behaviour in Schools guidance (2022, reviewed 2024)
- DfE National Minimum Standards for Boarding Schools 2022

This Behaviour and Discipline policy should be read in conjunction with the School's Physical Restraint, Relationships and Sex Education (Prep and Senior), Admissions and Exclusions policies.

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

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

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Ashford School does not permit corporal punishment or physical intimidation – including any threat of corporal punishment –



during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting in *Loco Parentis*, such as unpaid, volunteer supervisors.

Members of staff at Ashford School do not hit, push or slap pupils, they only intervene physically to restrain pupils to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil themselves). The actions that are taken are by reasonable and non-injurious means in line with government guidelines on the restraint of children. Necessary physical contact (e.g. in the case of sports coaching or the assessment of injuries) is done in public with the consent of the pupil. All incidents of use of physical restraint are reported to the Head in writing immediately after the incident; this is recorded as a 'Restraint' incident in CPOMS. Parents should also be informed on the same day or as soon as reasonably practicable. Further information is available in the School's Restraint Policy which has regard to the relevant regulations as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

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

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

- Exclusions
- Admissions
- Staff Handbook
- Code of Conduct
- Boarding Handbook
- Restraint Policy
- Anti-bullying policy
- Online and eSafety policy

Ashford School is fully committed to ensuring that the application of this Behaviour and Discipline policy is non-discriminatory in line with the UK Equality Act (2010), particularly in respect of safeguarding and of pupils with Special Educational Needs. Further details are available in the School's Equal Opportunity Policy document. We seek to promote good behaviour and not simply to set out the sanctions for misbehaviour.

Note: The DfE Guidance Behaviour and Discipline in schools 2011 can be found on the HUB in the compliance section. Although it is not an ISI requirement to make use of this document it may be a helpful resource.

The following list shows the key points contained within the above guidance:

- a. Duties under the Equality Act 2010
- b. A consistent approach to behaviour management
- c. Strong school leadership
- d. Classroom management
- e. Rewards and Sanctions; behaviour strategy and the teaching of good behaviour
- f. Staff development and support
- g. Support systems for pupils



- h. Liaison with parents and other agencies
- i. Managing pupils' transition
- j. Organisation and facilities
- k. Disciplinary action against pupils who are found to have made malicious accusations against staff.

Ashford School takes a whole school approach to promoting positive mental health that aims to help students become more resilient, be happy and successful and prevent problems before they arise. The Department for Education's (DfE) guideline states that, "in order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy". At Ashford School, students can experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for managing stress, overcoming adversity, and building resilience. We help students to develop an awareness of what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support.

The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour, parents are expected to support the ethos and disciplinary practices of the School as stated in the Terms and Conditions of admission to the School.

If parents have any concerns, either general or specific, they are encouraged to direct this in the first instance to the appropriate member of staff: for example, their child's form tutor or the appropriate member of the Senior Leadership Team. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the School's formal Complaints Policy.

This document is reviewed annually by the Senior Deputy Head (Senior School), Deputy Head Pastoral (Prep School) and the Local Governing Body.



2. Key Personnel

Nicola Timms, Senior Deputy Head (Senior School), is responsible for overseeing the management of behaviour issues in the Senior School

Michael Keogh-Hall, Head of Boarding is responsible for overseeing the management of behaviour issues in the Boarding Houses.

Chris Neesham, Deputy Head Pastoral (Prep School) is responsible for overseeing the management of behaviour issues in the Prep School

Becky Claridge, Head of Pre-Prep is responsible for overseeing the management of behaviour issues in Pre-Prep

Sarah House, Head of The Stables Nursery

Sarah Pratt, Head of Pre Prep Nursery

Susie Hurley, Head of Nightengale Nursery

Fran Russell, Head of Bridge Nursery and responsible for overseeing the management of behaviour issues in the Nursery settings.

3. Procedures

SEND

Staff must be mindful of the School's responsibilities under the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the School will make reasonable adjustments to the standard procedures and sanctions which it considers are appropriate in relation to that individual pupil's disability or needs.

Staff should be familiar with the child's Pupil Passport information and should consult with the child's Head of Year/Section and Director of Learning Enhancement/SEND/CO. While consistency is important, the focus must be on a positive outcome for the individual involved.

4. Senior School

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

Rewards

Commendations are given for showing effort and achievement above and beyond expectations in their full school life. Once a pupil has collected 10 commendations, they will receive an Atrium Commendation Tokens from their Head of Year. The token can be exchanged for a drink and a snack of the pupil's choice in the Atrium.

Colours: The Senior School runs a system of Colours (half-colours and full colours), administered by the Heads of Year and awarded to pupils for consistently and over time being good citizens and ambassadors for the School.



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

Sanctions

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

A 'disciplinary ladder' showing the levels of sanctions, the offences which trigger them, and advice on how these levels are linked, is shown in the Staff Handbook. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly. Any sanction must be proportionate to the disciplinary infringement, and must take into account any safeguarding concerns held either about the child or related directly to the incident being sanctioned.

Repeated offences may result in an escalation of sanctions awarded.

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

The main sanction system or detention system is arranged on four levels and recorded on a central database.

Disciplinary Actions are restorative conversations that take place with pupils following an incident that does not warrant a detention.

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

Level Two Detentions are given for more major or repeated infringements, as well as missing Level One detentions, and are overseen by Heads of Year. They are served from 1640 - 1740 on Fridays.

Level Three Detentions are used for serious offences such as initial incidents of vaping or smoking on school site, possession of any tobacco-based products in school / boarding or rudeness and defiance towards members of staff. Parents must be informed about level 3 detentions with a minimum of 24 hours' notice: consent from parents must be received. Level 3 detentions are supervised by the Head or another member of the leadership team and take place on Saturday mornings.

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



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

Suspension or exclusion may also be used when a pupil's behaviour jeopardises the education of other or places the school or other members of the school community at risk, or illustrates complete lack of respect for the School rules, Code of Conduct or Uniform rules, and is at the discretion of the Head and with the knowledge of the Local Governing Body.

Record Keeping

The Senior Deputy Head of the Senior School keeps a database record of all Level 3 detentions, temporary and permanent exclusions. This database records the name, year group, date of offence, nature of offence and the sanction imposed and by whom (all sanctions at this level are authorised by the Senior Deputy Head and the Headmaster). The record of Level 1 and 2 sanctions is centralised on iSAMS so that patterns can be quickly identified by the school and appropriate interventions made.

Any details of investigations related to poor behaviour or sanctions are stored in CPOMS.

Serious sanction records are monitored by the Pastoral Teams throughout the year to identify behavioural patterns and initiate additional suitable support. Serious sanction logs are submitted to the Local Governing Body.

Consistency and Escalation

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

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

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

Gross misconduct (such as theft or the use of illegal substances whilst at school) or failure to abide by the terms of a contract is likely to lead to the permanent exclusion of the pupil by the Head.

The Head reserves the right in his absolute discretion to exclude from the school any pupil whose behaviour, attendance or academic progress is unsatisfactory.



Mobile Phones

Senior School

The use of mobile phones is banned in all areas of school during the school day, including during after school activities.

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.

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.

- No mobile phones visible at any point during the school day.
- Mobile phones must not be used in any area of the school or at any point during the school day.
- Mobile phones are not permitted in Somerville Library for any purpose.
- Mobile phones will not be permitted in place of devices or calculators.

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 students may use their phones in the Sixth Form common room during study periods, break and lunch times.

Messages for parents:

We ask that parents please refrain from contacting their child via mobile phone during the school day. In an emergency, please email reception who will relay any urgent messages to your child.

Sanctions:

- Phones are confiscated on sight
- 3 confiscations within 1 term will lead to a Level 2 detention (1 hour after school on a Friday)
- 1 further confiscation (within the same term) will lead to an additional Level 2 detention
- 1 further confiscation (within the same term) will lead to a Level 3 detention (2 hours on a Saturday).

Prep School

Children are not permitted to bring mobile phones into School. In exceptional cases parents may put in writing a request for their child to leave a phone at the front desk. Where permission is granted, the children are asked to 'sign' their phone in with the front desk on arrival at School. Phones can be collected and 'signed out' at the end of the day.

Smart watches with image sharing capabilities must not be brought into School. All smart watches must be in airplane mode.

Should children need to contact a parent this can be done via the front desk which is also the main point of call for enquiries.



Boarders

As outlined in National Minimum Standards for Boarding (section G), the aim is for boarders to behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently. The expectations of boarders' behaviour and conduct is the same as is expected during the school day however further guidance can be found in the boarding handbook (General Rules and Responsibilities).

The boarding houses are to be seen as an extension of a pupil's home and are free from the punishments intended to cause pain, anxiety or humiliation, deprivation of access to food, drink, warmth, sleep, and access to or communication with others.

Boarding sanctions may include gatings and non-participation in trips, as well as use of the Level 2 and Level 3 detentions. Prefects will support the house rules and discuss sanction with the duty staff if they believe a pupil's behaviour falls short of expectations. Each incident will be discussed with the relevant pupil to ensure they understand how their behaviour needs to be rectified, and to ensure the correct support is in place for them to achieve this.

Boarding staff meet regularly to monitor sanctions used within the boarding houses. Pupils are invited through the Boarders' Council, or as individuals, to raise concerns about sanctions, and we encourage pupils to share their views in a respectful manner.



5. Ashford School Code of Conduct

These are the principles which students are expected to apply to the many situations they face daily. All students 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 students are expected to attend school for the full duration of each term.
- Term dates are published in advance and must be observed.
- Permission will only exceptionally be given for individual variation, in advance, from the Senior Deputy Head of the Senior School.
- Routine medical and dental appointments should be arranged outside of School hours.
- 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, 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 student.
- You are expected to arrive at school by registration at 08:30. Students 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.
- 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 well turned out at 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 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 generally available on the school grounds.
- You must adhere to area-specific safety rules, such as the swimming pool, sports equipment, laboratories, workshops etc.

6. Prep School

Behaviour DNA

Ashford Prep School seeks to implement the whole-school Behaviour and Discipline policy through adherence to the procedures set out in the sections below. Our Behaviour DNA outlines 4 key areas where positive behavioural outcomes can be improved and all staff are supported in following these methods:



ASHFORD PREP SCHOOL BEHAVIOUR DNA

The Prep School ethos of 'Always Be Caring' underpins our approach to behaviour management and our expectation of children.

Children have an understanding of age-related exemplar expectations of what the ABCs in practice look like.

Adult Behaviour

All staff should expect regular feedback and professional development on how best to foster positive behaviour

- We are calm, clear, consistent and fair and recognise the voice of the child - parent over shoulder
- We take ownership of situations and follow them through to completion
- We catch children doing the right thing but challenge poor behaviour
- We speak about all members of the School community in a positive manner
- We use assertive body language

Restorative questions

We use restorative conversations when behaviour has gone below our standards.

- What happened?
- Who did it affect?
- How can we make things better?
- What needs to happen next?

Our microscripts

Children should hear us using scripts. It shows that we are consistent and fair.

- I've noticed that...
- Thank you for...
- Remember when you... that's what I need to see today.
- We know our School values are to Always Be Caring so...

Over and above recognition

The purpose of rewards is to recognise positive behaviour and in turn encourage children to be the best that they can be.

- Positive notes/emails home
- Head's lunch
- Verbal praise
- ABC points - behaviour
- Gold stars, house points, stickers - academic
- Prizegiving awards



Rewards and Acknowledgement

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

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

House Points

Pupils from Reception onwards are put into Houses:

- Becket, Chaucer, Navarre, Trivet

House Points are awarded for:

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

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

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

House points are physically represented via coloured counters. The children can see their contribution to their house in the reception area, where all counters are placed in tubes, representing each house.

Assemblies and end of term prize giving ceremonies are occasions when houses can be recognised for their achievements.

ABC Points

The Prep School uses ePraise, an online system on which points can be awarded for adherence to the ABC (Always Be Caring) Code. Each element of the ABC has a milestone set to which the children aspire – when having reached that milestone, children are awarded a badge to signify that achievement. Should a child attain all badges, the Ultimate badge is awarded.

ALWAYS...	Always Be Appreciative
	Always Aim Higher
BE...	Always Be Open to Inspiration
	Be Positive
	Be True
CARING...	Be Brave
	Care For Others
	Care For The Environment
	Care For Ourselves



Commendations/Referral to Deputy Head and/or Head

The Head and Deputy Heads are always keen to see pupils who deserve acknowledgement and regard this as a priority. Teachers need to explain carefully to pupils why they are being referred or send a note to that effect. The child receives a gold star for their academic efforts (10 house points) or ABC points for adhering to the behaviour code.

Sanctions

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

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

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

Should a child not adhere to our ABCs, we follow the guidelines outlined below. These are not fixed but provide guidance to staff. Each incident is viewed individually and takes into account, for example, previous and subsequent behaviour.



The purpose of sanctions is to ensure that children reflect upon their behaviour, care about the impact of their actions and take positive steps towards being a better version of themselves. The behaviour flow below is a guide as to how behaviour may be managed.

BEHAVIOUR FLOW

	All staff members	Form teacher	Head of Section	Deputy Head	Head
EXAMPLE BEHAVIOURS	<ul style="list-style-type: none"> Disrupting others' learning Running in School building Unkindness Incorrect equipment/kit/uniform Defiance 	<p><i>Previously noted behaviour not improving + more serious examples of previous behaviour</i></p> <ul style="list-style-type: none"> Lying Offensive language Inappropriate use of technology 	<p><i>Previously noted behaviour not improving + more serious examples of previous behaviour</i></p> <ul style="list-style-type: none"> Physical altercations 	<p><i>Previously noted behaviour not improving + more serious examples of previous behaviour</i></p> <ul style="list-style-type: none"> Fighting Vandalism Bullying 	<p><i>Previously noted behaviour not improving + more serious examples of previous behaviour</i></p> <ul style="list-style-type: none"> Dangerous / discriminatory behaviour Stealing
POTENTIAL STRATEGIES	<ul style="list-style-type: none"> Non-verbal warning Praise of peers Verbal resolution (discussion/apology) Suggestion of calm break 	<p><i>As previous but in addition:</i></p> <ul style="list-style-type: none"> Check in with form teacher Break time spent with duty staff member Written apology Parents informed 	<p><i>As previous but in addition:</i></p> <ul style="list-style-type: none"> Discussion with parents Regular catchups with child/parents Behavioural reward chart in place 	<p><i>As previous but in addition:</i></p> <ul style="list-style-type: none"> Removal from School fixture/event Individual behaviour plan in place 	<p><i>As previous but in addition:</i></p> <ul style="list-style-type: none"> Loss of role of responsibility Formal internal/external exclusion

Record Keeping

The Deputy Head Pastoral at the Prep School keeps a record of serious sanctions including temporary and permanent exclusions. This records the name, year group, date of offence, nature of offence and the sanction imposed and by whom (all sanctions at this level are authorised by the Headteacher).

Any details of investigations related to poor behaviour or sanctions are stored in CPOMS and iSAMs.



Serious sanction records are monitored by the Pastoral Teams throughout the year to identify behavioural patterns and initiate additional suitable support. Serious sanction logs are submitted to the Local Governing Body.

7. EYFS

The Head of Nursery or Head of Pre-Nursery is the designated person for behaviour management in the Nursery and should be informed immediately of all behavioural issues. Reception teachers should refer to the Head of Reception or Head of Pre-Prep. Please see appendices 1 and 2 for how Bridge Nursery, Stables Nursery, Prep Nursery and Reception manage and record incidents and sanctions.

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Date Document Reviewed	Document Reviewed by	Date of Next Review
September 2022	LGB	September 2023
October 2023	LGB	October 2024
October 2024	LGB	March 2026



8. Appendix 1

Pre-Prep Behaviour Code

The children in the Pre-Prep will following a similar behaviour system to the Prep School however, this will be a visual display in the classroom which may be adapted to meet the needs of individual children and/or classes.

At the start of the year, all children will be given a peg with their name on. This will be used when positive behaviour and behaviour for learning is witnessed but also when less desirable behaviour is seen. The peg will start each day on 'ready to learn' and will move up or down depending on how a child is behaving. See below:

Super Star:

Awarded for excellent behaviour and working hard in their learning. The children would be rewarded with a medal to wear for the rest of the school day.

Wonderful Work:

Children would move up to here if they have shown resilience in their learning and therefore producing wonderful work. Their behaviour would also be excellent. A sticker and a house point are awarded.

Good Learning:

A child would be showing dedication to their work and trying hard in their learning and behaviour. A sticker is awarded.

Ready to Learn:

Children begin each day here

Think about it:

Children are given a verbal warning for low level disturbances

Warning:

A second warning is given for continued disruptive behaviour and for low level misbehaviour

Time Out:

Time out is given with the Head of Pre-Prep during break and lunch times if the prior warnings have not worked and if more serious misbehaviour is seen. Parents would be informed by the Classteacher or Head of Pre-Prep.

If misbehaviour continues, the Deputy and Head would speak to the child and parents.



9. Appendix 2

EYFS\ Behaviour Management Procedure

At Ashford Prep School we believe that positive behaviour is learned in an atmosphere of mutual respect, praise and encouragement, where adults demonstrate positive behaviour using language and body language. Positive behaviour in children will always be encouraged and supported.

The school recognises that it is essential, when addressing the wide spectrum of possible negative behaviours in children, that staff are aware (and able to communicate to parents) that certain negative behaviours at certain ages are acceptable and part of a child's natural development. We always recognise and value the individuality of each child and staff members are encouraged at all times to remember that it is the behaviour that is given a label, not the child:

- Be kind and courteous to each other
- Show care for each other and yourself
- Respect other children's work and space
- Respect the nursery environment and resources

Adult behaviour that is expected

- Encourage the children to understand the above behaviours
- The use of soft voices to provide a calm atmosphere
- Position themselves to be able to observe and redirect or intervene in children's play if necessary
- Always take into account the child's age and stage of development when deciding what is acceptable

Implementing a Positive Behaviour Philosophy

In School we provide a secure, homely and safe environment that is also stimulating and challenging for the children in our care. We support the positive development of children's behaviour and all staff are encouraged to use language and behaviours themselves. Examples include:

- Say what you DO want, rather than what you DON'T want
- "I'd like you to walk on the pavement" rather than "Don't walk on the road"
- Say Yes rather than NO
"Yes, we can have a story time, once we've cleared up" rather than "No, not yet, we have to tidy up first"
- Use When and Then to encourage respectful bargaining and sharing goodwill
"When we've picked up the toys, then we can sit and have our snack"
- For younger children, particularly, avoid too many options; limit choices to help them understand
"Would you like milk or water to drink?", rather than "What would you like to drink?"
- Proactively praise good behaviour, limit attention on negative behaviour
"Who tidied up the toys? Great job!" "Great hand washing today guys" "Thank you for playing quietly whilst I talked to your Mummy"
- Recognise that children can seek attention though negative behaviour. If a child hurts another child, focus first on the hurt child; encourage the other child to assist in comforting the hurt child e.g. getting a tissue to wipe tears



- Model compassionate behaviours towards a hurt child and encourage the other child to help and learn the positive behaviour
- Consequences not punishment. Particularly for the older child (3+), explain in advance what consequences of something will be, rather than punish afterwards.

Staff will be encouraged to use diversion away from the negative behaviour towards something different and positive. It will be explained to the child that he/she would not like it if it happened to them or their toys. Then if it is appropriate the child will be asked to help the other child/ren to put things back where they were or make appropriate reparation.

Dealing with Negative Behaviour

Where a child displays consistent negative behaviour and does not respond well to the usual forms of behavioural management, the practitioner will speak to the child's parent/carer, providing clear information, covering the potential issues and discussing any support that professionals may offer.

Always remember that a positive and encouraging carer will make a confident and happy child

The Behaviour Management Designated Person is Sarah Pratt in APS Nursery



10. Appendix 3

Ashford School Bridge, The Stables and Nightingale Nurseries

Behaviour Management Procedure

Purpose: To outline the behaviour management practice used across our nurseries to support children when they are struggling to make good behavioural choices or regulate their emotions and to provide staff with a consistent approach to use when they are supporting a child whose behaviour or emotions are not regulated.

The nurture and wellbeing of our children is paramount and everything we do is to ensure each child is cared for exceptionally well. We support our children to manage and regulate their emotions helping them to integrate within their group. We encourage each child to developing positive patterns of behaviour working towards the expectations listed below.

- Kind words and actions
- Good manners
- Great first time listening
- Respect for our friends
- Respect for our environment

Adult behaviour that is expected

- **Regulate your own emotions before trying to regulate others.**
- Be kind and courteous to each other.
- Show care for each other and yourself.
- Respect other children's work and space
- Respect the nursery environment and resources.
- Encourage the children to understand the different behaviours and feelings.
- The use of soft voices to provide a calm atmosphere.
- Position themselves to be able to observe and redirect or intervene in children's play if necessary.
- Always take into account the child's **age and stage of development** when deciding what is acceptable.
- **Always seek support from your colleagues if you find an incident stressful.**

Should at any point a child be struggling with adhering to our behavioural expectations we support them in the following ways.

Encouraging positive behaviour

- Give ample opportunity for our children to explicitly learn what the above expectations mean and how they can show them.
- 'Catch' children doing the right thing and praising them whenever we see it, being explicit what we are praising. "Well done! I love the way you are being careful with the book"
- Acting as an excellent role model to the children, modelling the kind of behaviour and emotion (calm) we expect, at all times.
- Ensuring our communications remain positive, for example telling children what we expect rather than what we do not. "I would like you to sit on the chair" rather than "Do not stand on the chair"
- Say Yes rather than NO



“Yes we can have a story time, once we’ve cleared up” rather than “No, not yet, we have to tidy up first”

- Use When and Then to encourage respectful bargaining and sharing goodwill
“When we’ve picked up the toys, then we can sit and have our snack”
- When possible, we redirect children that are engaging in negative behaviours and praise when they engage in a positive behaviour.
- Use now and next boards across the Nursery.

How we support our children to learn to regulate emotions

Emotional feelings from over excited through to an emotional flood (tantrum) are normal experiences for our little ones. At our nurseries we do not discourage the wide range of emotions that young children display but support them in learning ways to self-regulate.

We try to encourage the children to be able to understand and deal with their feelings

If a child is sad, we comfort and reassure them, talk to them about why they may be sad and help them to find a way to feel better. In some cases, we may consider distraction as a way forward.

If a child is angry (tantrum) we make them safe and speak in a calm voice letting them know that we are here for comfort when they are ready.

Managing undesired behaviours

Sometimes a child is unable to regulate their behaviour or emotion. As a nursery we are mindful that this is quite normal, and this can be a child’s way of checking boundaries, expressing their individuality, expressing their emotions or that they do not understand. We understand all of these things are normal for our children and support them following the steps below to endeavour to maintain a harmonious atmosphere for all in the nursery settings:

- Ensure the child understand it is the behaviour you are not happy about not them as an individual “I don’t like it when you hit others, hitting is not kind” not “you are unkind because you are hitting”
- If a child is in danger or an incident is about to occur calling the child’s name and using the word STOP putting emphasis on the S, T and P, in a firm but kind voice (making sure that you sign at the same time) can often prevent the incident from occurring.
- Offer a change of scene/activity with older children you could present them with 2 choices. “I can see you are still throwing the sand, maybe we could choose something else? (a ball, beanbag etc)”
- We always give a child the space to be angry, upset, sad or whatever emotion they are displaying. We may take them to a space where they can express themselves without causing distress to others and support them through experiencing their emotion, letting them know it is okay to feel that way and that we are there to support and comfort them when they are ready.
- On rare occasions if a child is of risk to themselves or others, physical intervention may need to be used. The staff will remain calm and hold the child as gently as possible moving them to a safe space to allow them the opportunity to self-regulate their emotion. This will be recorded on CPOMS and the physical intervention log in the EYFS leadership folder. The incident would be discussed with the parents of the child.

Managing consistent behavioural difficulties

Sometimes children develop negative patterns of behaviour that require more support than is used day to day in the nursery and do not respond well to usual forms of behaviour management. We would then take the following steps to support that child on to the expected track of behavioural expectation:



- Observing the child's behaviour to establish what the possible causes/outcomes could be
- The Senior team and Key person will speak to the child's parent/carer, providing clear information, covering the potential issues and discussing any support of other professionals that may be appropriate.
- Informed by the observations (Star Chart) and with support from the SEND Coordinator and parents create an individual behaviour plan
- Ensure the plan is reviewed regularly and that the incidents of undesired behaviour are reduced, and the child remains happy and secure.
- If the support we offer in house do not have the desired effect the SEND Coordinator, along with parents, will seek the help of outside professionals.

The Nursery recognises that it is essential, when addressing the wide spectrum of possible negative behaviours in children, that staff are aware (and able to communicate to parents) that certain negative behaviours at certain ages are acceptable and part of a child's natural development. We always recognise and value the individuality of each child and staff members are encouraged at all times to remember that it is the behaviour that is given a label, not the child.

Supporting Children who Bite

Preventative Statement

At our Nurseries, we endeavour to prevent biting by providing a stimulating and challenging environment. However, if a child should bite, we will try to find the cause and then help the child to express their feelings through play.

Biting is fairly, common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has bitten of your child that has been responsible for biting.

Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults angry. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances.

There are many reasons why children bite in the early years, some of which are listed below:

- Teething, which occurs between 4-7months, their gums may become swollen which gives them the urge to bite usually an object but sometimes another person.
- Exploration, young children learn through touch smell and taste (mouthing).
- Cause and effect, where children explore what may happen if they do something i.e. a loud noise if they bite someone.
- Attention, when they are feeling that they are not getting the attention that they need. Usually if they bite, they will receive some.
- Imitation, older toddlers love to imitate and if they see others doing things they copy.
- Establishing independence, sometimes they use biting to control others or gain something that they want.
- Frustration, when they cannot express themselves verbally.
- Stress and Anxiety, due to the effects of a divorce, death, break up, moving house, birth of a sibling or other situations.



To sum up the reasons, biting is generally a result of a child's lack of being able to communicate.

How can we help our children to understand that this is unwanted behaviour?

Procedure for children who are biting

- **Remain calm at all times.**
- Get down to the child's level, make eye contact and say "No biting hurts" firmly.
- Divert the child's attention to another activity but keep a close eye on them.
- Help the child to understand that it is the behaviour you disapprove of, and not them.
- Try to find out what causes the biting by carrying out observations and recording them on the STAR chart. (STAR – Setting, Trigger, Action, Response.)
- Acknowledge all good behaviour and positive socialising and give lots of praise so that you are building up their self-esteem.
- Work in partnership with the parents or carer so that there is always continuity.

If a child is a persistent biter, we will meet with parents to support them through this difficult time. Unfortunately, if the biting is persistent over a long period of time and we have exhausted all our strategies, and it is putting other children at risk (depending on the injury) then we may consider removing the child for a period of time to break the habit of this unwanted behaviour.

As parents at home, you should consider the following guidelines for dealing with children that bite.

- Try to prevent situations from arising. i.e. a child feeling that they cannot cope due to frustration or stress, two children wanting the same toy, teething.
- Affirming that biting is not acceptable.
- Stay calm be careful not to overreact this may reinforce the biting because your child gets excited about the reaction in you.
- Remove them quickly from whomever they are biting.
- In all biting cases regardless of the reason, say "No biting hurts" firmly.
- Ensure that they understand that it is their behaviour that you disapprove of not them.
- Acknowledge all good behaviour and socialising.

It is important that you remember however stressful a situation becomes that biting is normal behaviour and a phase for younger children evidence suggests that up to a quarter of all young children will bite others at some stage.

If you need any further advice or support, please do not hesitate to contact us

**Always remember that a positive and encouraging
carer will make
a confident and happy child**

**The Behaviour Management Designated Person
Bridge Nursery -Francesca Russell
The Stables -Sarah House
Nightingale Nursery- Susie Hurley**