



College Behaviour Policy

Member of staff responsible:

Deputy Head

Last reviewed August 2025

Next review due August 2026

The policy requires ELT approval

Location: Website/Office 365/Parent Portal/Every

Definition of Terms

College	Ashville College, including the Boarding Houses, the Prep School (including Acorns at Ashville), Senior School
CPOMS	Software used to monitor child protection, safeguarding, SEND, pastoral and welfare issues
DfE	Department for Education
EYFS	Early Years Foundation Stage
Governors	Directors of Ashville College Trustee Limited
Head	Head of the College
INSET	In Service Training Day
ISAMS	Computerised system used to store pupil information in College
KS1	Key Stage 1
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
KS5	Key Stage 5
MIS	Management Information System
Office 365	A web-based version of the Microsoft suite of software programmes
PA	Personal Assistant
PACE	Police and Criminal Evidence Act
PE	Physical Education
Perks	A Sixth Form reward system
Pupils	Pupils who attend the College including pupils in the Pre-Prep (Early Years Foundation Stage (EYFS) Acorns)
PSHE	Personal, Social and Health Education
Red Tie	Senior School Prefect
SEND	Special Educational Needs and Disabilities (learning differences)



Staff	Any member of the staff employed by the College in either a teaching or support role, members of the Governing Body and Volunteers working within the College
UKCCIS	UK Council for Child Internet Safety
URL	The address of a World Wide Web page

Policies to be read in conjunction with this policy

- Anti-bullying Policy
- Child Protection Policy focussed on 'child on child')
- Online Safety Policy
- Restraint of Pupils Policy
- Searching Pupils and their Possessions Policy
- Substance Abuse Policy
- Any relevant documents raised in this policy

Other documents to be read in conjunction with this policy

- College Mission Statement
- Complaints Procedure
- Pupil Code of Conduct

1 Introduction and Aims

- 1.1 Ashville College is a caring community based on Christian principles whose purpose is to enable each pupil to develop his/her full potential both individually and in society 'as a person of infinite worth to God'. The aim is consistent with:
- 1.1.1 establishing a caring community based on our Core values, which are to be: Valued, Open Minded, High Achieving, Confident, Inspired, Community Minded, Resilient and Prepared for Life. Further information can be found in the Mission Statement entitled '*Becoming better versions of ourselves*'.
 - 1.1.2 the need to provide a stable, secure environment within which all pupils will be able to work without disruption from others.
 - 1.1.3 allowing pupils, the opportunity to learn from their mistakes and to improve their behaviour.
 - 1.1.4 the need to meet the expectations of our parents for whom good discipline is a major consideration in their choosing to send their child(ren) to the College.
- 1.2 This policy sets out the College's aim to provide a disciplined and ordered community in which all children, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, can learn and feel safe, where every member of the College feels valued and respected, and all pupils are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour.
- 1.3 The College Behaviour Policy takes account of the DfE Guidance, 'Behaviour and Discipline in Schools (February 2024): Advice for Headteachers and School Staff (February 2024)' as well as the DfE 'Behaviour and Discipline in Schools: Guidance for Governing Bodies (updated 2015)' and also acknowledges the College's legal duties under the Equality Act



2010 and in respect of pupils with learning differences (SEND). The policy should not be read in isolation, but in conjunction with the policies listed above.

2 The Scope of the Behaviour Policy with regard to Sanctions

- 2.1 Pupils' behaviour should reflect favourably on the College. Most of the actions and expectations outlined in this policy relate to pupils' behaviour at College, both in and outside the classroom, when travelling to and from College, when engaged in a College activity (be that at College or elsewhere), when wearing school uniform or in some other way is identifiable as a member of the College community. In some circumstances, however, pupils' actions outside College may be relevant within the terms of this College Behaviour Policy, whether or not the conditions outlined above apply. This may include any act by a pupil which could have repercussions for the orderly running of the College, threatens (or could potentially threaten) the wellbeing of any member of the College community or a member of the public, or conduct which is damaging or potentially damaging to the good reputation of the College. Any such misbehaviour may require a response from the College.
- 2.2 Where, in the College's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Deputy Head, Head of 6th Form, Head of EYFS or the Head of Prep School may conduct an inquiry into an event or alleged event arising outside of College. The Deputy Head, Head of 6th Form, Head of EYFS or the Head of Prep School will exercise their discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. The College reserves the right to impose sanctions as described in Section 7 of this policy upon the conclusion of any inquiry into an event occurring out of College.
- 2.3 Where pupils' actions arising out of College are the subject of a police investigation, wherever possible the College will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. The College will endeavour to set and mark work and provide such separate teaching as can reasonably be arranged in the circumstances.
- 2.4 In accordance with the College's Anti-bullying Policy online actions (e.g. insensitive internet postings, malicious e-mails or texts) will be viewed as actions with the 'potential to threaten wellbeing'. The production, distribution or receipt of youth produced sexual imagery (nudes or semi-nudes, formerly known as sexting) is an offence covered by national guidance and is addressed in the College's Child Protection Policy.

3 Objectives

- 3.1 The objectives of this policy are to promote good behaviour, self-discipline and respect and to outline the College's rewards and sanctions:
- 3.1.1 by ensuring that all members of the College community – pupils, staff, parents and Governors – understand their role in contributing to the creation of a stimulating, caring and secure environment where boys and girls are encouraged to realise their potential in all areas of College activity.
 - 3.1.2 by making clear the standards of behaviour and commitment that the College expects from pupils.
 - 3.1.3 by encouraging pupils to adopt positive values such as consideration honesty and respect for others.

- 3.1.4 by setting out the means by which the College will praise and reward pupils when they reach these standards and thereby help them grow into responsible members of the College community.
 - 3.1.5 by giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with proportionate College sanctions as appropriate.
- 3.2 Matters of behaviour within the Boarding Houses may follow this policy, but specific details can be found within the Boarding handbook.
- 3.3 **Please note that corporal punishment is illegal and may not be used under any circumstances. Staff should refer to the College Policy on Restraint of Pupils for guidance about when and how they may use physical restraint.**

4 Pupil Code of Conduct

The Pupil Code of Conduct sets out the general principles which pupils are expected to apply at College. The specific rules set by each school reflect the age of the pupils and their setting, and are designed to promote the safeguarding, reputation, effective working and wellbeing of the whole College community. In the Prep school the Pupil Code of Conduct is referred to as the Golden Rules.

- 4.1 It is vital that all members of staff are **consistent** in insisting on and enforcing an agreed set of rules governing the conduct of pupils at all levels across the College. The Pupil Code of Conduct and the Golden Rules are indicative of the broad expectations that we should have of all pupils, and staff should ensure that the behaviour of pupils is consistent with these expectations at all times.

It is not helpful simply to produce a catalogue of detailed rules and regulations or to develop a rigid 'slot machine' approach to the imposition of sanctions. Staff are required to enforce the 'spirit' of these guidelines rather than becoming involved in legalistic interpretations.

All pupils in the Senior School at Ashville College sign up to the Code of Conduct below:

As a pupil of Ashville College, I agree to the following:

- 1. I will act with dignity and show respect to my peers, staff, and visitors.
- 2. I will consider the feelings of other people, and I will respect the opinions and beliefs of others.
- 3. I will be kind and ready to help others if I can.
- 4. I will speak politely to others at all times.
- 5. I will care for the College and wider environment and respect the property of others.
- 6. I will wear my uniform with pride.
- 7. I will arrive at lessons on time and fully prepared with the correct equipment.
- 8. I will have a good attitude to learning, high expectations of myself, and always try my best.
- 9. I will behave properly in lessons so that I do not disturb the teaching and learning of others.
- 10. I will not chew gum.
- 11. I will move around the College campus calmly and safely.

12. I will not behave in a way that brings the College into disrepute, including when outside College. I will accept sanctions when given.

13. I will set a good example and be a role model for others.

I will be:

R: Respectful - Treat others as you would wish to be treated

E: Environmentally aware - Respect your surroundings

S: Sensitive - Be honest, polite, compassionate, and sensible

P: Prepared - Be completely ready for the day ahead

E: Enthusiastic - Make the most of every opportunity the College offers

C: Conscientious - Do the best you can in all College activities

T: Tenacious - Never give up

Pupils respond positively to courteous, kind and considerate treatment. Staff are expected to be role models for children in the way we expect them to behave. There must be an emphasis on the **positive approach of encouragement, praise and reward** rather than that of criticism and sanctions. It is imperative that this approach is consistent its application across all areas of the College.

The Head of EYFS or the Head of Prep School, in conjunction with other senior pastoral staff, reviews the Pre-Prep and Prep School's rules regularly. The Prep School Pupil Council takes an active role in discussing and agreeing on the school rules.

5 The Promotion, Measurement and Reward of Good Behaviour

- 5.1 All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour.
- 5.2 All members of staff are encouraged to acknowledge, and show they value good behaviour by pupils. Standards of good behaviour are set out in the Pupil Code of Conduct/Golden Rules.
- 5.3 Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on submitted work and during interaction with pupils while engaged in duties outside of lessons. Each school adopts a formal structure of rewards that provides a clear framework for recognising and rewarding good behaviour by pupils.

6 Promoting and Rewarding Good Behaviour

6.1 Senior School

- 6.1.1 In the Senior School, the expectations of pupil conduct, and the ethos and values espoused by the College are explicitly and implicitly reinforced in all lessons, year group and Competitive House assemblies, regular periods with Heads of Lower and Upper School and Tutors, weekly religious assemblies and the PSHE

programme. In addition, there are also regular themed weeks and events throughout the year (such as e-Safety Week or Anti-Bullying Week).

6.1.2 Pupils are encouraged to engage in activities which will promote good behaviour by joining, or contributing to, the College Council, applying for a position of responsibility in the Competitive House system, Music and Drama productions or Captaining a sports team. Sixth Form pupils can also lead by example by applying to become a Red Tie (Prefect), Year 7 Liaison Prefect or volunteering to mentor a pupil in KS3 or KS4 under the direction of the appropriate Head of Lower or Upper School. Training is provided for those pupils who are appointed Prefects. Pupils' are also encouraged to join a minimum of three co-curricular clubs per week to further their interests and make like-minded friends.

6.1.3 In the Senior School, a framework for the formal recognition and reward of good behaviour is outlined at the beginning of the academic year, setting out the expectations for the awards of Merits/Commendations and Commendation Certificates. Pupil achievements are celebrated, and awards presented to pupils during assemblies.

6.1.4 **Commendations** are awarded to any pupils who:

- produce a single piece of work of exceptional quality, bearing in mind the ability of the pupil.
- produce a series of pieces of work of good quality, bearing in mind the ability of the pupil.
- achieve merits in a subject area.
- demonstrate a sustained positive attitude.
- demonstrate a significant act of kindness or selflessness to others in the College community.
- contribute to the life of the community in a way that is above and beyond that which is expected, for example, volunteering to read in Assembly or showing prospective parents around the College.

6.1.5 Pupils who receive a number of commendations will receive a **Commendation Certificate** for their efforts. All pupils are awarded certificates based on the accumulation of commendations received throughout the academic year. In Years 7-10 certificates will be awarded as follows:

- Tutor Award is awarded for 10 commendations.
- Head of Lower or Upper School (in Senior School) Award is awarded for 20 commendations.
- Deputy Head Award is awarded for 40 commendations.
- Head Award is awarded for 60 commendations.

In Year 11 certificates are also awarded to pupils, but due to fewer opportunities to gain commendations because of GCSEs, certificates are awarded as follows:

- Tutor Award is awarded for 5 commendations.
- Head of Lower or Upper School (in Senior School) Award is awarded for 10 commendations.
- Deputy Head Award is awarded for 20 commendations.
- Head Award is awarded for 40 commendations.

6.1.6 The Heads of Lower and Upper School also regularly recognise and reward pupil achievements and progress in their assemblies. In addition, House and School Colours are awarded for particularly notable achievements and excellence in

- sport, music, drama, charitable activities and other areas of College life such as the award of prizes on Speech Day.
- 6.1.7 Behaviour trends among pupils are closely monitored by the Heads of Lower and Upper School. The school's pastoral systems are responsive and flexible in dealing with issues that affect both individuals and larger groups of pupils. This may include speaking to parents, adapting assemblies for pupils or communicating via the College's weekly newsletter, parent portal or the website as appropriate.

6.2 Prep School – Promotion of Positive Behaviour

Our behavioural expectations, rewards and sanctions are explained to pupils in an age-appropriate manner. We promote positive behaviour through:

- Recognising pupil's achievements in academic, pastoral and extra-curricular areas of school life.
- Sharing a clear set of Golden Rules and regular reminders about these, including verbally and through displaying these around the school.
- Age-appropriate rewards are in place, including 'Marvellous Manners' in the Pre-Prep Dining Room, 'Golden Tickets' when lining up at break times and Special Mentions in assemblies.
- Assemblies play a vital role in developing positive behaviour by reinforcing our core Values and Methodist ethos, providing pupils with regular opportunities to reflect on their actions, celebrate achievements, and learn from shared experiences that promote kindness, respect, and personal growth.
- Our PSHE lessons encourage pupils to develop a greater level of self-awareness, develop increased levels of emotional intelligence and allow pupils the skills in which to communicate their emotions in a safe and secure manner.
- Any member of staff escorts all classes to and from the playground, Hall, Art Room, and Library. Pupils should never be sent to these areas unsupervised.

Rewards Guidance

It should be noted that teachers use their discretion when rewarding pupils based on the developmental level of each individual pupil. Rewards may vary depending on the age of the pupil.

All year groups also have individual reward systems in class to promote positive behaviour.

Some individual pupils may also have an additional 'reward chart' for a particular area that they are working on.



Level 1		
Positive Behaviour Statement:	Examples of Behaviour:	Pupils may be rewarded with:
Academic A pupil demonstrates good work, behaviour or homework.	Completing classwork and homework on time and to the best of their ability.	Sticker One House Token
Pastoral A pupil is kind, being helpful and displays good manners.	Listening carefully in class and following instructions without needing reminders. Being polite and helpful to classmates and teachers. Keeping their work neat and trying hard, even when something is tricky. Contributing positively to group discussions or activities. Taking part in school activities, clubs, or events with enthusiasm and a positive attitude.	Verbal communication to pupil Class Mascot (KS1)
Level 2		
Positive Behaviour Statement:	Examples of Behaviour:	Pupils may be rewarded with:
Academic A pupil demonstrates excellent work, behaviour or homework.	Showing a strong commitment to their learning by asking questions and seeking to improve. Going above and beyond to help others, such as supporting a	Two House Tokens Show work to another teacher Verbal Communication to parents

Pastoral A pupil demonstrates excellent behaviour and an excellent attitude to school life.	classmate who is struggling. Leading by example, showing respect, responsibility, and resilience in all situations. Displaying a growth mindset, bouncing back from setbacks with determination to keep trying.	Work is showcased/uploaded on to Seesaw Special Mention
Level 3		
Positive Behaviour Statement:	Examples of Behaviour:	Pupils may be rewarded with:
Academic Exceptional work shows your best effort, careful thinking, and pride in what they have achieved. This should be a piece that has demonstrates progress and effort over a sustained period of time. Pastoral Exceptional behaviour means being kind, respectful, and always doing the right thing, even when no one is watching. Exemplary behaviour around school or on school visits	A pupil drafts a story, takes feedback from the teacher, and revises it multiple times. Their final piece shows careful attention to detail, better vocabulary choices, and improved sentence structure, demonstrating clear progress over several weeks. A pupil works on an art project over several weeks, developing their skills in shading, colour mixing, and composition. They take their time, revisiting their work to improve it, and produce a piece that reflects their best effort and growing confidence as an artist. Exceptional achievements outside of	Three House Tokens Written communication to parents via email Photo on Seesaw Special Mention Show work to Head/Deputy Head of Prep Celebrated in assembly.

	school. E.g.: Representing your country in a sport.	
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6.3 Sixth Form – General Behaviour notes

'Perks' are an opportunity for Lower Sixth pupils to earn privileges (such as leaving site during afternoon study periods). They earn perks by showing service to the school and others in our community - helping at events, acting as Peer Mentors, tutoring younger pupils, delivering assemblies etc.

Concerns in Sixth Form are issued in the same way as in Senior School using the same criteria and process. Concerns are collated into a weekly report by the Sixth Form Secretary, and this is shared with the Head of Sixth Form, the Assistant Heads of Sixth Form and Form Tutors. Form Tutors conduct follow up conversations with the pupil in order to address lower-level concerns.

Behavioural concerns are subject to the same sanctions as Senior and Lower School. While it is rare for Sixth Formers to receive detentions or suspensions, these can be used in line with the College Behaviour Policy.

Academic concerns are monitored by the Sixth Form Leadership Team: Academic, who look for patterns and put in place appropriate strategies to support the pupil in making progress. This may include supervised study, additional academic support from the department, Sixth Form team or Learning Support or an Academic Action Plan. These documents identify the issue and require the pupil to identify what they will do in order to address concerns. The document will identify what Ashville College will do to support the pupil, and parental engagement is required. The Academic Action Plan also features a scheduled review.

Commendations are also administered in the same way as in Senior School. The Sixth Form Secretary collates commendations into a weekly report, and this is shared with the Head of Sixth Form, Assistant Heads of Sixth Form and Form Tutors. Tutors are asked to acknowledge and celebrate commendations as part of their form activities. The Sixth Form team send postcards home to acknowledge success, and commendations are entered into a half termly prize drawn whereby pupils can win a prize or points towards the Form Cup.

7 College Rules

- 7.1 The College recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils. Staff should not allow the behaviour of an individual to have a detrimental effect on the group's learning and – should model and promote the Ashville behaviour expectations at the beginning of and throughout the year.
- 7.2 Guidance and support for staff in these areas are covered in the Induction programme (including the provision and explanation of the College's Behaviour and Child Protection policies), the Staff Handbook, in addition to feedback on regular lesson observations and external INSET courses where appropriate. Staff may also seek support and advice from a member of the pastoral team or a senior member of staff.

8 Senior School

8.1.1 In the Senior School rules are outlined to pupils at the beginning of the academic year and displayed on Form Tutor noticeboards. The Senior School rules are discussed with all pupils new to the school as part of the induction programme. All Senior School pupils are reminded of the school rules as part of the Senior School PSHE and Tutorial programme. The College's Pupil Code of Conduct and specific aspects of the Rules also form the basis of regular presentations by senior staff in the weekly assembly programme.

8.1.2 The school will always take a serious view of:

- breaches of school uniform regulations.
- chewing gum or eating or drinking in any public area of the school.
- deliberate and persistent disobedience.
- insolence to staff or Red Ties (Prefects).
- vulgarity or offensive language.
- behaving in a way which is unsafe either to yourself or others (including running in corridors).
- leaving school without permission, late coming to school or lessons (or being 'out of bounds' within school).
- poor behaviour outside the school (especially on trips or educational visits) which reflects adversely on the College's reputation.
- stealing, lying or cheating.
- damaging other pupils' or school property in any circumstances.
- 'borrowing' other pupils' belongings without permission.
- bullying.
- smoking (including vaping), drinking alcohol and substance abuse.
- violent or threatening behaviour.

At Ashville College, we want pupils to have a love of learning, realising that knowledge and learning has its own intrinsic value and that hard work and dedication is the way in which this can be achieved. To achieve this, we aim to have an unapologetic focus on high standards, academically and behaviourally. We also recognise that all pupils need to be nurtured academically and pastorally to help them be the best versions of themselves. To help ensure this is achieved, in the Senior School we will have a pupil-college contract that outlines the fundamental values we require in pupils, and staff's commitment and contribution to embedding these important characteristics. The contract shared with pupils is as follows:

Teachers will...	Pupils will...
Set high standards	Commit to working hard
Develop knowledge	Value knowledge
Challenge you academically and with purpose	Embrace challenge and practice with purpose
Provide feedback on work that moves learning forward	Use feedback to improve work



Tell the truth but give you
the tools to succeed

Learn from mistakes

8.2 Behaviour Management Strategies

Teachers use a choices and consequences system to enforce good classroom behaviour. This is supported by the 'Behaviour for Learning' stages which are displayed around the school.

The Behaviour for Learning' stages are:

Stage	Pupil Action	Teacher Action	Consequence
1	Disrupting learning.	Verbal reminder for disruption to learning.	N/A
2	Continued disruption of learning despite verbal reminder.	Verbal warning for continued disruption to learning.	N/A
3	Continued disruption of learning despite verbal warning.	Pupil moved within the classroom. If necessary, spoken to briefly outside of the classroom. Formal warning recorded on iSAMS as a 'Concern'.	'Concern' record on iSAMS and teacher detention – 15 minutes.
4	Continued disruption of learning despite formal warning by class teacher.	Pupil moved to another colleague's room with work to do. Second 'Concern' added to iSAMS.	Second 'Concern' added to iSAMS. Parents to be contacted by teacher or Head of Department later that day. Departmental detention – 30 minutes
5	Continued disruption to learning despite removal to another room.	Inform the 'on call' team and the teacher who the pupil has been removed to will record a 'Concern' on iSAMS.	SLT Friday night detention.

All teachers use this system in the following way when dealing with challenging behaviour.

- **Non-verbal cues** to direct pupil's behaviour and encourage a positive learning environment. For example, hand signals, eye contact etc.



- **Verbal cues** to direct pupil's behaviour and encourage a positive learning environment.
"James, we focus on our work so that we can learn".
- **Outline the choice direction** for a pupil's actions – this is a preliminary warning which outlines the choices a pupil has and the consequences for making particular decisions.
"James, you can either stop talking and get on with your work or you will receive a concern"
- **Explain the consequences** – this helps to make it clear for the pupil concerned whilst also reinforcing the expectations to the rest of the class.
"James, you have continued to talk, which disrupts our learning, you now have a concern."
- **Record** any pupil actions that constitutes a breach of discipline in line with the 'Behaviour for Learning' stages, as a 'concern' on iSAMS.
- **Mean what you say** – ensure that all consequences are followed through. For example, if a detention is issued, this must then happen.
- **Be consistent** in your use of choices and consequences and support pupils to make the right decisions.

8.3 Sanctions

Detentions issued within the classroom to be administered by the subject teacher and/or departments in line with the 'Behaviour for Learning' stages. However, concerns and one-off 'high tariff' behaviours, will be monitored on a whole school level with appropriate sanctions imposed where necessary.

'Concerns' will be recorded on iSAMS for the following behaviours.

- Off-task behaviour
- Lack of effort
- Not following instructions
- Offensive language and / or behaviour
- Lack of equipment
- Uniform
- Inappropriate device use
- Prep not completed
- Punctuality

'On-Call@ashville' is removal from lessons where behaviour is still disruptive to learning despite a pupil being moved to the Head of Department/Second in Department. A request for 'On-Call@ashville' should therefore only be made by Head of Department/Second in Department.

However, 'On-Call@ashville' can be used by any member of staff where a pupil is AWOL or if a serious incident has taken place.

Detentions outside of school hours

Friday Night Detentions. Parents will be informed in advance of this detention by letter, e-mail or telephone with at least 48 hours' notice

Saturday Morning Detentions are for persistent offenders, for those causing a major problem to the community, for example, persistent bullying of other pupils. In addition, this sanction can be given to any pupils for a one-off serious offence which constitutes a breach of the behaviour policy. This sanction takes place on a Saturday morning from 0900 until 1200 hours. Parents will be informed in

advance of this detention by telephone and confirmed in writing. Copies of these letters are placed in the pupil's individual file.

8.4 Referral System Senior School

The Form Tutor/Subject Teacher should always deal with disciplinary matters in the first instance using the methods described above. (All disciplinary matters should be recorded on the ISAMS database.)

Where these means are ineffective or where a teacher is concerned that misbehaviour is symptomatic of wider problems, they should refer the pupil to their Head of Lower or Upper School, the Head of 6th Form or the Head of Department for subject specific issues.

The Head of Lower or Upper School or the Head of 6th form will keep an overall picture of individual pupils' behaviour records through the concerns raised on CPOMS and concerns/commendations logged on the ISAMS database. The Head of Lower or Upper School or the Head of 6th Form may use **Pupil Target Cards** and other sanctions including on-going consultation with parents **or** may refer the matter to the Deputy Head or the Head for advice or action.

Pupils should only be sent directly to the Deputy Head, the Head of 6th Form, the Deputy Heads or the Head by Subject/Form Teachers in cases on gross misbehaviour requiring immediate and severe sanctions, for example, dangerous, threatening, abusive or illegal behaviour.

Note: Subject/Form Teachers are required to record a concern on the CPOMS database for any matter referred to senior colleagues and **MUST** make a detailed report of any serious incident requiring immediate intervention by the Deputy Head, Head of 6th Form, Deputy Heads or the Head.

8.5 Prep School Expectations

Golden Rules

- We will be respectful to all.
- We will use kind words and actions
- We will be honest and play fairly
- We will always be accepting of others
- We listen carefully to others
- We will move sensibly around school and take care of property
- We will work to the best of our ability.

Around the school

1. **Pupils move quietly and respectfully** – Maintain a calm and respectful demeanour in all areas of the school.
2. **Walk on the left-hand side of corridors** – This helps to keep traffic flowing smoothly and ensures safety for all.
3. **Hold doors open for others** – Pupils should demonstrate politeness by holding doors open for others when appropriate.
4. **Polite greetings in corridors** – Pupils should acknowledge staff and visitors in the corridors with a polite greeting.

5. **Classroom access and supervision** – Classrooms are off-limits during break and lunchtime unless pupils are accompanied by an adult. If a teacher or adult is not present when a pupil arrives at the classroom, pupils should wait in a quiet, orderly line outside the classroom until supervision arrives.

In the Classroom

1. **Be Prepared and Ready to Learn-** Pupils should arrive on time, with the necessary materials, and a positive attitude toward learning.
2. **Listen, Follow Instructions, and Actively Participate-** Pupils are expected to listen carefully, follow instructions promptly, and contribute to discussions and activities with enthusiasm.
3. **Respect Each Other-** Show respect for classmates and teachers by using kind words, being considerate of others' ideas, and avoiding disruptive behaviour.
4. **Stay Focused and Work Quietly-** Focus on tasks and avoid disturbing others, whether working individually or in groups.
5. **Take Care of Classroom Materials-** Handle books, equipment, and other resources responsibly, keeping the classroom clean and organised.

In the Dining Room

1. **Use good table manners** – Always say "please" and "thank you" when being served and eating. Sit properly at the table and avoid talking with your mouth full.
2. **Speak quietly and politely** – Keep your voice at a low volume when talking to friends. Avoid shouting across tables and remember to listen to others.
3. **Wait your turn** – Be patient and wait in line for your food. Do not push or rush ahead.
4. **Show appreciation** – Say "thank you" to the catering team and any staff helping with the meal service.
5. **Respect others' space** – Keep hands and feet to yourself. Make sure you leave enough space for everyone to sit comfortably.
6. **Clean up after yourself** – Make sure to tidy your area when you're finished eating. Dispose of any waste and leave the table as clean as you found it.
7. **Eat the food you're given** – Try to eat your meal without wasting food. It's important to make a good effort with the food provided.
8. **Follow staff instructions** – Listen carefully to any instructions given by staff, whether it's where to sit, how to line up, or when it's time to clear away.

In the Playground

1. **Be kind and respectful to others** – Fighting, kicking, swearing, spitting, and any form of anti-social behaviour are unacceptable and will be taken seriously. Always treat others with kindness and respect.
2. **Play safely** – Rough games or activities that might cause harm to others are not allowed. Choose games that are safe and fun for everyone.
3. **Respect playground property** – Take care of playground equipment, furniture, and the surrounding environment. Do not damage or misuse school property.
4. **Use equipment responsibly** – The playground has games equipment for everyone to enjoy. Use it properly and ensure it is stored safely and tidily after use.



5. **Follow staff instructions** – Always listen to the adults supervising the playground and follow their guidance to ensure a safe and enjoyable playtime for everyone.

Lining up:

1. **First Whistle** - On the first whistle, pupils stand still in silence and wait for instruction.
2. **Second Whistle** - On the second whistle, pupils line up quietly in their class lines.
3. **Lining Up** - When an adult instructs them, pupils walk inside quietly, maintaining their orderly class lines.

Assemblies:

1. **Enter Quietly and Calmly**-Pupils enter and leave the hall calmly and silently, in one class line
2. **Always Show Respect**- Pupils are expected to demonstrate respect through their actions and words—whether this is by listening carefully, refraining from talking, or participating appropriately when invited. This includes showing respect to staff, speakers, and fellow pupils.
3. **Sit Still and Listen Attentively**- During the assembly, pupils should sit quietly, facing forward, and listen carefully.

8.6 Prep School Sanctions and Referrals (Behaviour Management Stages)

Sanctions Guidance

In incidents where behavioural concerns are witnessed, it is important that appropriate action is consistent, educational and restorative. The following approach should be adopted, and all members of staff should feel empowered and have a responsibility to act as 'first responders' before escalating any behavioural concerns.

A pupil should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences. It is important to remember the context of each pupil before deciding upon the appropriate response.

Level 1 Managed by Class Teacher (All actions to be appropriate to the individual pupil)		
Sanctioned Behaviour Statement:	Examples of Behaviour:	Adult Response may include:
Minor behaviour issues which might be dealt with by appropriate and timely verbal intervention	Not following golden rules Not following instructions Low level disruption Calling out in class Distracting others from their learning	Praise of other pupils for the appropriate behaviour Verbal reminder of Golden Rules Gentle warnings Eye contact Changing a pupil's seating arrangement  If this behaviour continues after a verbal warning, the teacher will record the pupil's name on the board for the remainder of the lesson. If the child, persists displays inappropriate behaviour once their name is on the board, move to Level 2.
Level 2 Managed by Class Teacher (All actions to be appropriate to the individual pupil)		
Sanctioned Behaviour Statement	Examples of Behaviour:	Adult Response may include:



Repeated or moderate behaviour concerns requiring structured consequences, such as reflection time or a formal reminder of expectations	Continued inappropriate behaviours from level 1 displayed by pupil. Jumping, running or silly behaviour causing danger or disruption ↓ Using unkind words or actions Intentional contact with another child i.e. pushing, shoving, tripping Threat of physical violence Hurtful or nasty insults to or about another child Refusing to do work/doing the extreme minimum Having a mobile phone in class/ using iPad when it is not the appropriate time Lying Consistently incorrect uniform (i.e. no tie, no PE kit, no swimming kit) Defacing schoolbooks or property with scribbles/drawings Arguing/deliberate and intentional talking back to an adult-disrespectful behaviour	Immediate verbal intervention by teacher: What happened? Were you being the best version of yourself? What impact has this had on you and others? What needs to happen now? How are you going to make this happen? ↓ Directed time for reflection at break time, supervised by a teacher. A copy of all reflections should be passed to the Prep School office for monitoring. (Behaviour Reflection form) Parents communicated with verbally Behaviour recorded on iSAMS
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Level 3 Managed by Class Teacher, the Deputy Head of Prep and The Head of Prep (All actions to be appropriate to the individual pupil)		
Sanctioned Behaviour Statement:	Examples of Behaviour:	Adult Response may include:
Serious or escalating behaviour incidents requiring involvement from senior staff, along with formal consequences such as loss of privileges or written communication with parents.	Continued inappropriate behaviours from level 1 or 2 displayed by pupil. Intentional severe violence or threats of Intentional and severe disrespect of adults/children including swearing Intentional racist, homophobic, sexist comments/ racial insults Failing to treat the community with respect Inappropriate use of social media Academic dishonesty Ongoing poor academic effort Intentional and severe disrespect or damage to school property Stealing Bullying Bringing the School into disrepute	Immediate verbal intervention by teacher: What happened? Were you being the best version of yourself? What impact has this had on you and others? What needs to happen now? How are you going to make this happen?  Letter of apology Behaviour Reflection form Meeting with parents Behaviour recorded in iSAMS  Internal Monitoring Forms Internal Exclusion Possible withdrawal from next out of school visit/event Learning Support involvement Action plan for home/school Possible involvement of other agencies



Level 4 Managed by Class Teacher, the Deputy Head of Prep and The Head of Prep (All actions to be appropriate to the individual pupil)		
Sanctioned Behaviour Statement:	Examples of Behaviour:	Adult Response:
Persistent or severe behaviour issues that significantly impact the school community, requiring intervention from the Head of Prep or external authorities, and potentially leading to suspension or other serious consequences.	Continued inappropriate behaviours from level 3 displayed by pupil. Racial/sexual/homophobic harassment Extreme acts of violence Sexual behaviour Drug abuse or possession of any illicit substances or materials Smoking or Vaping Online Safety compromised Extortion Carrying an offensive weapon Physical violence	Meeting with parents and written warning Recorded on iSAMS Action plan for home/school Possible withdrawal from next out of school visit/event Learning support involvement Possible involvement of other agencies

9 Temporary and permanent exclusions

- 9.1 Exclusion from College, in accordance with the College's Terms and Conditions, can be a temporary withdrawal for a fixed term or a permanent exclusion. The College's procedures for dealing with temporary and permanent exclusions are mindful of the guidance 'Behaviour and Discipline in Schools' (DfE, February 2024) and 'Exclusion from maintained schools, academies and pupil referral units in England' (DfE, August 2024). The Head may at their discretion require parents to remove or suspend a child from the College, if they consider that the child's attendance, academic commitment or behaviour (including behaviour outside College) is seriously unsatisfactory and, in the reasonable opinion of the Head, removal is in the College's best interests or those of the child or of other children.
- 9.2 Only the Head or in their absence their Deputy have the authority, after proper consideration, to exclude from College any pupil for a single serious incident or a repeated failure to observe the College's Pupil Code of Conduct or the School's Rules, whose attendance or work or academic progress is unsatisfactory and to judge on the acceptability of variations not covered. The Head of EYFS or the Head of Prep School may

also make recommendations to the Head or in their absence their Deputy about any pupil for whom exclusion may be appropriate.

9.3 Behaviour and Conduct

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the College would consider serious enough to merit consideration of a temporary or permanent exclusion from College:

- Physical assault against pupils or adults.
- Verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults.
- Bullying, including cyberbullying.
- Involvement with youth produced sexual imagery (formerly referred to as 'Sexting') or online psychological or sexual harassment.
- Racism.
- Sexual violence, harassment or abuse.
- Drug and alcohol misuse.
- Damage to property.
- Theft.
- Any conduct that facilitates, encourages or makes possible, any of the offences listed above.
- Persistent disruptive behaviour.
- Persistent lack of punctuality.
- Any conduct that significantly harms the reputation of the College.

9.4 Temporary Exclusion

In the event of a temporary exclusion of a pupil being deemed appropriate, the parents of the excluded pupil can expect the following:

- 9.4.1 Communication with the Head of EYFS, Head of Prep School or the Deputy Head or another senior member of staff, as appropriate, providing details of the breach of the College rules (or the particular incident) and the basis for the decision to consider excluding temporarily.
- 9.4.2 In most instances, it will be appropriate to hold a meeting with the pupil and parents concerned so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil and parents to comment on the offence and the evidence relating to it.
- 9.4.3 Depending on the nature of the offence, it may be necessary to suspend a pupil temporarily from College while the investigation is being carried out. It may also be necessary for the College to contact the Police or Children's Social Care.
- 9.4.4 A formal letter to confirm the temporary exclusion will follow within two school working days of the meeting and the subsequent decision to exclude, clearly stating:
 - the reasons for the temporary exclusion.
 - the length of the exclusion.
 - the date on which the excluded pupil is permitted to return to College.
- 9.4.5 Depending on the circumstances and seriousness of the situation, the College will decide if temporary exclusions will be served in College or at home. Temporary

exclusions usually range from one to five days' duration, but the College reserves the right to temporarily exclude for a longer duration if we feel it appropriate to do so.

- 9.4.6 Work will be provided for the duration of any temporary exclusion. This work will be marked and returned as appropriate, usually via the pupil's Head of Lower or Upper School in Senior School, Head of 6th Form or the class teacher in Prep School.
- 9.4.7 Any pupil who has been temporarily excluded will be required to attend a re-integration interview with a senior member of staff on his/her return to College. Parents are welcome to attend this meeting where strategies for returning to normal College life, expectations for conduct and potential consequences of further breaches will be established.
- 9.4.8 In Senior Schools, pupils placed in three Saturday Detentions in a period of twelve months or less will have their conduct reviewed and the College may consider further sanctions such as temporary exclusion from College.

9.5 Permanent Exclusion

- 9.5.1 In addition to the behaviours and offences listed at 8.3, permanent exclusion from College will usually be considered in response to a history of persistent disruptive behaviour, of unsatisfactory academic progress or work or of poor attendance where other strategies and sanctions to modify the conduct, progress or work or attendance of the pupil have proved to be ineffective or in response to an extremely serious breach of the College Rules.
- 9.5.2 If permanent exclusion from College is a possible outcome of a disciplinary investigation, then a formal hearing with the Head or in their absence their Deputy will take place.
- 9.5.3 The Hearing will take place after the investigation has been completed; pupil and parents have had an opportunity to meet with senior pastoral staff, including those who conducted the investigation, to hear details of the allegation/offence and the pertinent evidence and there has been an adequate opportunity for pupil and parents to provide any further evidence or submissions that may have a bearing on the final decision. Ideally, such documentation should be in place five working days before the date of the hearing, but this may be reduced depending on the nature of the offence and with the mutual consent of both parties.
- 9.5.4 The Hearing will be chaired by the Head or in their absence their Deputy and will be attended by the pupil, parents, a note-taker and any other person required (usually a senior member of the pastoral staff with knowledge of the pupil and the relevant incident, or, when academic commitment and progress is involved, the Deputy Head (Academic)). The College will present its case and pupils and parents will then have the opportunity to ask questions and present their case. The Chair's objective is to establish all the relevant facts to allow them to reach a fair decision. At the adjournment of the Hearing the Chair will indicate when they expect to be able to consider all the evidence and reach a decision. Ideally, this will be within two school working days and the decision will be confirmed in writing.
- 9.5.5 In reaching the decision to permanently exclude, the Chair will review the evidence available, including mitigating and aggravating factors relating to any incident, medical or SEND considerations, the academic, co-curricular and disciplinary record of the pupil concerned to establish if the behaviour might be the result of unmet educational or other needs. Representations from senior pastoral staff and a meeting with the pupil and his/ her parents will also be taken into account.

- 9.5.6 Parents should refer to the College's Terms and Conditions for details of the financial implications of a permanent exclusion.

10 Complaints Procedure and Appeals

- 10.1 This information should be read in conjunction with the College's Complaints Policy. When a decision is taken to temporarily exclude a pupil from College, parents and pupils may contact the Head if they have concerns about the process the College has followed, or the fairness of the conclusion reached.
- 10.2 A formal appeal to Governors is not part of the temporary exclusion procedure, but parents may enact the complaints procedure if they have any concerns about the decision or the process by which it was reached.
- 10.3 Should permanent exclusion occur; the College has laid down procedures which include a mechanism for a review of the process and the College's decision. Further details of this will be provided upon request.

11 Monitoring and Review

- 11.1 The College rules and the system for sanctions and rewards are, as a minimum, reviewed on an annual basis by the Deputy Head, Head of 6th form, Head of EYFS and the Head of Prep School and other senior members of pastoral staff, to monitor their effectiveness in promoting the College's Pupil Code of Conduct and to ensure fairness and equitability for pupils of all ages, genders and race. Parents will be reminded of the policy at least once per academic year, and it will be made available electronically on the parent portal, College website or by hard copy, upon request.
- 11.2 Pupils may contribute to regular reviews via regular meetings of the College Council or by speaking to their Class teacher, Heads of Lower and Upper School or the Head of 6th Form at any time. College rules and the systems for sanctions and rewards are subject to amendment by either the Deputy Head, the Head of 6th Form, the Head of EYFS, the Head of Prep or the Head at any time if necessary and the basis for, and nature of, such amendments will be notified to pupils, parents, staff and Governors.

College Behaviour Policy Appendices

Appendix 1 – Guidelines for staff contacting parents.

Appendix 2 – Guidelines for staff investigating incidents (including Bullying and Minor Cyberbullying Incidents).

Appendix 3 – Guidelines for staff investigating Serious Cyberbullying Incidents.

Appendix 4 – Good practice guidance to staff on Police contact and involvement.

Appendix 5 – Statutory guidance to staff on confiscation of pupil belongings.

Appendix 6 – Statutory guidance to staff on pupil searches.

Appendix 7 – Statutory guidance to staff on restraint of pupils and the use of force.

Appendix 8 – Review process for serious breaches of discipline resulting in permanent exclusion.

Appendix 9 – Restorative Practice.



Appendix 1

Guidelines for staff contacting parents are available on SharePoint (for Internal Use only)

Appendix 2

Guidelines for staff investigating incidents including Bullying and Minor Cyberbullying Incidents are available on SharePoint (for Internal Use only)

Appendix 3

Guidelines for Staff Investigating Serious Cyberbullying Incidents are available on SharePoint (for Internal Use only)

Appendix 4

Good Practice Guidance to Staff on Police Contact and Involvement is available on SharePoint (for Internal Use only)

Appendix 5

Statutory Guidance to Staff on Confiscation of Pupil's Belongings

Confiscation

The Guidance for Schools on 'Searching, Screening and Confiscation' (DfE, January 2018), provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of Ashville staff may confiscate, retain or dispose of a pupil's property in order to enforce the College's Pupil Code of Conduct, College Rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- an item that poses a threat to good order for learning: for example, a pupil uses a mobile phone in class without permission.
- an item that is against school uniform rules for example, a pupil refuses to take off an unauthorized item of clothing (such as a hooded top) on entering the classroom.
- an item that poses a health or safety threat: for example, a pupil wearing large ornate rings in PE/Games may present a safety threat to other pupils.
- an item which is counter to the ethos of the College: for example, material which might cause tension between one community and another or is illegal for a child to have, for example, racist or pornographic material, alcohol, illegal substances.
- if an electronic device (such as a mobile phone) is confiscated and a member of staff has reasonable grounds to suspect that it contains evidence of a breach of school discipline then it may be retained as evidence. If the material may be relevant to an offence, then the item must be given to the Police as soon as is reasonably practicable. See the additional guidance in Appendix 2 and 4.
- any other prohibited or dangerous items as detailed by the College's rules.

(further guidance available on SharePoint for Internal Use only)

Appendix 6

Statutory Guidance to Staff on Pupil Searches

Guidance issued by the DfE (January 2018) makes it lawful for the Head (or staff designated by the Head) to search pupils for any item banned under the school rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. College staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The law also allows the College to require pupils to undergo electronic screening, though the College currently has no plans to introduce this facility.

Prohibited or banned items could include:

- knives.
- weapons.
- alcohol.
- tobacco and cigarette papers.
- substances that could be abused, such as illegal drugs, solvents or so-called 'legal highs'.
- stolen items.
- fireworks and/or smoke bombs.
- pornography.
- inflammatory material of a religious, political, racist, homophobic or sexist nature
- face masks, headwear or clothing that prevents an individual's identity being readily established.
- any other item that it could be reasonably assumed may be used or misused, to disrupt effective learning and good order in the College or environs or to commit an offence, cause personal injury or damage to property.
- electronic devices (DfE, January 2018): where the person conducting the search finds an electronic device prohibited by the College's rules or that they reasonably suspect has been, or is likely to be, used to commit a breach of College rules, an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless the device is going to be given to the Police. In determining a 'good reason' the member of staff should reasonably suspect that the data or the file on the device has been, or could be, used to cause harm, to disrupt teaching or break College rules.
- material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the Police. Further information on dealing with youth produced sexual imagery (sexting) is detailed in the College's Safeguarding and Child Protection policy, in accordance with UKCCIS guidance.

The power to search pupils with consent allows a teacher to ask a pupil to turn out his/her pockets, bag or locker. If a pupil refuses to co-operate then, under the terms of the College Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the appropriate Head of Lower or Upper School (in Senior School), Head of Pre-Prep or Head of Prep School, Head of 6th Form or Deputy Head can take place.

The power to search pupils without consent, with the authorisation of the Head, should be carried out by a staff member who is the same sex as the child or of a gender that the child nominates. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same sex as the child or the gender nominated by the child. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers.

If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the College will ensure such searches are carried out according to agreed protocols by the Police, following notification to parents. Items found as a result of a without consent search: alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the Police in accordance with the College's Substance Abuse policy, the College will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner.

The College is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, the College will seek to inform parents of any serious disciplinary incident that may involve, or has involved, a search of their child as soon as is practicable.

Appendix 7

Statutory Guidance to Staff on Restraint of pupils and the use of force

Physical Contact between Staff and Pupil

There are occasions when physical contact with a pupil, other than reasonable force, is proper and necessary. Examples of where physical contact might be proper or necessary include:

- administering essential first aid.
- as a result of the need for medical care.
- in technical coaching e.g. of games, musical instruments.
- when a pupil is being congratulated or praised or by way of encouragement.
- comforting a distressed pupil.

Use of Reasonable Force

According to *Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils*, there are times when reasonable force can be used to control and restrain pupils. Physical contact may also be appropriate or necessary in some circumstances.

Reasonable Force is acceptable if needed to prevent a pupil from:

- committing a criminal offence (including behaving in a way which would be an offence if the pupil were not under the age of criminal responsibility).
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in behaviour prejudicial to maintaining good order and discipline or among any of its pupils, whether in a classroom or elsewhere.

This provision applies when a teacher or other authorised person is on College premises, and when he or she has charge of the pupil concerned elsewhere e.g. on any out of College activity. (An authorised person is anyone authorised by the Head to have control of the children.)

Action in Self-Defence or in an Emergency

Section 550A does not cover all the situations in which it might be reasonable for someone to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make it clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme, situations.

Incidents which may require reasonable force to be used fall into three categories:

- Self-defence or imminent risk of injury.
- A developing risk of injury or significant damage to property.
- Behaviour compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object.
- a pupil attacks a member of staff or another pupil.
- pupils are fighting (causing risk or injury to themselves and others).
- a pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property.
- a pupil is causing or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause, an accident likely to injure himself or herself or others.
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- a pupil has brought a 'prohibited item' (for example, knives, weapons, drugs or alcohol into school and they refuse to release the bag which contains the particular item during a search).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

There is no legal definition of 'reasonable force'; so, it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to



prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed might also depend on the age, understanding and sex of the pupil. Reasonable adjustments will be made for pupils with special educational needs or a disability.
(further guidance available on SharePoint for Internal Use only)

Appendix 8

Governors' Review process for serious breaches of discipline resulting in permanent exclusion

1. Request for Review: A pupil or their parents, aggrieved at the Head's decision to expel or require a pupil to leave, may make a written application for a Governors' Review. The application must be received by the Clerk to the Governing Body within 72 hours of the decision being notified to a parent, or longer by agreement.
2. Grounds for Review: In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.
3. Review Panel: The Review will be undertaken by a three-member sub-committee of the Board of Governors. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will **not normally** include the Chair of Governors. Selection of the Review Panel will be made by the Clerk to the Governing Body. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.
4. Review Meeting: The meeting will take place in the College premises, normally between 3 and 10 working days after the parents' application has been received. A Review will not normally take place during school holidays. A Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law.
5. Attendance: Those present at the Review Meeting will normally be:
 - Members of the Review Panel and the Clerk to the Governing Body.
 - The Head and any relevant member of staff whom the pupil or their parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome.
 - The pupil together with their parents and, if they wish, a member of the College staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The Clerk to the Governing Body must be given seven days' notice if the friend or relation is legally qualified.
6. Conduct of Meeting: The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Chair of the Panel and a parent, and any tape-recording will be used only to assist the panel members in reaching their decision and formulating their reasons and will belong to the College. A member of the support staff will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chair of the Panel who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners.

The Chair of the Panel may at their discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

7. Procedure: The Panel will consider each of the questions raised by the pupil or his/her parents so far as relevant to:

- Whether the facts of the case were sufficiently proven when the decision was taken to expel or remove of the pupil. The civil standard of proof, namely, 'the balance of probability' will apply.
- Whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the College's policy. The requirements of natural justice will apply. If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting they must inform the Chair of the Panel at the time and ask the Clerk to the Governing Body to note their dissatisfaction and the reasons for it.

Identification: If the Head considers it necessary in the interests of an individual or of the College that the identity of any person should be withheld, the Chair of the Panel may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Chair of the Panel at their discretion may direct that the person be identified, or not as the case may be.

Pupil's Character: Up to two members of the College staff may speak generally about the pupil's character, conduct and achievements at the school if they are willing to do so.

Leaving Status (**'Exclusion'/'Withdrawn by Parents'**): If, having heard all parties, the Panel is minded to confirm the Head's earlier decision, it is open to the Panel, with agreement of the Head, the pupil and his/her parents to discuss the pupil's leaving status with a view to reaching agreement.

8. Decision: When the Chair of the Panel decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting; alternatively, the Chair of the Panel may ask those present to withdraw while the Panel considers its decision. In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be notified, with reasons, to the parents by the Chair of the Panel or the Head by letter within three working days of the meeting.

9. The requirements of natural justice will apply. If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting, they must inform the Chair of the Panel at the time and ask the Clerk to the Governing Body to note their dissatisfaction and the reasons for it.

Appendix 9

Restorative Practice

At Ashville College we have a Restorative Practice approach to low-level behavioural issues.

1. What is restorative practice?

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Restorative Practice focuses on addressing the root cause of the behaviour, what damage the behaviour has done and how to repair the damage. When done successfully it's used to develop mutual respect, empathy, consideration, emotional intelligence, intrinsic motivation and taking responsibility.

We want to respond to challenging behaviour or conflict in a way that avoids criticism, blame and retribution. A Restorative conversation involves asking a pupil or a group of pupils, questions that promote reflective thinking and allowing others the opportunity to listen and empathise. The goal is for the pupils to come to realisations themselves about why they behaved in the way they did and the consequences of it. It uses the power of communication to build understanding and empathy between the different people involved, so respect and consideration drive positive behaviour, rather than just following school rules because they have to.

Rewards such as merits and praise postcards provide valuable recognition, but there is a fine line between giving pupils much-needed recognition and relying on rewards to coerce work or good behaviour out of children against their will. We want children to primarily acknowledge that making positive choices is rewarding in and of itself and then use external rewards and praise to further reinforce that message. Similarly, with punishments, they can discourage destructive behaviour, but if a child is only being respectful to avoid punishment, children are motivated by self-preservation rather than consideration, respect and care for others. At Ashville College we want to develop self-motivated pupils, who want to make positive decisions autonomously.

As adults, we generally make decisions based on past experiences and the consequences of our actions. For example, we have learnt that the consequence of being disrespectful is that it damages relationships. We don't like the consequences of damaging relationships, so treating people with respect becomes one of our core values. Contrary to what many disciplinarians might think, we haven't learnt this through discipline, we have learnt it through making mistakes, damaging relationships, not liking the results, and doing something different the next time. This is the process that Restorative Practice nurtures.

2. Restorative Conversations

A Restorative Conversation takes place after the incident, once everyone involved has calmed down. The teacher's role is similar to a counsellor. Their job is empathetic listening. Empathy isn't the same as sympathy. Empathy is understanding someone else's experience regardless of whether you agree or not. Often empathy is enough for a conflict to de-escalate because in many conflicts, peoples' most significant unmet need is to be heard and understood. If two or more people are reflecting, each person will have a different experience of events and it's likely they won't agree. The listener's initial job is to listen to everyone's experience and check understanding.

(further guidance available on SharePoint for Internal Use only)