

BEHAVIOUR MANAGEMENT POLICY

(INCLUDING SCHOOL RULES, CONFISCATION, SUSPENSION, PERMANENT EXCLUSION AND REQUIRED REMOVAL)

Key definitions:

Headmistress: Where the Headmistress is unavailable, the Deputy Head or another member of the Leadership Team may make key decisions.

Parent: Where appropriate, 'Parent' may be substituted for 'Guardian' or another responsible adult.

INTRODUCTION

At Downe House (the **School**) our community is based upon the characteristics known as the Downe House DNA: Compassion, Collaboration, Resilience, Creativity, Aspiration, Communication and being Outward Looking.

Accordingly, the School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Downe House recognises the importance of the role of the various representative bodies within the School, including the School Council and the House Committees, in promoting the highest standards of behaviour around the School. Service to the community is intrinsic in the ethos of the School and is expected of everyone. It is expected that everyone will take a common responsibility for maintaining only the highest standards of personal conduct in accordance with the aims and objectives of the School.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world.

We promote the fundamental British Values as defined by the Government of democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

This Policy is underpinned by the following fundamental principles:

- **a positive approach: by rewarding our pupils' efforts appropriately, they will be encouraged to conduct themselves with excellent behaviour and a positive attitude;**
- the level of any sanction should be proportionate to the seriousness of the offence;
- sanctions must be fair and seen to be fair by the pupil(s); and
- teachers must at all times be consistent and seen to be consistent by the pupil(s) in their application of School sanctions.

This policy should be read in conjunction with the School's other disciplinary and safeguarding policies, listed below, copies of which can be found on includes the Pupil and Parent Portals (SchoolBase).

1. Prevention of Bullying Policy
2. Drug/Substance Abuse Policy
3. Alcohol Policy
4. Safeguarding and Child Protection Policy
5. Equal Opportunities and Valuing Diversity Policy
6. Internet and Social Networking Policy for pupils
7. Information Systems Acceptable Use Policy
8. Permanent Exclusion and Removal Policy and procedure

In addition to the core disciplinary and safeguarding policies, the School has a number of other policies, some of which only apply to particular departments or activities. Pupils should also familiarise themselves with these as failure to comply with them may lead to the imposition of a sanction.

For the purposes of this policy:

- A “Pastoral Sanction” is designed to provide a supportive environment which enables appropriate behaviour to be modified. Further details and examples can be found in Appendix 3 (Rewards & Sanctions);
- An “Academic Sanction” is designed to support academic progress where necessary. Further details and examples can be found in Appendix 3 (Rewards & Sanctions));
- a “Minor Sanction” is a sanction other than suspension or permanent exclusion;
- “suspension” is fixed term period of exclusion from the School during which time the pupil is expected to maintain their academic work; and
- “permanent exclusion” is the expulsion of a pupil from the School.

In the absence of a designated member of staff, any references in this policy shall be to the member of staff to whom they have delegated their authority during their absence.

The School may amend this policy from time to time and without notice. SchoolBase should be checked on a regular basis for updates.

WHEN DOES THIS POLICY APPLY?

This policy applies to all pupils at the School, whether day or boarding. The policy applies whilst pupils are:

- (a) on the School site;
- (b) off the School site but under the lawful control or charge of a member of staff (for example, whilst on a School trip);
- (c) off the School site or otherwise not under the lawful control or charge of a member of staff but are wearing School uniform or are in some other way identifiable in connection with the School;
- (d) in any circumstances where a pupil is acting in a manner which could adversely affect the reputation of the School, the orderly running of the school or which poses a threat to another pupil or member of the public.

CODE OF CONDUCT

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect our pupils to uphold the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of School life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online or outside of school. This policy and our Prevention of Bullying Policy is on SchoolBase as well as on the School's website.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND or certain health conditions). The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer. Our Equality, Diversity and Inclusion Policy is on SchoolBase as well as on the School's website.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract (Terms & Conditions). The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue, the School will liaise closely with parents where practical and, if relevant, other support agencies including Children's Social Services, CAMHS and the Police. The School has a number of support systems in place to meet the needs of all pupils. These include our Designated Safeguarding team, our pastoral team, the Counsellors, Mental Health First Aiders and our Health Centre.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during tutorial time, Learning for Life (LfL) lessons, project work, the School Council, the School Committees, House Councils and regular meetings with their Academic Tutors, the Headmistress and members of the Leadership Team.

The School will ensure that all new pupils are briefed thoroughly on the School's expected standards of behaviour and are regularly reminded of these through House meetings, assemblies, and other appropriate gatherings.

BREACHES OF DISCIPLINE OFF THE SCHOOL CAMPUS

The School takes the conduct of its pupils outside of the School's campus extremely seriously as such behaviour can enhance or damage the reputation of both the pupil and the School. Where an incident is reported to the School of a pupil's behaviour outside of the School campus and the incident has not been witnessed by School staff, the School will investigate it and impose a sanction if appropriate.

REPORTING TO OUTSIDE AGENCIES

The School will consider the National Police Chief's Council's Guidance to Schools & Schools and any advice previously given to it by Thames Valley Police in determining whether to report to the police any activity which it believes may amount to a criminal activity which involves School pupils unless the School. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the School has reasonable grounds for believing that a pupil may have taken drugs, then the School will seek immediate medical advice and may involve the police.

Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Appendix 1 (School Rules).

Parents and Guardians agree, when signing the Parent Contract (Terms & Conditions), that their child will comply with the School Rules and that they will undertake to support the authority of the Headmistress in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the key terms of the School's policy on drugs and drugs testing, smoking, alcohol, sexual relationships, and other behaviour that may result in suspension or permanent exclusion. Further information may be found in the supporting policies (Drug/Substance Abuse Policy).

The School Rules and the related behaviour and safeguarding policies may change from time to time.

REWARDS

At the School we reward and encourage good behaviour, demonstration of the School's DNA and celebrate academic, co-curricular and sporting achievements from our pupils. A wide range of rewards is available to staff to acknowledge pupils' successes and efforts, and there is series of 'levels' for rewards (academic and pastoral) through which pupils may progress, which all staff are required to follow (see Appendix 3 (Rewards & Sanctions)).

Pupils should be praised, whenever appropriate, for work, effort and any other actions both orally in House, in class and in writing. There should be written praise on all appropriate pieces of written work, together with clear targets of how further improvements could be made.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Any sanctions will be applied fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but

will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at the School.

In applying sanctions, especially those with serious consequences, the School will take reasonable steps to avoid placing children with SEND or a recognised needs at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010. The School will always treat its pupils as individuals.

The School's Minor, Academic, Pastoral and Other Rewards & Sanctions may be viewed in Appendix 3 (Rewards & Sanctions).

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable. If an incident occurs shortly before the end of a term or half term, it may not be possible to deal with it until the following term or half term.

What items may be confiscated and how those items should be dealt with is set out in Appendix 2 (Searching Possessions and Confiscation) of this Policy.

SUSPENSION OR PERMANENT EXCLUSION

The Headmistress may suspend or, in serious or persistent cases, permanently exclude a pupil if they consider their behaviour or conduct is unsatisfactory. Examples of behaviour which may result in this are listed under 'Key Rules' in Appendix 1 (School Rules).

Suspension or permanent exclusion may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

Suspension will usually be served immediately. However, in exceptional circumstances and at its sole discretion, the School may postpone the start date of suspension or decide that the suspension is to be served over two split periods. If a suspension is imposed at the end of term, it will not be served until the beginning of the next term.

Following their permanent exclusion or whilst suspended, a pupil may not:

- enter the School site without the permission of the Headmistress or Deputy Head; or
- join any school trips and will not receive a refund for any monies paid for such trips.

A pupil may be suspended whilst an incident which the Headmistress considers may involve that pupil and which the Headmistress considers may result in the suspension or permanent exclusion of one or more pupils is being investigated. This is a neutral act. During any periods of suspension period, the School will continue to provide the pupil with work and the pupil is expected to maintain their academic work. At the end of the period of the suspension, depending upon the outcome of the investigation, the pupil may return to School and/or a disciplinary sanction may be imposed.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

ALLEGATIONS AGAINST STAFF

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be

managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil and manage it in accordance with this policy. Pupils and parents should be aware that deliberately invented or malicious allegations of abuse against staff or other pupils may result in the suspension, permanent exclusion or required removal of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

REQUIRED REMOVAL

The Headmistress may require that a pupil is removed in circumstances where she considers in their discretion that the behaviour or conduct of a parent is unreasonable. Examples of unreasonable behaviour which may result in a pupil being required to be removed include but are not limited to:

- Physical assault/ threatening behaviour.
- Racist or sexist abuse.

See guidance in the Drug/Substance Abuse Policy for more detail on the sanctions associated with different types of behaviour.

- Bringing illegal, inappropriate or dangerous items into School;
- Making a deliberately invented or malicious allegation against a member of staff or pupil or the School;
- Communicating with the School in person or in writing (directly or indirectly) in a manner which is deemed voluminous, relentless, confrontational, unreasonable and/or overly aggressive;
- Breaching the School's Parent Contract (Terms and Conditions).

The School reserves the right to impose sanctions for parental behaviour falling short of required removal including but not limited to placing restrictions on a parent's access to the School or School events, communications with the School and/or the imposition of a warning.

As set out in the School's Parent Contract (Terms and Conditions), the School may require the removal of a pupil in circumstances where the Headmistress considers at her discretion that the pupil's attendance, progress or behaviour at the School is unsatisfactory and, in the reasonable opinion of the Headmistress, the removal of the pupil is in the School's best interests and/or those of the pupil or other children and/or members of the School's staff.

APPEALS AGAINST SUSPENSION OR PERMANENT EXCLUSION

If a pupil is suspended or permanently excluded or required to be removed, parents may appeal the decision in accordance with the Permanent Exclusion and Removal Policy. The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

Any investigation required for the purposes of this policy will be conducted in accordance with the School's Permanent Exclusion and Removal Policy, a copy of which is available on the Pupil and Parent Portals (SchoolBase).

USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The School pays heed to government advice as follows: [Use of reasonable force in schools](#)

SEARCHING

The School reserves the right to search pupils and their possessions. More information can be found in Appendix 2 (Searching Possessions).

TEACHING AND LEARNING

As outlined in the introduction to this policy, Downe House seeks to develop the attributes outlined in our Downe House DNA in all our pupils: in so far as teaching and learning is concerned, the specific attributes within the DNA are: Collaboration, Resilience, Creativity, Aspiration and Communication.

The School also encourages all pupils to make the most of what is on offer outside the classroom, taking part in a range of co-curricular activities. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy is on our website. We will send you copies on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action which may include more staff training, incorporating learning points into pupil's Learning for Life (LfL) lessons, assemblies or tutor times or amending this policy.

This policy is reviewed and updated at least annually by the Governors.

Appendix 1 – SCHOOL RULES

The School Rules are designed to allow all pupils to learn and thrive in an educational environment that is safe and inclusive. They should be read in conjunction with the School's disciplinary and safeguarding policies (see list at end of this Appendix) and the Parental Contract (Terms and Conditions), copies of which can be found on Pupil and Parent Portals (SchoolBase). The School may amend any of its policies from time to time and without notice. The Pupil and Parent Portals (SchoolBase) should be checked on a regular basis for updates.

The underlying principles of the School Rules (see below) should also be understood.

WHEN DO THE SCHOOL RULES APPLY?

The Rules apply to all pupils at the School, whether day or boarding. The Rules apply whilst pupils are:

- (a) on the School site;
- (b) off the School site but under the lawful control or charge of a member of staff (for example, whilst on a School trip);
- (c) off the School site or otherwise not under the lawful control or charge of a member of staff but are wearing School uniform or are in some other way identifiable in connection with the School; and
- (d) in any circumstances where a pupil is acting in a manner which could adversely affect the reputation of the School, the orderly running of the School or which poses a threat to another pupil or member of the public.

The Rules apply to all parents whilst their child is a pupil at the School.

UNDERLYING PRINCIPLES

- i) To uphold the School's Values;
- ii) To encourage pupils to show respect, good manners, punctuality and consideration for others.
- iii) To keep pupils safe; protected from abuse of any kind.
- iv) To encourage the academic, personal and social development of all pupils.
- v) To facilitate effective communication between parents, pupils and School.
- vi) To provide an environment of good discipline in which self-discipline is developed and all pupils can flourish.

KEY RULES

1. General courtesy is required around the School: for example, girls should use appropriate language at all times, remember to hold doors open for others, arrive for all lessons or commitments punctually. All pupils should follow the set of non-negotiable expectations about conduct in lessons (see [PDF Classroom Code of Conduct](#)). See note on '**Low level poor behaviour**' on page 11 of this Appendix.
2. Every girl must treat her environment and all property and belongings with respect.
3. Every girl must avoid disruptive/anti-social behaviour.
4. All pupils must follow their House rules relating to the use of mobile phones. See note on '**The use of smart phones**' on page 11 of this Appendix.
5. All pupils must follow the school's guidelines regarding the safe use of technology, as outlined in the Classroom Code of Conduct, the Internet and Social Networking Policy for pupils and the Information Systems Acceptable Use Policy. See also the note on '**The use of Artificial Intelligence (AI)**' on page 11 of this Appendix.
6. Girls who have permission to go out must ensure that they are always in a group with at least two other girls.
7. All girls up to and including the LVI must have permission from their Housemistress/master to use a taxi, or the permission of the Palmer Centre to use a taxi for medical appointments.

8. Borrowing anything without the permission of the owner is not allowed.
9. Visits from family are welcomed at the weekend. However, guests (whether family or friends) should never wander around the site unaccompanied and should always make their visit known to the Housemistress/master.
10. The use of cars is strictly limited and any girl wishing to bring a car to School must have the permission of the Headmistress and abide by the set procedures and, in particular, with regard to lifts. No School pupil may travel in the car of another School pupil, or another pupil's parents, unless written permission has been given by her parents.
11. Every girl must observe the fire procedures as displayed on the House Boards. Girls should note that on hearing the alarm, they must go quickly and in SILENCE to the designated assembly points.
12. Girls should attend all meals.
13. Full School uniform must be worn at all times during the School day.
14. No jewellery other than a discreet pendant and chain, a watch and one small pair of studs in the ears, as appropriate, may be worn during the School day; hair of shoulder length must be tied back; no nail varnish or make-up may be worn (in Lower and Upper Schools). **Hair should not be dyed inappropriately (meaning its colour should appear natural)**. Body piercing and tattooing are not permitted. Mufti (non-School uniform dress) must be tidy and appropriate.
15. To preserve the Cloister area, girls must not walk on the grass except in the designated areas and must treat this with the utmost respect.
16. Girls are not permitted to undertake any form of trading, unless they have arranged this with a member of staff and have the permission of the Deputy Head (Pastoral). This restriction includes the use (either as buyer or seller), of internet-based auction sites, such as eBay, as well as the purchase or sale of private property such as CDs.
17. As chewing gum is often the cause of damage to clothing, carpets and paths when not disposed of properly, it is not permitted on site.
18. Drones or other pilotless aircraft may not be brought into School.

IMPORTANT: Any of the following behaviours along with any other act or omission that is criminal and/or illegal is likely to result in suspension or permanent exclusion:

- i) Drug, alcohol, tobacco, nicotine, vaping or other substance misuse (including supply, possession or use).
- ii) Bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- iii) Physical assault/threatening behaviour.
- iv) Fighting.
- v) Sexual harassment.
- vi) Racist or sexist abuse.
- vii) Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes.
- viii) Theft.
- ix) Damage to property.
- x) Cheating in examinations including coursework, and not following the code of conduct for examinations.
- xi) Misuse of the School's IT system.
- xii) Bringing prohibited items or other illegal, inappropriate or dangerous items into School;
- xiii) Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community.

- xiv) Misconduct which brings or is likely to bring the School into disrepute.
- xv) Making a deliberately invented or malicious allegation against a member of staff or pupil or the School.
- xvi) Persistent breaches of the School's policies or other disruptive or anti-social behaviour.
- xvii) Refusing to participate in a drugs test or a with-consent search when asked to do so by a member of staff in accordance with the relevant policy.
- xviii) Leaving the School's campus without the permission of an HsM or other relevant member of staff.

PROHIBITED ITEMS

- i) knives or weapons;
- ii) alcohol;
- iii) illegal drugs;
- iv) stolen items;
- v) tobacco & cigarette papers;
- vi) fireworks;
- vii) pornographic images;
- viii) any articles that the member of staff suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to the property of any person (including the pupil);
- ix) replica knives and weapons;
- x) ammunition;
- xi) drugs which lead to legal highs;
- xii) equipment relating to illegal drugs or drugs which lead to legal highs;
- xiii) vapes and e-cigarettes; and
- xiv) steroids

To ensure the safety and wellbeing of pupils, the following guidance is important.

1. Conduct for public examinations.
2. Observance of the out of bounds rules.
3. Observance of health and safety rules in Houses, classrooms, during sport and other activities and around the campus.
4. Rules related to driving a car, other motorised vehicles or bicycles either in the School grounds or outside them, during term time.

The School Rules should be read in conjunction with the School's other disciplinary and safeguarding policies, listed below, copies of which can be found on the Pupil and Parent Portals (SchoolBase).

1. Behaviour Management Policy
2. Prevention of Bullying Policy
3. Drug/Substance Abuse Policy
4. Alcohol Policy
5. Safeguarding and Child Protection Policy
6. Equal Opportunities and Valuing Diversity Policy
7. Internet and Social Networking Policy for pupils
8. Information Systems Acceptable Use Policy
9. Permanent Exclusion and Removal Policy and procedure

In addition to the core disciplinary and safeguarding policies, the School has a number of other policies, some of which only apply to particular departments or activities. Pupils should also familiarise themselves with these as failure to comply with them may lead to the imposition of a sanction.

The use of smart phones

Remove and Lower Fourth (and UIV – from Sept 2025):

Pupils in these year groups are not permitted to have a smart phone in School. They may have a 'brick phone' or similar as permitted by the School, but it may only be used at times prescribed by their Housemistress. At all other times the pupils' phones will be kept securely by the House Staff.

Pupils who misuse their phone or who are found in possession of a second phone will have the second phone confiscated and it will be returned to their parent or guardian. The sanctions for having a second phone include being on House Report and Community Service, at the Housemistress's discretion.

Pupils in Lower Fifth to Upper Sixth:

Pupils in these year groups may have a smart phone in School, but it may only be used at times prescribed by their Housemistress. At all other times the pupils' phones will be kept securely by the House Staff.

Pupils may not have a second phone or smart phone (in addition to their 'brick' phone or smart phone). If a pupil is found in possession of a second phone, both their phones will be confiscated; the second phone will be returned to their parent or guardian. The sanctions for having a second phone are as follows:

First offence: The pupil's phone will be confiscated for 5 days.

Second offence: The pupil's phone will be confiscated for 8 days.

Third offence: The pupil's phone will be confiscated for 14 days.

Low-level poor behaviour

It is the responsibility of each classroom teacher to ensure that there is a purposeful atmosphere within the classroom; however, the school also operates a centralised detention that is used to target specifically poor behaviour. This may include, but is not limited to: improper use of technology; poor punctuality; poor manners; and uniform infringements.

Teachers may place a pupil in a 20 minute detention during break time on either Tuesday or Thursday as a sanction for poor behaviour. Pupils should be given a verbal warning before being placed in detention and if they are placed in a detention, the teacher should always explain this decision to them in person. During the detention pupils will be asked to fill in a paper form to help them reflect on their behaviour and allow support to be put in place if they do not understand the impact of their behaviour on themselves and their peers. A drink of water and a biscuit will be available in case students are left without.

The centralised detention should be given if a pupil persists in: using their Surface improperly after a warning; having a uniform infringement after a warning; poor manners to a teacher after a clear warning. Punctuality is dealt with centrally: any student with 3 or more lates during one week of class registers will attend the Tuesday detention.

The centralised detention is **not** for academic matters (for example, missed/late prep). In order to put a student into the detention this [form](#) should be filled in.

If a student is put into multiple detentions and is not learning from their mistakes then further steps will be taken in accordance with the sanctions policy. Similarly, a failure to attend a detention would result in further sanctions being applied. Detentions take priority over other activities, such activities cannot be used to excuse a lack of attendance.

Persistent breach of these policies and this guidance is likely to result in the imposition of a suspension or permanent exclusion; individual breach of these is likely to result in the imposition of a Minor Sanction.

Appendix 2 – SEARCHING POSSESSIONS AND CONFISCATION

SEARCHING POSSESSIONS

Where the School has reasonable grounds to believe there is a need to search a pupil's possessions (including digital devices) e.g., to safeguard a pupil's welfare, or search for stolen goods it will (where appropriate, but not in all cases) ask for the pupil's consent to do so.

Staff may search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or in cases of suspected theft. DH Staff wanting to undertake a search will normally seek authorisation to do so from a member the LT. Once authorised, staff may also search for any item banned by the School rules (see list of 'Prohibited Items' in this policy).

The search will be undertaken by two members of staff normally with the pupil present although this may not always be appropriate. If possible, the pupil herself should do the searching under close supervision of the staff.

The fact that a search has taken place should be recorded in the House Day Book along with information on the outcome.

Appropriate action will be taken, if necessary, in accordance with this policy.

Please also see the note about searching Electronic Devices below.

The School pays heed to government advice as follows: [Searching, screening and confiscation](#)

CONFISCATION

1. Items other than Prohibited Items, Evidence in relation to an Offence and Electronic Devices

A member of staff may confiscate any item which, in their professional judgment, is or may be harmful to the School community or detrimental to school discipline. If in doubt, guidance can be obtained from the Deputy Head. The member of staff may decide whether to return the item to the pupil (and, if so, the appropriate length of time to retain the item) or dispose of it.

2. Prohibited Items/ Evidence in relation to an Offence

Any item must be confiscated if a member of staff has reasonable grounds for suspecting it is a Prohibited Item or evidence in relation to an offence. Such items cannot be returned to the pupil. In addition, appropriate disciplinary penalties can be applied.

Any knives, weapons, illegal drugs, pornographic images of which possession constitutes an offence and other items which are evidence of an offence must be passed to the Headmistress as soon as possible who will hand them to the Police where appropriate (and following the guidance of the Police or Children's Social Services if relevant) or otherwise safely dispose of them or, in the case of stolen items which do not need to be handed to the police, return them to the owner.

The Headmistress will determine whether any **alcohol, tobacco and cigarette papers, fireworks, replica knives and weapons, ammunition, drugs which lead to legal highs, equipment relating to illegal drugs or drugs which lead to legal highs, vapes and steroids** will be retained or disposed of.

3. Electronic Devices

Any electronic device must be seized and given to the Headmistress or the Designated Safeguarding Lead if any member of staff reasonably suspects it has been, or is likely to (i) be used to commit a criminal offence or cause personal injury or damage to property; (ii) contain evidence in relation to a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child); (iii) be prohibited by or contain evidence in relation to a breach of the School Rules; or (iv) contain material which has been or could be otherwise used to cause harm.

Upon receipt of such device, the Headmistress and Designated Safeguarding Lead may examine any data or files on the device if they reasonably suspect that the data or file on the device in question has been or is likely to be used for one of the purposes set out in points (i) to (iv) in the paragraph above.

Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

If, during a search, the Designated Safeguarding Lead or the Headmistress finds material which they reasonably suspect falls within:

- (a) points (i) or (ii) in the paragraph above, unless guidance issued by the Police from time-to-time states otherwise, they should not delete the material but retain it as evidence and pass the device to the Police immediately;
- (b) points (iii) or (iv) in the paragraph above, unless guidance issued by the Police from time-to-time states otherwise, they can decide whether to delete the material or retain it as evidence.

If, following a search, it is determined that the device does not contain any material of the type referred to above, the DSL and Headmistress can decide whether it is appropriate to delete any files or data from the device and/or may confiscate the device as evidence of a breach of the School's disciplinary and safeguarding policies and may discipline the pupil in accordance with those policies.

Any decision to search a pupil's device, or, following such a search, to take any action in respect of any material found will be based on the professional judgement of the Designated Safeguarding Lead working in conjunction with the Headmistress and will be done in compliance with the School's safeguarding and disciplinary policies. If they are in doubt, they will seek advice from Children's Social Services or the Police as appropriate. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy.

Appendix 3 – REWARDS AND SANCTIONS

REWARDS

Pupils should be praised, whenever appropriate, for work, effort and any other actions both orally in House, in class and in writing. There should be written praise on all appropriate pieces of written work, together with clear targets of how further improvements could be made.

Teachers or any other member of staff with pastoral responsibility for pupils are responsible in the first instance for issuing rewards (such as Commendations and Stars). He/she should log each reward on the School's MIS (SchoolBase). The rubric for Rewards is detailed on the table below.

There is a series of 'levels' for rewards (academic and pastoral) through which pupils may progress; this should be followed by all staff. See the tables below for full details.

The relevant staff (including the pupil's Academic Tutor and HSM) will be notified whenever a reward is logged on the School's MIS (SchoolBase).

Cause	Effect	Reward weighting
Good work	Commendation	1
	Star	2
	Head's Excellent Work	3
Good effort/Engagement	Commendation	1
Downe House DNA (other activities)	Aspiration Commendation	1
	Collaboration Commendation	1
	Communication Commendation	1
	Compassion Commendation	1
	Creativity Commendation	1
	Digital Commendation	1
	Outward Looking Commendation	1
	Resilience Commendation	1

Each Assistant Head (LS, US & Sixth Form) will record the number of Rewards and monitor how many are being given for academic work, academic effort, and other contributions to the school, using the Downe House DNA as a positive framework.

There is a tiered reward system for Commendations, as detailed below:

Reward	LS threshold	US threshold	Sixth Form threshold
Electronic postcard home from Academic Tutor	10	5	5
Certificate awarded in Section assembly by Assistant Heads (LS, US & Sixth Form)	25	12	10
Award in assembly by HM	35	20	15
Annual Prize awarded by Governor	50	30	20

Each Assistant Head (LS, US & Sixth Form) will review logged Rewards on the School's MIS (SchoolBase) on a weekly basis and also half termly for the tiered awards outlined above.

The above lists of Rewards are not exhaustive; other ways in which pupils' work and effort are acknowledged and rewarded include: Personal notes to pupils in recognition of excellent work and/or effort by Heads of Department; Presentations of vouchers in assembly and in Houses at the end of term; spontaneous book prizes; School prizes (awarded annually after consultation with the Staff);

Colours: PE (awarded for the different sporting disciplines on a termly basis); Colours: Drama and Music (awarded termly or annually to celebrate personal achievement).

SANCTIONS

Alongside Rewards, Sanctions are also an important part of setting high expectations. All Academic Sanctions are designed to provide a supportive environment that enables inappropriate classroom behaviour and/or academic practices to be modified. Use of sanctions must be clear, proportionate, consistent and justifiable.

Teachers or any other member of staff with pastoral responsibility for pupils are responsible in the first instance for dealing with minor infringements (such as lateness, casual rudeness or disruption in class, and late or poorly completed work). He/she should log each sanction on the School's MIS (SchoolBase). The rubric for Rewards is detailed on the table below:

Cause	Effect	Comment
Prep Note	Comment only Subject teacher detention HoD Detention Subject report*	
Behaviour Note	Comment only Subject teacher detention HoD Detention Subject report* House sanction House report	{If relates to academic subject }{If relates to house behaviour
Uniform Note	Comment only House sanction House report	{If relates to academic subject }{If relates to house behaviour
LT Sanctions	Assistant Head (LS, US & Sixth Form) detention Assistant Head (LS, US & Sixth Form) report DH detention DH report Internal exclusion External exclusion HM report Behaviour Contract	

A more detailed explanation of each 'Cause' and 'Effect' in the above table is given in the section 'Behaviour – Sanction Ladders' below.

The relevant staff (including the pupil's Academic Tutor and HSM) will be notified whenever a sanction is logged on the School's MIS (SchoolBase).

Each Assistant Head (LS, US & Sixth Form) will review logged Sanctions on the School's MIS (SchoolBase) on a weekly basis and half termly. They (alongside LT members) will assess if the LT Sanctions need to be imposed.

There is a series of 'levels' for sanctions (**Academic, Prep and Pastoral**) through which pupils may progress; the levels are detailed below, in the section '**Behaviour – Sanction Ladders**' and should be followed by all staff.

Non-negotiable expectations in lessons

The School Council has agreed a set of non-negotiable expectations about conduct in lessons which are outlined below. Failure to adhere to these is likely to result in a Level 1 Sanction being given by the teacher:

- 1. Respect for others**
 - a. Not distracting others
 - b. Not talking when teacher is talking
 - c. Open mindset for discussion on topical conversations
- 2. Punctuality & Preparation**
 - a. Coming with correct equipment to lessons
 - b. Ensuring Surface is charged
- 3. Appropriate usage of Surfaces**
- 4. Being appropriately engaged during each lesson**

Behaviour – Sanction Ladders

There is a series of ‘levels’ for sanctions (**Academic, Prep and Pastoral**) through which pupils may progress; this is detailed below and should be followed by all staff.

Behaviour – Academic: Sanctions Ladder

Level 1 – Behaviour Note: Comment only. X2

Issued for: Disruption to teaching and learning, punctuality.

A warning is issued, addressing the issue directly with the pupil and reminding them of expectations and stating the consequence of any further breach of the rule (which will be one of the next stage of sanctions). This note can be issued twice.

Level 2 – Behaviour Note: Subject teacher detention

Issued for: Persistent disruption to teaching and learning, punctuality.

This stage is used as a consequence of failing to respond to a Level 1. The classroom teacher will issue a detention and the HoD, Academic Tutor and HsM will be informed.

Level 3 – Behaviour Note: Head of Department detention.

Issued for: Failure to respond and adapt behaviour in relation to L1/2 misdemeanour.

Departmental Action – This will involve completing a HoD detention on either a Wednesday or a Friday morning before school. The HoD may also consider at this stage issuing a HoD subject report. There will be an email or telephone call home from the HoD, recorded on Schoolbase.

Level 4 – LT Sanction Academic: AH detention

Issued for: Continued academic indiscipline.

This will involve completing an ASSISTANT HEADS (LS, US OR SIXTH FORM) led detention on Saturday morning 8.30am-9.00am. The AH may issue a ASSISTANT HEADS (LS, US OR SIXTH FORM) report (Academic – supportive). There will be a letter home from the AH, recorded on Schoolbase.

Level 5 – LT Sanction Academic: DHA detention

Issued for: continuing or serious academic indiscipline.

This will involve completing a DHA academic detention on Sunday evening 7.30pm-8.30pm. An academic agreement will be drawn up with ways forward outlined. The Assistant Head may issue an Assistant Head (LS, US & Sixth Form) Report (Academic – supportive). The DHA will invite parents into School for a meeting, and the Assistant Head may be invited to join.

Level 6 – LT Sanction: Headmistresses’ Report

Issued for: Continuing and/or serious academic indiscipline.

This will involve completing a Headmistresses’ Academic Report. The Headmistress will invite parents into School for a meeting with the DHA or Assistant Head.

Behaviour – Prep: Sanctions Ladder

Level 1 – Prep Note: Comment only. X2

Issued for: Poor quality prep, or failure to complete or submit prep.

A warning is issued, reminding the pupil of expectations and stating the consequence of any further breach of the rule (which will be one of the next stage of sanctions). An agreed deadline will be issued on Schoolbase within this note. This note can be issued twice.

Level 2 – Prep Note: Subject teacher detention

Issued for: Repeated poor-quality prep, or failure to complete or submit prep.

This stage is used as a consequence of failing to respond to a Level 1. The classroom teacher will issue a detention and the HoD, Academic Tutor and HsM will be informed.

Level 3 – Prep Note: Head of Department detention.

Issued for: Failure to respond and adapt behaviour in relation to L1/2 misdemeanour.

Departmental Action – This will involve completing a HoD detention on either a Wednesday or a Friday morning before school. The HoD may also consider at this stage issuing a HoD subject report. There will be an email or telephone call home from the HoD, recorded on Schoolbase.

Level 4 – LT Sanction Prep: AH detention

Issued for: Continued failure to meet prep requirements

This will involve completing an AH led detention on Saturday morning 8.30am-9.00am. There will be an email home from the AH, recorded on Schoolbase.

Level 5 – LT Sanction Prep: DHA detention

Issued for: Continued failure to meet prep requirements

This will involve completing a DHA academic detention on Sunday evening 7.30pm-8.30pm. An academic agreement will be drawn up with ways forward outlined. The DHA will invite parents into School for a meeting. The Assistant Head (LS, US & Sixth Form) may be invited to join.

Behaviour – Pastoral: Sanctions Ladder**Level 1 – Behaviour Note: Comment only X2**

Issued for: Uncooperative, unkind, rude and/or disruptive behaviour that negatively impacts pupils and / or the community. This could include poor uniform and unwillingness to follow House routines or rules.

A pastoral discussion will take place to remind the pupil of expectations of in the House as per the Behaviour Policy. HsM/AHsM will make clear the consequence of any further misdemeanours (which will be one of the next stage of sanctions). This note can be issued twice.

Level 2 – Behaviour Note: House Sanction

Issued for: Repeated uncooperative, unkind, rude and/or disruptive behaviour that negatively impacts other pupils and / or the community.

This stage is used as a consequence of failing to respond to a Stage 1. The HsM/AHsM will issue a House Sanction and the Academic Tutor will be informed.

Level 3 – Behaviour Note: House detention and reflective task

Issued for: Failure to respond to and/or adapt behaviour in relation to L1/2 misdemeanours.

The HsM or AHsM will lead a House detention in which the pupil will complete a reflective task with a follow up discussion. There will be an email or telephone call home from the HsM, recorded on Schoolbase. Academic Tutor and AH informed.

Level 4 – Behaviour Note: House Report

Issued for: continued indiscipline

The HsM will issue a House report. A letter to parents will be sent home. AH informed.

Level 5 – LT Sanction: Assistant Heads (LS, US or Sixth Form) Detention and / or Report

Issued for: Continuing or serious pastoral indiscipline

The AH will issue a detention and / or AH report. Email or phone call home. DHP informed.

Level 6 – LT Sanction: Deputy Head Pastoral Detention

Issued for: Continuing or serious pastoral indiscipline

The DHP will lead a DH detention (Sunday Evening 7.30-8.30pm). Pastoral Agreement drawn up and signed. Parents invited into a meeting with DHP and AH.

Level 7 – LT Sanction: Headmistresses Report

Issued for: Serious pastoral indiscipline

Headmistress's Report / Pastoral Behaviour Contract and/ final warning / Internal exclusion / External exclusion. Parents invited into a meeting with HM, DHP and AH

OTHER SANCTIONS

The above lists of Sanctions are not exhaustive; other ways in which pupils' behaviour may be sanctioned, including:

- Verbal reprimand from a member of staff.
- Letter or email to parents to advise of the misbehaviour.
- Repeating unsatisfactory work until it meets the required standard.
- Withdrawal of privileges.
- Confiscation of property that is being used inappropriately or without consideration.
- Regular reporting to a member of staff: including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring.
- Withdrawal from a lesson, school trip or team event.
- Community Service – to be used by HsMs alone or as a part of a period of gating. It may include picking up of litter (gloves will be supplied), sorting laundry, tidying bookcases or similar tasks.
- Gating – to be used by an HsM or LT and will involve a pupil being detained in House for a period of time and denied privileges.
- Weekend Gating – to be used by an HsM or LT and will involve a pupil being detained in house over a Saturday and Sunday. Parents will be informed by the HsM as appropriate.
- House Report – to be used by an HsM and will involve the pupil reporting to her HsM at set times through the day for a period of time. This may be used in conjunction with gating or weekend gating. Parents will be informed by the HsM as appropriate.
- Fines – to be issued in response to offences relating to smoking or vaping: please refer to Appendix 4 – Sanctions in relation to Smoking and Vaping

NB: There are other specific sanctions that relate to smoking and vaping: please refer to Appendix 4 – Sanctions in relation to Smoking and Vaping.

The following Academic Sanctions may also be applied in accordance with the severity of the poor behaviour or work practice:

a) **Supervised Study Session** – a pupil may be required to undertake a supervised work session. Study sessions are used for completing or redoing prep or class work. Study sessions are to be seen as a supportive measure. Pupils may sign up to a study session of their own accord.

b) **Progress Book** – a pupil may be sent to her Academic Tutor or Housestaff and be put on a period of Progress Book. The pupil must present the book to her teacher at the start of each lesson and collect, with a comment, at the end of each lesson. Each night this must be discussed with her HsM and at the end of the period must be shown to the Academic Tutor and/or Assistant Head (Section).

The following are not permissible sanctions: sending a pupil out of class and back to House, setting lines, deliberate humiliation of a pupil either privately or in front of her peers, any form of physical or verbal abuse. Corporal punishment is forbidden.

Appendix 4 – SANCTIONS IN RELATION TO SMOKING AND VAPING

A pro-active, supportive, and educational approach is taken by the School in order to prevent pupils engaging with smoking and vaping, both of which are illegal below the age of 18 and not permitted in school or on any school activity at any time. However, where pupils do not engage with such pastoral support and breaches of School policy occur there will be potentially very serious consequences.

Responses to Smoking and Vaping

Any pupil who is caught smoking or vaping, or in the possession of cigarettes, tobacco or a vape, or in the presence of someone smoking or vaping, or where there are reasonable grounds that on the

balance of probabilities any of these may have occurred, they will be considered to have committed an incident of misconduct. If necessary, a saliva test will be administered to determine if a pupil has been smoking or vaping.

The following sanctions will be applied in response to this misconduct:

Please note that in some circumstances pupils may be required to complete a period of community service an alternative sanction to a fine.

1. First offence – a pupil will be gated for one weekend (this will be the next appropriate weekend); parents will be informed; a £10 fine will be paid to Macmillan Nurses; and they will be placed on House report for one week.
2. Second offence – a pupil will be gated for two consecutive weekends (these will be the next appropriate ones); parents will be informed; a further £15 fine will be paid to Macmillan Nurses, and they will be placed on Assistant Head (LS, US & Sixth Form) report for one week.
3. Third offence – a pupil will be internally suspended for three days. They will be on Head's Report for a minimum of seven days and a further £15 fine will be paid to Macmillan Nurses. Parents will be informed.
4. Fourth offence – a pupil will externally suspended for four days. They will return on a Behaviour Contract which will set out the terms required to remain at Downe House and be on Head's Report for a minimum of seven days and a further £15 fine will be paid to Macmillan Nurses.
5. Further offences will be dealt with in line with the conditions of the Behaviour Contract but are likely to include permanent exclusion.

The Supply of Smoking and Vaping Materials

Selling Smoking and Vaping Materials

Any pupil who is caught selling tobacco or vape(s) or assisting/supporting someone to supply tobacco or vape(s) or where there are reasonable grounds that on the balance of probabilities this has occurred, the following sanctions will be applied:

Please note that in some circumstances pupils may be required to complete a period of community service an alternative sanction to a fine.

1. First offence – a pupil will be externally suspended for four days. They will return on a Behaviour Contract which will set out the terms required to remain at Downe House and be on Head's Report for a minimum of seven days and a £15 fine will be paid to Macmillan Nurses.
2. Further offences will be dealt with in line with the conditions of the Behaviour Contract but are likely to include permanent exclusion.

The Provision of Smoking and Vaping Materials

Any pupil who is caught providing tobacco or a vape(s) or assisting/supporting someone to supply tobacco or vapes or where there are reasonable grounds that on the balance of probabilities this has occurred, the following sanctions will be applied:

Please note that in some circumstances pupils may be required to complete a period of community service an alternative sanction to a fine.

1. First offence – a pupil will be internally suspended for three days. They will be on Head's Report for a minimum of seven days and a £15 fine will be paid to Macmillan Nurses. Parents will be informed.
2. Second offence – a pupil will be externally suspended for four days. They will return on a Behaviour Contract which will set out the terms required to remain at Downe House and be on Head's Report for a minimum of seven days and a further £15 fine will be paid to Macmillan Nurses.

3. Further offences will be dealt with in line with the conditions of the Behaviour Contract but are likely to include permanent exclusion.

The above also applies to those who are found with smoking or vaping paraphernalia on them or in their belongings, whether knowingly or unknowingly.

All pupils who are involved in smoking or vaping incidents will be required to spend time with the Health Centre so that help and support can be provided. They would be expected to engage positively with this. Any pupil who needs help or support in relation to smoking or vaping may also go to the Health Centre for help and advice.

A more lenient view, from that above, may be taken where there are significant mitigating circumstances. This may include a pupil who proactively seeks help and guidance and agrees to a programme of support. It could also involve parents coming forward actively seeking help on behalf of their daughters and themselves.

Appendix 5 – AI GUIDELINES

AI Overview

In the rapidly evolving landscape of education, Artificial Intelligence (AI) has emerged as a transformative tool. AI, in this context, refers to computer systems and software that can perform tasks that typically require human intelligence, such as understanding natural language, recognising patterns, and making decisions. These AI tools, including language models like ChatGPT, offer immense potential in enhancing the learning experience. The following guidelines are designed to provide students and teachers at Downe House with a clear framework for the responsible and ethical use of AI in education. They aim to ensure that while we harness the benefits of AI, we also maintain academic integrity, protect privacy, and foster an environment of critical thinking and originality. These guidelines serve as a roadmap for integrating AI into our educational practices, ensuring that it complements rather than replaces the human elements of teaching and learning.

AI Guidelines for students

1. AI Usage: Be transparent

Show academic honesty by acknowledging and citing any AI technology used in your work. Failing to do so goes against academic principles. (**Section 8.3d Behaviour Policy**)

How to cite: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.

2. Responsible Use of AI: Do not cheat

AI tools must not be used for cheating, plagiarism, or any other behaviour which is harmful to you or anyone else. (**Section 8.3d Behaviour Policy**)

3. Original Effort: AI is a guide, not an author

AI-generated content should complement your effort and understanding. Ensure that your work is unique and reflects your understanding of the material.

4. Accuracy: check AI output for accuracy

Verify the accuracy of information received from AI language models (e.g., ChatGPT). Do not rely solely on the chatbot's output; critically assess and validate the information.

5. Responsibility: Reference AI when using it.

You are responsible for your AI technology usage. If you use AI to help with schoolwork, make sure you tell your teacher. Do not pretend that work from AI is your own.

6. Confidentiality & Privacy: Don't share private information

Maintain the confidentiality of your interactions with AI tools like ChatGPT. Refrain from sharing any sensitive or personal information about yourself or others with the chatbot.

(**Section 3.3.3 of the IS Acceptable Use Policy**)

7. Monitoring and Consequences

Teachers at Downe House will monitor AI usage to ensure compliance with these guidelines. Breaching this policy may result in disciplinary action following the school's sanctions' framework.

8. Ethical Use of AI in Media Creation: Use AI tools, including those for creating images or videos, ethically and responsibly. Do not create or distribute misleading, deceptive, or harmful content. Always respect the rights and dignity of others in your digital creations. Misuse may result in disciplinary action following the school's sanctions' framework.

Sixth Form: Please see guidance below from JCQ relating to NEA Assessments and UCAS applications.

These guidelines will be reviewed to ensure they remain current, incorporating technological advancements and the latest educational best practices.

AI Guidelines for teachers

1. Use AI as a supplementary tool in teaching and ensure that AI-generated content or suggestions are used to complement, not replace, your expertise and instructional material.
2. Critically assess the accuracy of information provided by AI language models. Incorporate AI suggestions after ensuring their relevance and correctness in the educational context.
3. Be aware of the potential biases and inaccuracies in generative AI tools and educate students about these risks. Discuss with students how biases can affect information quality and the ethical considerations in using such tools.
4. Be transparent about the use of AI in preparing and delivering educational content. Cite the use of AI tools where appropriate (e.g. if creating a model essay) and discuss their usage openly with students.
5. Handle all data, especially student information, with confidentiality and care. Be cautious of sharing sensitive data with AI tools and ensure compliance with data protection regulations and school policies.
6. Understand that the school will monitor the use of AI tools to ensure adherence to these guidelines. Non-compliance may be addressed according to the school's code of conduct.
7. Educate and guide students in the responsible use of AI, echoing the principles laid out in their guidelines, to foster a culture of integrity and ethical technology use.
8. Collaborate with colleagues in sharing experiences and strategies for effective AI integration in teaching, fostering a community of shared learning and innovation.
9. Be acquainted with JCQ guidelines (see summary below), to provide informed guidance and maintain academic integrity.

JCQ Guidance on use of AI in Assessments

There are tight regulations in respect to subjects with non-exam assessments (NEA) and where a subject has a NEA element. The following from the JCQ guidelines should be read carefully.

[JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](#)

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres ([General Regulations - JCQ Joint Council for Qualifications](#)), all work submitted for qualification assessments must be the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;

- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use of the policy);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI.

The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate.

Acknowledging AI Use - for Non-examined assessments.

[JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](#)

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: **ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023**. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

UCAS guidance

UCAS provides clear guidance on using AI such as ChatGPT. Its web page on the topic covers the following points:

- What is AI & ChatGPT
- Tips for using AI and ChatGPT with your personal statement.
- Is using AI to help with my personal statement 'cheating' (shared below)

[Is using AI to help with my personal statement 'cheating'?](#)

As you can imagine, we have had a lot of questions from people applying for university or college about whether using tools like ChatGPT to help with your UCAS personal statement is considered 'cheating'.

Generating (and then copying, pasting and submitting) all or a large part of your personal statement from an AI tool such as ChatGPT, and presenting it as your own words, could be considered cheating by universities and colleges and could affect your chances of an offer.

When you complete your application, you now have to declare that your personal statement hasn't been copied or provided from another source, including artificial intelligence software.

As part of our responsibility to applicants and universities and colleges, the UCAS Verification Team run checks to detect fraudulent applications and patterns of similarity in personal statements. Read our guide to fraud and verification and similarity. If UCAS anti-plagiarism software detects elements of a personal statement that are similar to others, the universities or colleges it is intended for may be notified.

The personal statement is exactly that; personal. It should describe your ambitions, skills and the experiences that make you suitable for the course you're applying for in your own words. A lot of students we speak to say the process of writing it helps confirm that they're applying for the right course. If your personal statement doesn't appear genuine, it could affect your chances of being offered a place. AI is good but it can't replicate your personal thoughts and feelings and convey your own skills and experiences. A bland AI-generated personal statement is not what universities and colleges are looking for.

However, universities and colleges do understand that AI tools can be useful to applicants writing personal statements if used in the correct way. We have outlined some useful tips on using such tools below.

Access the full page here:

[A guide to using AI and ChatGPT with your personal statement | Undergraduate | UCAS](#)

Revision History:

Revision	Date	Description of changes	Requested By
	August 2015	Reviewed	Areti Bizior
	November 2016	Amalgamation of the Behaviour Policy with the Discipline Policy	Areti Bizior
	November 2017	Update of Appendix C	Areti Bizior
	November 2018	Reviewed	Areti Bizior
	March 2019	Amendments to point 9.5	Areti Bizior
	January 2020	Layout and references changed. Staff to review.	Areti Bizior
	October 2020	Updated Poster	Genevieve Ford
	January 2021	Fully reviewed updated	Michelle Scott
	September 2021	Responsibility of policy transferred to new Deputy Head Mr M Godfrey – review due Jan 22	Matthew Godfrey
	June 2022	Policy completely revised, updated and renamed: Behaviour Management Policy (Prev: Behaviour and Discipline Policy)	Matthew Godfrey
	January 2024	Reviewed	Matthew Godfrey
	April 2024	Appendix 4 added	Matthew Godfrey
	August 2024	Appendix 3 updated	Matthew Godfrey
	November 2024	Appendix 5 added	Jane Basnett
	January 2025	Updates to use of smart phones, low level poor behaviour and use of AI	Matthew Godfrey
	January 2026	Reviewed – no change	Matthew Godfrey

Review Leader: Deputy Head

Reviewed: January 2026

Next Review: January 2027