ALDENHAM
PREP SCHOOL

Behaviour & Discipline Policy

Managed by:	Updated:	Review Date:
S.M. Galpin	August 2025	August 2026

Head's Authorisation:	Date:
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Mrs S M Galpin	

INFORMATION

This is a copy controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Aims and Expectations

All Aldenhamians should think of others at least as much as they do of themselves, giving as well as receiving, including all, trusting others, and being respectful of those who have different views and habits. They should respect all around as individuals and care about them, being prepared to help when needed. These positive behaviours should become innate, so that each child lives and breathes them for life.

The School Behaviour and Discipline Policy is therefore designed to support the way in which all members of the Prep School can live and work together in a supportive way. It aims to promote an environment where everyone feels content, safe and secure.

It is very important that there is mutual respect and trust between all staff (teaching and support) and the children. We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. It is recognised that an individualised, graduated response may be appropriate when the behaviour might be the result of educational needs, mental health, other needs or vulnerabilities, while also recognising that clear consistent boundaries within a culture of respect support the development of resilience, self- management and promote good mental health.

We reward, praise and role-model good behaviour at all times, rather than merely deterring anti-social behaviour, as we believe that this is the most effective way to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. (See EYFS Promoting Positive Behaviour Policy).

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise and encouragement individually and in front of peers.
- Stickers for good work / achievement, particularly in Foundation Stage and 1:1 Learning Support lessons.
- Blue and Gold Star system (Years 1 and 2) which is part of the House Point system
- House Point system (Years 3-6).
- In some classes good choice marble jars are used to praise children making the right choice. Other classes other reward systems are used such as raffle tickets and Dojos.
- Good work/achievement is shared with Head or Deputy Head (Head award sticker given) and celebrated in the weekly newsletter.
- Weekly good work/achievement assembly.
- Pupil of the Week award and Reader of the Week award in each class presented in achievement assembly and celebrated in the weekly newsletter.

All staff can award Stickers, Rainbow, Blue and Gold Stars, and House Points to children. Subject specialist staff record House Points as appropriate on the children's Chance Cards.

School Rules

We have a number of school rules, which work alongside the Jigsaw Charter, but the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules. It is a means of promoting positive behaviour and good relationships, so that members of the school community can work together with the common purpose of helping everyone to learn. This

policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We carefully discuss those rules that are necessary for different areas of school life to function effectively with the children, so that they may have some ownership in the decision-making process. All children are made aware of what is expected of them in their classroom, around the school and on class visits and residential trips. Misbehaviour by a pupil off-site may also be subject to normal school sanctions. Every child attending a residential trip and their parent read and sign a code of conduct. (Appendix 1)

Aldenham Prep Core Values and the School Ethos

Our Core Values are Respect, Determination and Aspiration.

Pupils at Aldenham Prep should be valued and respected, educated in a secure and caring environment, and have their abilities and talents nurtured and developed to enable them to exceed their own expectations of their potential.

The creation of a positive ethos is essential to achieving this. A positive ethos is one in which:

- The pupils' confidence and self-esteem are promoted;
- They are encouraged to value one another; and
- They show a strong sense of belonging to the School as a community.

Where the ethos is right, pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

We want them to:

- Experience the wide variety of educational opportunities on offer at Aldenham Prep;
- Be encouraged and supported to achieve high standards; and
- Have a daily experience of praise, reward and celebration.

At the same time, we want them to learn about their own responsibilities. They will be expected to live and work in accordance with the Aldenham Prep Core Values. Aldenham encourages all staff to promote collectively an atmosphere of care and respect within the formal and informal life of the School community in which both the pupils and the staff feel secure, welcome and valued.

The Aldenham Prep Core Values describe our vision for the personal development of our pupils. We believe they encompass the characteristics that provide the framework for a successful experience at the School and equip pupils to meet the challenges of life when they leave us. The Core Values support the School's inclusive vision that acknowledges every child is unique. At Aldenham Prep, we aim to embrace the Aldenham Prep Core Values as a strong foundation for a positive learning community, one that celebrates the strengths of every individual and values strong interpersonal relationships with peers and colleagues and the wider community beyond Aldenham.

Our core values underpin the School's approach to behaviour:

RESPECT

- Listening to each other
- Accepting and understanding feedback

- Valuing all members of society, whatever their religious beliefs, gender, ethnicity, or family background
- Showing good manners
- Speaking in a calm manner
- Being kind
- Looking after our environment and our school
- Looking after our property

DETERMINATION

- Not giving up, showing persistence and resilience
- Keeping going when a question is tough
- Practising a skill so that we get better at it
- Not worrying if we don't understand
- Saying 'I can do this'
- Working hard in anything that we find difficult
- Taking risks
- Learning from our mistakes and not worrying if we make mistakes

ASPIRATION

- Aiming high!
- Having ambition
- Pushing and extending ourselves
- Believing in ourselves that we can reach our goal
- Knowing that there are different routes to success
- Aiming for more in a subject we find tricky
- Working hard to be the best we can be

Dealing with Negative Behaviour

We employ a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, but we try to ensure a consistent approach across the school. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff stops the activity and isolates the child concerned.

In accordance with DfE regulations we do not use *corporal punishment* and as such teachers in our school do not hit, push or slap children. Staff only intervene physically, to restrain children or to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

We do not list difficult behaviours as they vary widely and to give such a list could be counter-productive. Each child is unique and although common standards of excellent behaviour are expected, we will deal with each child's unacceptable behaviour on its merits and with reference to the circumstances and content of it.

We classify difficult behaviour into three levels:

1. **Level One:** Low level, which the member of staff can deal with effectively.

We try to focus on the behaviour as the problem not the person. To ensure consistency no member of staff should issue a request more than twice before enforcing a sanction. At level one this is most likely to be a short time-out or away from an enjoyable experience or a short period of silence etc.

2. **Level Two:** Repeated low-level offences and medium level behaviours which are referred to the class teacher or Pre-Prep/Prep Leader.

   Medium level behaviours are referred to or dealt with by the Class Teacher or Pre-Prep/ Prep Leader. In the Prep department this behaviour will normally result in a chance card being signed. After three chances have been lost a detention is issued. This is carried out on Friday lunchtime. In the Pre-Prep it is likely to result in loss of playtime or 'golden-time' and the incident may be recorded in the home-school link book.

3. **Level Three:** High order offences which require referral to the Deputy Head and then possibly to the Head.

   Serious incidents including bullying or repeated medium level behaviours are referred to the Head. These are recorded on CPOMS and the parents of the child are informed, thus invoking the home-school partnership. Sticker charts/report cards sent home at the end of each day or week may also be used to eradicate persistent medium level behaviours.

Some unacceptable behaviours do not fit our three-level approach and are dealt with appropriately in relation to the behaviour.

Extenuating circumstances may be taken into account in ensuring consistency but also equitability in the School's decision-making process. These could be related to pupils' individual needs (e.g. SEND), family circumstances or other reasons.

Some examples of unacceptable behaviour may be discussed by the Head, Deputy Head or Key Stage Lead with the child in question. The resultant self-reflection, regret and apology may match the effects of the three-level system. In essence we make the sanction match the inappropriate behaviour.

Sanctions

All staff are responsible for ensuring the safety of pupils in our care and must always communicate with the class teacher in the first instance.

Midday Supervisors and Teaching Assistants must inform class teachers of any behaviour that needs challenging.

It is the class teacher's responsibility to ensure any issues are dealt with initially.

Playtime and classroom issues can be referred to the Pre-Prep and Prep leaders, who will keep the Deputy Head and Head informed. Chance Cards for Years 3-6 may be signed as appropriate, or other appropriate action after due warning.

When all three chances are lost, a detention will be issued.

We always work with parents to resolve any patterns of poor behaviour. Discussion with parents continues if inappropriate behaviour persists and is therefore serious. Parents are informed of the sanctions imposed. If a serious incident takes place which is not part of a

pattern of behaviour, sanctions are imposed as appropriate without necessarily following the 3-level procedure.

The following process would normally be followed for serious incidents:

- Half a day internal fixed exclusion – giving the child time to reflect on their behaviour and its consequences; activities will be set to enable this.
- One day internal fixed exclusion – giving the child time to reflect on their behaviour and its consequences; activities will be set to enable this
- One day temporary fixed external exclusion
- Long term fixed exclusion or permanent exclusion

The School rejects any threat or any form of Corporal Punishment.

The Role of the Head of the Prep

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the Prep School Behaviour and Discipline policy consistently throughout the school, and to report to the Governors when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the Prep School.

The Head has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, she may permanently exclude a child. Both these actions are only taken after consultation with the CEO of Aldenham School. The Governors will then be notified.

The Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head draws the attention of children to this fact at suitable moments. This happens in proactive regular assemblies and also in reactive situations. For example, if an incident occurs, the Head may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why action is being taken, or the Head may request a class teacher to focus on the behaviour in class Circle Time. Bullying can be termed as repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. This can manifest itself through racist, sexist and homophobic actions and can also be found in actions that might be described as ‘cyber bullying’ through inappropriate use of websites, email, mobile phones, text messages and photographs or prejudiced-based and discriminatory bullying.

The Head ensures that all staff receive sufficient training to be equipped to deal with all incidents of poor behaviour including bullying. The Head sets the Prep School climate of mutual support and praise for success, so making poor behaviour or bullying less likely. When children feel they are important and belong to a friendly and welcoming school, poor behaviour or bullying are far less likely to be part of their behaviour.

The Head has a responsibility to ensure that the school is also using educational elements such as Personal, Social, and Health Education (PHSE), assemblies, projects, drama stories, literature, historical stories, current affairs and so on to help give the pupils both a clear anti-bullying message and to further reinforce positive behaviour. Anti-Bullying Week is observed each year.

The Role of Parents

We aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the Prep School. We try to build a supportive dialogue between the home and the Prep School and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to discipline a child, we inform the parents and seek their co-operation to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Key Stage Lead. If these discussions cannot resolve the problem, they should contact the Headmistress, a formal grievance or appeal process can be implemented. **(See whole school Complaints Policy on the school website).**

Monitoring

The Prep School keeps a variety of records of incidents of misbehaviour so that patterns can be tracked:

- The Class Teacher records Level 1 (if appropriate) and Level 2 incidents on CPOMS.
- The class teacher or a member of SLT records Level 3 incidents on CPOMS. Incidents that occur at break, lunchtimes or in lessons taken by peripatetic staff are communicated and recorded in the same way (i.e. to the class teacher, who will then pass on any pertinent information to the Head).
- Playground incidents are logged on CPOMS
- Chance cards can be signed and a record of the chances assigned is kept by the Deputy Head; digital records are kept on ISAMS.
- A note goes in the pupil's link book if they have had to attend a detention.
- Letters are sent home if a pupil has been in detention on 3 occasions or more.
- Detentions are logged in a file kept by the Deputy Head.

Appended example of Code of Conduct for a residential trip

Related Policies:
Anti-Cyber Bullying
Anti-Bullying
Complaints Policy

Appendix 1

Example of: ALDENHAM PREP SCHOOL CODE OF CONDUCT

From: Mrs Galpin, Head of Aldenham Prep School regarding Year 5's Visit to Bushcraft, Cornbury Park, Oxfordshire. 3 – 5 May 2023

To: Parents and Children

To ensure that all participants have an enjoyable and rewarding visit to Cornbury Park, please would you read the following points carefully, discuss them with your child and return the attached slip signed to indicate your agreement by Friday 21 April 2023.

- Cornbury Park rules must be obeyed at all times. Boys and girls are expected to be polite and well mannered, remembering that they are part of a group. They must respect the needs of other pupils and staff attending the Camp. They should listen carefully to instructions given to them by teachers and camp staff and carry them out with good grace. They must be punctual for all activities and meals and understand that lateness can disrupt activities for others.
- On the coach they should behave in a calm and mature manner that respects the comfort and safety of others. Seat belts must be used at all times.
- Whilst at the Camp they should observe all rules and regulations set down by the camp staff.
- Please note the following restrictions – no mobile phones or electronic equipment of any kind or chewing gum are permitted at any time during the trip. Food is **not to be** kept in the children's tents.

We do not expect there to be any problems however, as staff will be 'in loco parentis' during the trip, it is important that parents are aware of sanctions which can be used if necessary. These are as follows:

- If, after a warning, a child continues to misbehave they will be excluded from evening activities and/or day activities. During this period, they will be supervised by an adult.
- In an extreme case, parents may be contacted and the child sent home. Parents will be responsible for all extra costs incurred.

Please sign and return this form to Mrs Galpin by Friday 21 April 2023.

✂.....

Please return to Mrs Galpin by Friday 6 September 2019

Bushcraft, Cornbury Park, Oxfordshire: 3 – 5 May 2023

We have read and discussed the Code of Conduct and agree to the above terms.

Name of Child: ..... Signature of Child: .....

Parent's Signature: ..... Date: .....

Behaviour & Discipline Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name:
30.9.16 – 14.10.19	various	Various amendments	clarity	VJ Gocher
18.09.2020	3	Addition of detail for sanctions not following 3 level system	clarity	VJ Gocher
18.09.2020	3	Move of 'sanctions for serious incidents' to Sanctions section	clarity	VJ Gocher
18.09.2020	1	Additions to 'Aims and Expectations'	detail to demonstrate breadth	VJ Gocher
12/08/21	2	These values are being updated…	update	V Gocher
8.8.22	2 and 3	Update of the Core Values and their associated behaviours	Update – replacement of the 5Cs with Core Values	S Galpin
8.8.22	4	Inclusion of extenuating circumstances when dealing with difficult behaviour	Clarification	S Galpin
8.8.22	5	Inclusion of time for child to reflect on their behaviour during internal inclusions	Clarification	S Galpin
8.8.22	6	Removal of letter sent home for child not having chance card signed	Update	S Galpin
8.8.22	6	'Sticker' replaced with 'note'	Update	S Galpin
8.8.22	Front cover	Change of position and role	Name change and position	S Galpin

5.8.23	Front Cover	Removal of Acting from Acting Head	Permanent position appointed	S Galpin
5.8.23	1	Removal of Deputy Head and replaced with Key Stage Leads	Management structure in process of being reviewed	S Galpin
5.8.23	2	Removal of work 'new' linked to our Core Values and removal of 'replacing The 5Cs'	Our core Values are no longer 'new' – have been established for a year	S Galpin
5.8.23	4	Removal of Deputy Head and replaced with Key Stage Lead	Management structure in process of being reviewed	S Galpin
5.8.23	5	Removal of Deputy Head	Management structure in process of being reviewed	S Galpin
5.8.23	6	Removal of Deputy Head	Management structure in process of being reviewed	S Galpin
5.8.23	6 and 7	Change from Headmistress to Head	For consistency with other policies	S Galpin
5.8.23	7	Inclusion of prejudiced-based and discriminatory bullying	In line with KCSIE	S Galpin
5.8.23	Appendix 1	Appendix 1 updated	More recent example	S Galpin
15.8.24	1	Removal of Key Stage Leads and replaced with Deputy Head	Appointment of Deputy Head	S Galpin
15.8.24	4	Removal of Key Stage Leads and replaced with Deputy Head; inclusion of Deputy Head with sanctions	Appointment of Deputy Head	S Galpin
15.8.24	6	Removal of Head and replaced with Deputy Head to record level 3 incidents	Appointment of Deputy Head	S Galpin
12.8.25	4	Change from recording incidents in the pastoral folder to CPOMS	Change in procedure	S Galpin
12.8.25	6	Amended 'Monitoring' and recording incidents	CPOMS being used to redcord incidents of musbheviour	S Galpin