ALDENHAM
PREP SCHOOL

Behaviour & Discipline Policy

Managed by:	Updated:	Review Date:
S.M. Galpin	August 2026	August 2027

Head's Authorisation:	Date:
	August 2026
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.

Statutory Guidance and Compliance

This policy is informed by the Department for Education guidance *Behaviour in Schools (2022)* and is applied in accordance with current safeguarding requirements, including *Keeping Children Safe in Education (KCSIE)*, and the Equality Act 2010. The school ensures that this policy is implemented consistently, fairly, and with regard to pupils' individual needs.

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 pupils. We expect every member of the school community to behave in a considerate way towards others. The policy is applied fairly and consistently. Where appropriate, a graduated and individualised response may be adopted when behaviour is linked to SEND, mental health needs or other vulnerabilities; however, clear, consistent boundaries are maintained for all pupils within a culture of respect to support resilience, self-management and positive mental health.

The school will apply this policy consistently and fairly, with due regard to the Equality Act 2010. Consideration will be given to pupils' age, special educational needs and disabilities (SEND), and any other relevant circumstances when determining appropriate support and sanctions.

The school recognises that behaviour may be an indicator of underlying safeguarding needs. Where there are concerns that a pupil's behaviour may be linked to safeguarding, mental health, or welfare issues, these will be responded to in line with the school's Safeguarding and Child Protection Policy and recorded appropriately.

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 positive behaviour, effort and achievement in a variety of ways:

- Verbal praise and encouragement (individual and public)
- Stickers, particularly in Foundation Stage, KS1 and 1:1 Learning Support.
- Blue and Gold Star system (Years 1-2) linked to the House Point system
- House Points (Years 3-6).
- Class-based reward systems (e.g. marble jars, raffle tickets, ~~Dojos~~)
- Head or Deputy Head Award stickers
- Celebration in the weekly newsletter.
- Weekly achievement assembly.
- Pupil of the Week and Reader of the Week awards.

All rewards are explicitly linked to the Aldenham Prep Core Values of Respect, Determination and Aspiration. Staff clearly articulate the reason for each reward so that pupils understand the behaviour being recognised.

All staff may award stickers, stars and House Points. Children record House Points on their Chance Cards.

The school places a strong emphasis on clear routines, high expectations and consistency in behaviour management. All staff are responsible for establishing a calm, safe and purposeful environment in which low-level disruption is minimised and positive behaviour is consistently reinforced

School Rules and Behaviour Expectations

While school rules exist, the primary purpose of this policy is to promote positive behaviour and strong relationships rather than simply enforce compliance. Behaviour expectations are explicitly taught, modelled and reinforced. They apply in classrooms, shared spaces, playtimes and lunchtimes, on trips and residential visits, and in online behaviour where this relates to school life.

Pupils are expected to:

- Follow adult instructions promptly and respectfully
- Use calm, kind and appropriate language
- Respect people, property and the environment
- Take responsibility for their actions and their impact on others
- Make positive behaviour choices

Misbehaviour off-site, including on residential visits, may lead to school sanctions. A code of conduct is signed by pupils and parents prior to residential trips.

Aldenham Prep Core Values and Ethos

Our Core Values are Respect, Determination and Aspiration. They underpin all aspects of school life and form the foundation of our behaviour expectations.

A positive ethos promotes:

- Confidence and self-esteem
- Mutual respect and inclusion
- A strong sense of belonging

Where the ethos is secure, pupils take pride in their achievements and recognise the importance of high standards in both learning and 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

In accordance with DfE regulations, we do not use corporal punishment.

Staff may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, or causing disorder. Any use of reasonable force will be proportionate, reasonable and in line with DfE guidance. All such incidents will be recorded in accordance with school procedures.

The safety of pupils and staff is paramount. Physical intervention will only ever be used as a last resort. Further guidance is set out in the school's *Restrictive Interventions Including Use of Reasonable Force in Schools Guidance.*

Behaviour Levels

LEVEL 1 – Low-Level Behaviour (Classroom Management)

Examples:

• *Calling out*
• *Low-level chatting*
• *Off-task behaviour*
• *Forgetting equipment*

Response:

• Reminder of expectations
• Opportunity to self-correct

→ If behaviour continues: move to Level 2

LEVEL 2 – Mid-Level Behaviour (Chance Stage)

• Persistent low-level disruption
• Ignoring instructions
• Backchat or unkind behaviour

Response:

• Issue ONE Chance on Chance Card
• Brief reflective / restorative conversation
    - Parents notified via Link Book
    - Recorded on ISAMS

Threshold:

• 3 Chance Cards in one week → Period of Reflection

PERIOD OF REFLECTION

• Structured time to reflect
• Focus on impact, repair and learning
• Support return to learning
• Parents informed

Recorded on ISAMS

LEVEL 3 – IMMEDIATE ESCALATION (Equality & Safeguarding)

THIS STAGE BYPASSES THE CHANCE SYSTEM

Includes ANY behaviour that is:

• Physically or emotionally unsafe

• Targeted or persistent
• Related to race or a protected characteristic
(e.g. religion, disability, sex, sexual orientation)

Examples:

• *Physical aggression*
• *Swearing at staff*
• *Bullying or serious defiance*
• *Unsafe behaviour*
• *Racist or discriminatory language or actions*

Response:

• Immediate SLT staff involvement
• Appropriate sanction
• Parent contact and recorded on ISAMS
• Restorative follow-up where appropriate

KEY RULE:

Behaviour linked to race or a protected characteristic is escalated immediately.

Impact is prioritised over intent.

All racist or discriminatory incidents are shared with the Headteacher.

Extenuating circumstances, including SEND or emotional needs, are considered to ensure fairness and equity.

The school will apply this policy consistently and fairly, with due regard to the Equality Act 2010. Consideration will be given to pupils' age, special educational needs and disabilities (SEND), and any other relevant circumstances when determining appropriate support and sanctions.

The school recognises that behaviour may be an indicator of underlying safeguarding needs. Where there are concerns that a pupil's behaviour may be linked to safeguarding, mental health, or welfare issues, these will be responded to in line with the school's Safeguarding and Child Protection Policy and recorded appropriately.

Staff may also confiscate items that are not permitted in school or are being used inappropriately. Any confiscated items will be dealt with in accordance with school procedures.

Sanctions and Serious Incidents

Sanctions are proportionate and matched appropriately to the behaviour.
For serious incidents, the following may apply:

- Half a day internal suspension
- One day internal suspension
- Suspension (fixed-term exclusion)
- Permanent exclusion

All exclusions are issued by the Head in consultation with the Head of Foundation, and Governors are informed.

Recording, Monitoring and Oversight

Level 3 behaviour incidents are always recorded on CPOMS to allow patterns to be monitored, safeguarding concerns identified, and appropriate support implemented. Level 1 and Level 2 incidents may also be recorded on CPOMS where appropriate. Repeated incidents of unkind behaviour at any level may be logged to help identify emerging patterns over time.

- Class Teachers record Level 1 and Level 2 incidents
- Level 3 incidents may initially be recorded by Class Teachers before being referred to Senior Leaders
- Chance Cards and digital behaviour records are monitored by the Deputy Head
- Detentions and periods of reflection are logged, and parents are informed

Behaviour records are regularly reviewed by senior leaders to identify patterns, trends and any safeguarding concerns, ensuring appropriate support and intervention is put in place.

The Role of the Head

The Head has overall responsibility for implementing the Behaviour and Discipline Policy and ensuring the welfare, health and safety of pupils.
The Head ensures:

- Consistent application of the policy
- Appropriate staff training
- A clear and proactive anti-bullying culture
- Use of PSHE, assemblies and curriculum links to reinforce positive behaviour

All staff receive appropriate training and guidance in behaviour management, safeguarding and the implementation of this policy to ensure a consistent and effective approach across the school.

The Role of Parents

The school works in partnership with parents to promote consistent behaviour expectations between home and school.

Parents are expected to support the policy and work constructively with staff should concerns arise. Formal complaints are managed in line with the Complaints Policy.

Policy Review

This policy is reviewed annually, or earlier if required, to reflect statutory guidance, inspection outcomes or emerging school needs.

Related Policies:

- Anti-Bullying
- Anti-Cyber Bullying
- Safeguarding
- Complaints

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 record incidents of misbehaviour	S Galpin
1.8.26	Substantive review This policy has undergone a full and significant revision in line with DfE Behaviour in Schools guidance (2022), KCSIE, and current best practice. Updates include revised sanctions terminology, strengthened safeguarding links, clarification of roles and responsibilities, and updated recording and monitoring procedures.			S Galpin