



ALDENHAM
— SCHOOL —

Behaviour Policy

June 2025

Revised by Deputy Head Pastoral

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how students are expected to behave
- Define what we consider to be positive behaviour and how that is rewarded
- Define unacceptable behaviour including bullying and discrimination and how our sanctions address this
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation and Statutory Requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

3. Definitions

3.1 Student Code of Conduct

- 1. Aspire for Excellence:** Set high goals and always aim to do your best
- 2. Foster Co-operation:** Work with others to achieve success and share ideas
- 3. Exhibit Courage:** Face difficult tasks with bravery and view them as opportunities for growth
- 4. Cultivate Curiosity:** Broaden your horizons by exploring new interests beyond your usual activities
- 5. Foster Independence:** Become self-reliant and take initiative to make the most of your talents
- 6. Demonstrate Respect:** Show respect by listening, helping others, and treating everyone kindly
- 7. Uphold Integrity:** Be honest and ethical in everything you do

- 8. Exercise Responsibility:** Own your actions and understand their impact on yourself and others
- 9. Ensure Punctuality and Appropriate Attire:** Always be on time and follow dress codes
- 10. Commit to Lifelong Learning:** Always seek opportunities to grow and improve, both personally and academically

3.2 Misbehaviour

Misbehaviour is defined as:

- Causing disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or Prep
- Poor attitude
- Incorrect uniform
- Rudeness – lack of courtesy
- Lateness

3.3 Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school's expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour – upskirting/downblousing, interfering with clothing
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content, sharing of filmed/photographed content without knowledge of involved persons
- Vandalism
- Bringing the School into disrepute
- Theft
- Fighting
- Child on Child abuse
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Misuse of Artificial Intelligence (AI) – producing or submitting work dishonestly,

including generating written assignments, code or exam responses that are presented as students' own work

- Inappropriate AI – Generated Content: creating, sharing or possessing AI-generated images, videos or audio that are misleading, harmful explicit or used to impersonate others
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs (Including CBD and HCT Vapes)
 - Legal High drugs
 - Stolen items
 - Tobacco and cigarette papers/vaping paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).
Sexual	Explicit/implicit sexual remarks, display of sexual material, sexual gestures, leering, unwanted physical attention, comments about sexual reputation, performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy.

5. Roles and Responsibilities

5.1 The Board of Governors

The Board of Governors is responsible for monitoring this Behaviour policy's effectiveness and holding the Head to account for its implementation.

5.2 The Head of Foundation and Senior Leadership Team

The Head of Foundation is responsible for approving this Behaviour Policy. The Deputy Head Pastoral, with the support of the Head of Foundation will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Deputy Head Pastoral is responsible for reviewing this policy. The Senior Leadership Team will support staff in responding to behaviour incidents.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of individual students
- Recording behaviour incidents on CPOMS and iSAMS where appropriate

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student Code of Conduct and expectations of the School
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the House Staff promptly

6. Students

Students are expected to behave positively and adhere to the Student Code of Conduct (3.1).

7. Rewards and Sanctions

7.1 Rewards

Celebration of positive behaviour is central to an Aldenham School education. Some ways in which positive behaviour is recognised includes:

- **Praise:** It is important not to underestimate the importance of simple recognition of students 'getting it right.' Teachers are encouraged to give their public attention to students showing good conduct. The use of sincere praise develops a positive atmosphere in the classroom and is the key to developing positive relationships, including with students who are hardest to reach. House and School assemblies can also be used to publicly praise students who have made a significant contribution, for example, to their sports team or as a member of a student committee.
- **Golds:** The basic unit of reward is called a 'Gold'. Golds are awarded for:
 1. Demonstrating respect
 2. Aspiring for excellence – academically or pastorally
 3. Upholding integrity
 4. Exercising responsibility
 5. Commitment to lifelong learning
 6. Fostering co-operation

When a student achieves 20 Golds, or further multiples of 10, a letter of congratulation will be sent to parents from the pastoral team. Golds are automatically tallied, and totals flagged up to the tutor and Housemaster/Housemistress.

- **Platinums:** These are awarded for conduct, effort of work that goes well above a Gold. This could include an extraordinary act of kindness or service to others,

sustained excellent effort or achievement in classroom or an act of significant bravery. Platinums must be ratified by a member of SLT before they are issued. They will be accompanied by a certificate.

- **Letters of Commendation:** Some departments have the policy of naming and rewarding a 'student of the month,' and departments are encouraged to send home Letters of Commendation to students who make good progress, show consistent promise, or make a special effort. The issuing of a letter is recorded on ISAMS.
- **Effort Cups:** Presented to students and Houses with the best scores. Amazon vouchers may also be given to students as effort prizes and to the student who achieves the highest number of Golds in a term.
- **Visitation Day Prizes:** Awarded for effort and attainment. There are also several awards for contributions to the life of the School, e.g., the Aldenham Attributes prizes.

7.2 Warnings and Sanctions

In most instances, misbehaviour is most effectively dealt with by the present member of staff. When appropriate, the School uses one or more of the following sanctions in response to unacceptable behaviour:

- A **verbal reminder/warning**
- A **'Note'**: Following a verbal warning within a lesson, a Note may be issued and logged on iSAMS through the following categories:
 1. Lack of respect – rudeness, talking
 2. Lack of integrity – poor choices, copying
 3. Lack of responsibility – poor work and or attitude
 4. Lateness – 5 mins or more
 5. Inappropriate uniform
 6. Lack of commitment to learning – no prep – there will be an immediate note made with no warning for incomplete, non-submitted prep

Housemasters/Housemistresses and Tutors follow up with students on Notes that have been issued. HSMS and Tutors are notified electronically of sanctions issued. Parents and students are able to access Notes and the written explanation within MSP.

- **Recall:** A subject teacher can recall a student at Break or Lunch to the Department. Recalls are logged on ISAMS. HSMS and Tutors are notified electronically of sanctions issued as are parents.

- **Academic Cause for Concern Letter:** these can be sent by all subject staff and logged on iSAMS.
- **House Detention:** HSM's can issue a House Detention; this would be on receiving 2-4 Notes or failing to adhere to House expectations. A letter may also be communicated home.
- **Monday Academic Detention:** A student may be placed in an Academic Detention by a Head of Department for repeatedly failing to follow expectations within the class setting or for not completing work/Prep set.
- **Friday Detention:** A student may be placed in a Friday Detention by any Housemaster or member of staff for, but not limited to, the following:
 - Receiving 10 Notes in one term
 - Missing Call, a PVS, a lesson, Chapel, Activity or Assembly
 - Failure to sign in or out
 - Continued breach of the Student Code of Conduct
 - A more serious breach of the Student Code of Conduct
 - Deliberate act of copying, cheating or plagiarism
 - Having access to a mobile phone during school (Years 7-11)
 - Repeated breach of behaviours in 2.2

There must be at least 24-hours' notice given for Monday and Friday after-school detentions. Parents must be informed via email first, stating the specific date and time before the detention can be sat. The reason for detention will also be logged onto iSAMS and viewable within the child's MSP. The work set for these sessions must be linked with the misbehaviour demonstrated.

- **Saturday Detention:** This is a serious sanction and is run on a Saturday morning by the SLT or other senior staff and are 90 minutes (single) or 180 minutes (double) in length. These will take place on the Saturday prior to half term and end of term. A student may be placed in a Saturday Detention for, but not limited to, the following:
 - Missing a Friday Detention
 - Defiance to a staff member
 - Deliberate act of cheating in tests, exams or coursework
 - Dishonesty to staff
 - Fighting

- Misuse of IT/Phone, filming or sharing without individuals/Group knowledge or permission
- Misuse of AI
- Bullying – see point 3 for types of bullying
- **Internal Suspension:** the Head/Deputy Head Pastoral may issue an internal suspension following an act of serious misbehaviour as defined above in 2.3
- **External Suspension:** the Head may issue an external suspension following an act of serious misbehaviour as defined above in 2.3
- **Expulsion:** please refer to the Expulsion, Removal and Review Policy for further detail

Students with additional needs may have these taken into account when sanctions are issued.

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include any of the sanctions detailed above as decided appropriate by the Head.

The School has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

7.4 Off-Site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g., on a school-organised trip).

7.5 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

8. Behaviour Management

All staff have a responsibility to ensure that they have consistently high expectations of student behaviour and challenge when these are not being met, both in and out of the classroom. It is essential that staff model these behaviours when on the school site.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating learning environment that encourages students to be engaged
- Display the Student Code of Conduct and Classroom Expectations (See 3.1 and Classroom Expectations: Appendix 1)
- Develop a positive relationship with students, which should include:
 - Greeting students in Registration/at the start of lessons
 - Insisting on silence when they or anyone else is speaking
 - Establishing clear routines at the start and finish of each lesson (Greet, Seat, feat), (Tidy, Thanks, Time)
 - Have a starting activity prepared for immediate engagement
 - Communicating expectations of behaviour verbally and non-verbally
 - Highlighting and promoting good behaviour
 - Have a seating plan
 - Adopt a deescalating and calm approach

8.2 Physical Restraint

All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment. In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing a criminal offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items listed in 3.3 found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student Support

The School recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The School's SENCO and pastoral team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The School Counsellor may also be consulted or used as a source of support. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.

9. Student Transition

To ensure a smooth transition to a Senior House, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Head and Senior Leadership Team annually.

12. Links with other policies

This Behaviour Policy is linked to the following policies:

- Expulsion, Removal and Review and Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Strategy

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Head and Governors annually.

Appendix 1: Classroom Expectations



Start of Lesson



Greet



Seat



Feat

End of Lesson



Tidy



Thanks



Time

Lesson Routine – Start and End of Lesson