



Behaviour Policy

Version	Date	Name	Summary of Changes
1	March 2025	M. Aston	
2	10 th November 2025	C. Cole, Deputy Head, M.S. Bedford	Review and approval
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Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep School Behaviour Policy

Purpose

Our 'Behaviour for Learning Policy' is intended to help us to create a caring, stimulating, and secure environment in which our staff and students can work and learn in a safe and secure environment, which encourages the active involvement of parents/carers in the development of their children.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the school.

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,

It is especially 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.

Aldenham Prep Riyadh Core Values and the School Ethos

Our Core Values are Respect, Determination and Aspiration.

Pupils at Aldenham Prep Riyadh 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
- 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 Riyadh
- Be encouraged and supported to achieve high standards
- 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 work in accordance with the Aldenham Prep Riyadh 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 school rejects any threat or any form of Corporal Punishment. Teachers cannot punish pupils physically. They can however physically restrain a pupil where it is necessary to stop a child injuring him or herself or someone else, damaging property, or causing serious disruption.

Promoting Positive Behaviour

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

Praising good behaviour and good work, including emails to parents

- Awarding house points/dojo points for good behaviour and positive contributions to lessons and school life.
- Verbal praise and encouragement individually and in front of peers

Sanctions/Disciplinary Procedure

To make the system easy for everyone to understand, we follow a set of consequences for disruption of learning within the classroom called: C1, C2, C3, C4 and C5. (C4 and C5 are part of the 'Serious Sanction Log'. These are described below:

Inside the classroom/learning time

C1: A first warning, clearly given. This is a signal that a pupil's behavior is impacting upon the learning of other pupils and has been noticed by the teacher. A teacher will give a verbal warning to correct behaviour. If there are no further problems, no further action is taken.

C2: The second warning. This is an indication of repeated low-level behavior. Pupils who receive a C2 are on the verge of a serious consequence (C3) and are affecting the learning of pupils within the classroom. Their name will be written on the board in the hope that it is removed by the end of the lesson.

The C1 and C2 consequences are to be used during a lesson to refocus pupils on learning firmly and quickly. No further action is taken provided pupils return to a natural behavior within the classroom. C1 and C2s do not carry onto the next lesson. They will begin the next lesson with a clean slate.

C3: A reflection for up to 60 minutes (during break or lunch time).

A C3 is awarded if a pupil's name is not removed from the board because they have continued to disrupt the lesson. A C3 reflection takes priority over any activity within school and it is compulsory to attend.

Outside the classroom / Around the school

C3: A Break-Time Reflection is issued as an immediate consequence if a pupil fails to follow the Aldenham 8 behaviour expectations of the school. This will usually take place within a day and offer an opportunity to reflect on the behaviour, how and why it happened and the effect it had on them and the others involved. These C3's should be reported to the Phase Lead by the teacher who issues it and added to the Pastoral Overview. The Phase Lead will supervise the reflection and may inform the parents.

C4: A full/part day internal suspension (serious sanction log). Headmaster must be informed and must authorise. Some unacceptable behaviour does not fit our three-level approach and is dealt with appropriately in relation to the behavior. Pupils who repeatedly fail to follow the Behaviour Policy or the sanctions issued will be required to sit in supervised isolation, to work in silence and to complete work set by their teachers. Furthermore, 3 x C3s will also result in a C4.

This is a serious sanction and signifies that a serious incident has taken place. The isolation day gives pupils the chance to reflect on the choices they have made. The sanction will also involve a parent meeting with the Form Tutor, Phase Leader and/or the Deputy Head - Pastoral.

Parents will be contacted to inform them that a C4 suspension has been issued.

The internal suspension will take place for part of the day after the sanction and must be logged on the 'Serious Sanctions Log' if it is for an isolated incident.

C5: A full day external suspension (serious sanction log). Headmaster must be informed and must authorise. As a progression from a C4 consequence, an external suspension may be a progression from 3 x C4s or could be that the nature of the isolated incident warrants this severe consequence. Parents will be contacted to inform them that a C5 suspension has been issued and to arrange an immediate parent meeting. This must also be logged on our 'Serious Sanction Log' if it is for an isolated incident.

Classroom Expectations

Pupils are expected to follow these simple rules in every lesson:

- Follow instructions from all adults when given
- Listen when others are speaking
- Respond to the signal for attention
- Respect Aldenham's core values

Explaining the A8 (the Aldenham 8 Expectations)

If pupils break the following rules a number of times then (3 or more) within a week, this will result in a C3 detention.

1. *Wear Correct Uniform as per our policy including no make-up, excessive jewellery, hair-tied etc*
2. *Walk correctly on the stairs, corridors and around the school buildings*
3. *Be prepared for lessons – wait outside classroom until teacher arrives*
4. *Attend Assemblies in an orderly and respectful manner – behave with consideration for others and those presenting*
5. *Be Respectful – treat others with kindness, no fighting, no answering back to adults*
6. *Behave appropriately in the lunchroom*
7. *No electronic devices to be brought from home including mobile phones/smart watches*
8. *Take pride in the school – no littering, classroom tidiness, toilets*

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 school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we must 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 Form Teacher. If the concern remains, they should contact the Phase Lead. If these discussions cannot resolve the problem, they should contact the Deputy Head/Headmaster.

Procedures for pupils with persistent behaviour issues

- *Behavioural Contract*
- *Pupil placed on Behaviour Support Plan (BSP)*
- *Out of School suspension*
- *Exclusion/Expulsion*

Each academic year, students should be given the opportunity to have a 'fresh start.' However, students who achieved over a number of reflections in the previous academic year and remain at Aldenham Prep will be monitored in Term 1. They should not be allowed to misbehave in the same way the following year.

Permanent Exclusion

The decision to exclude a child will only be taken in the following circumstances:

- in response to a serious breach of the school's Behaviour Policy, and/or
- if allowing the child to remain in school would adversely affect the education or welfare of other persons or the student in question, and/or
- if allowing the child to remain in school might adversely damage the reputation of the school.

A permanent exclusion may be given for a first / single offence, for example in the event of serious, actual, or threatened violence and posting information online that brings the school's reputation into disrepute.

Appendix A

Behaviour Reflection Sheet**Name:** _____**Date:** _____**Class:** _____**Teacher:** _____**1. What happened?***(Describe what led up to the incident — be honest and specific.)***2. What were you thinking or feeling at the time?**

😡 Angry 😞 Sad 😴 Bored 😜 Silly 😡 Frustrated 🧠 Other: _____

Explain a bit more about how you felt:

3. How did your behaviour affect others?*(Think about classmates, teachers, and yourself.)*

- ☐ It upset someone
- ☐ It distracted learning
- ☐ It broke a rule
- ☐ It made someone feel unsafe or unhappy
- ☐ Other: _____

Explain:

4. What school rule or expectation did you not follow?

(Circle or write the one that fits best.)

- Be respectful
- Be responsible
- Be safe
- Be kind
- Follow instructions

5. What could you have done differently?

(Think about better choices you could make next time.)

6. How can you fix the situation or make things right?

(Examples: Apologise, help someone, improve behaviour, etc.)

7. My goal for next time:

(Write one positive behaviour goal.)

Next time I will

Pupil signature: _____

Teacher signature: _____