

24 - 25 AHBS Relationship Policy (Website)

At Aspen Heights British School, we believe that building positive and respectful relationships is the foundation for a thriving school environment where students can succeed academically, socially, and emotionally. This policy outlines our approach to fostering a strong partnership between the school and families to support student development, based on the principles of respect, readiness, and safety. Our commitment is to ensure that all interactions within our community uphold these core values.

[EYFS and Primary Relationship Policy](#)

[Secondary Relationship Policy](#)

Core Values: Ready, Respectful, and Safe

Our school-wide values of **being ready, respectful, and safe** are at the heart of everything we do. We aim to instil these values in every aspect of school life and encourage families to support and reinforce them at home.

- **Ready:** Being prepared for learning, arriving on time, and engaging with a positive attitude.
 - **Respectful:** Showing kindness and consideration for others, valuing diverse perspectives, and treating everyone with dignity.
 - **Safe:** Maintaining a secure and supportive environment where students feel protected and valued.
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EYFS and Primary

Role Modelling Positive Behaviour in EYFS and Primary

We understand that positive role models are essential in guiding student behaviour. In the Early Years and Primary phases, our staff demonstrate kindness, empathy, and respect, and we encourage families to model these same values at home. Working together, we create an environment where positive behaviour is recognised and celebrated.

- **Positive Noticing:** Staff regularly acknowledge students who demonstrate excellent behaviour. Families are encouraged to ask their child about the positive notes they receive.
- **Positive Phone Calls/Emails:** Teachers make regular contact with families to share students' successes and strengthen the relationship between home and school.

- **Recognition Platforms:** In the EYFS and Primary phases, platforms such as Class Dojo are used to acknowledge students who display outstanding learning behaviours, such as being ready, respectful, and safe. Families can support this by celebrating these recognitions at home.

Clear Expectations for EYFS and Primary

Clear and consistent expectations for behaviour are vital in creating a safe and nurturing learning environment. In EYFS and Primary, we focus on three core rules that guide our daily interactions:

1. **Ready:** Children are prepared for learning, participate fully, and remain engaged in lessons.
2. **Respectful:** Pupils listen to others, support their peers, and show kindness to everyone in the school community.
3. **Safe:** Children move safely in school, use equipment appropriately, and solve problems with calm words rather than physical actions.

Positive Reinforcement and Family Support in EYFS and Primary

We prioritise positive reinforcement to encourage good behaviour. Our strategies, supported by families, ensure that children feel valued and recognised.

- **Class Dojo:** This platform allows teachers to award points for positive behaviour. Families are encouraged to ask their children about the points they have earned and support the rewards system by praising good behaviour at home.
- **Fun Days and Recognition Events:** Each week, children who go above and beyond are invited to special recognition events. Parents can engage with this by discussing their child's achievements and encouraging continued positive behaviour.
- **Assemblies and PSHE Lessons:** Through assemblies and Personal, Social, Health and Economic (PSHE) lessons, children are taught the importance of positive relationships and respectful behaviour.

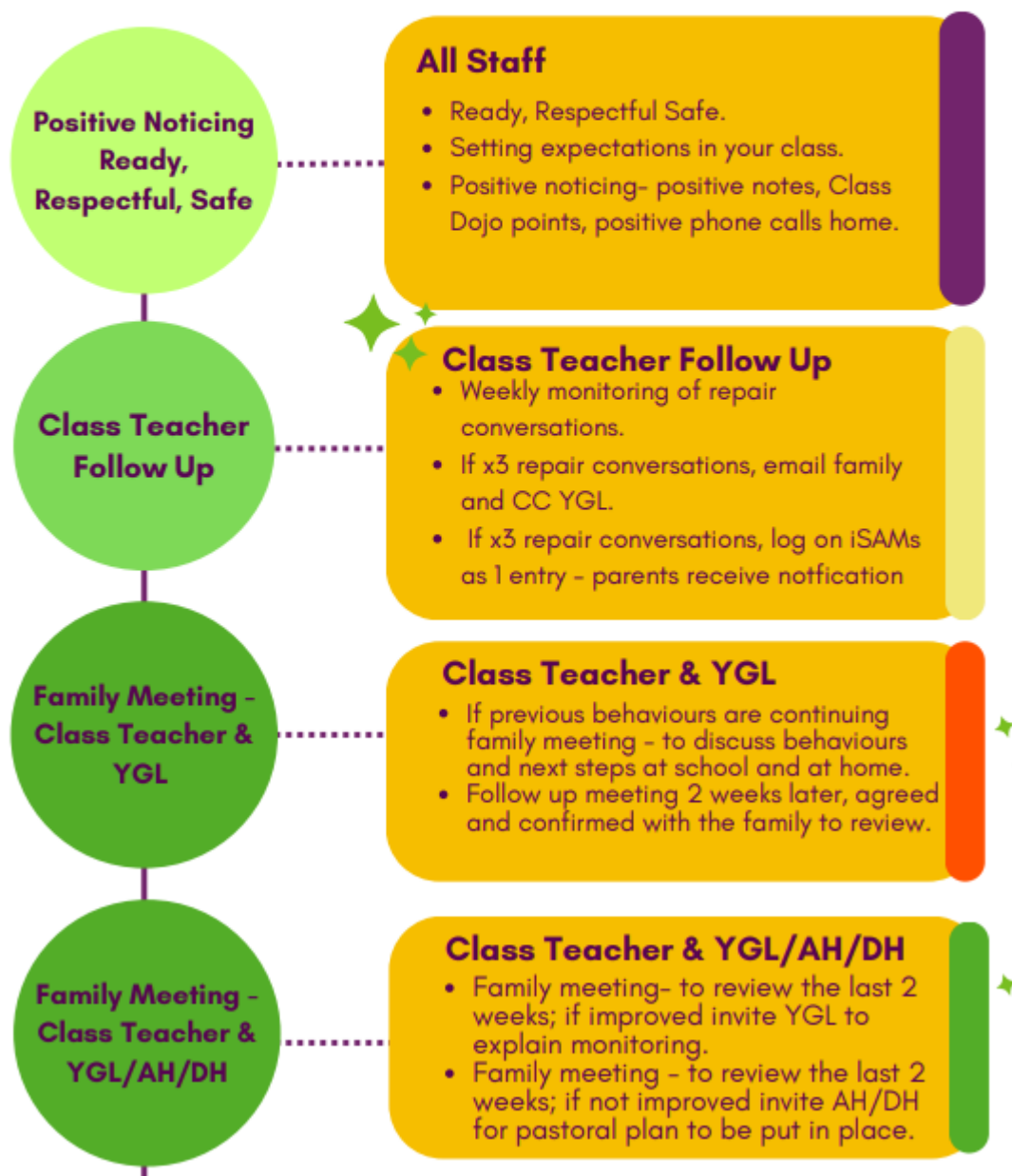
Restorative Practices and Family Involvement in EYFS and Primary

We understand that young children will make mistakes, and we view these moments as opportunities for growth. When behaviour does not meet expectations, we guide children through reflective conversations to help them understand how to improve.

- **Repair Conversations:** After an incident, staff have a calm and constructive conversation with the child, helping them reflect on their actions and how they can make amends.
- **Family Support:** We encourage families to discuss the school's expectations at home and ask their children about any positive or restorative conversations they have had at school. Regular communication with teachers can support consistent behaviour reinforcement.

EYFS & Primary Relationship Policy Consequences

Where appropriate steps may be skipped based on individual incidents that are reviewed by the leadership team.



Level 1 Warning Letter

(disruption, misuse of digital devices, not following RRS)

Class Teacher & AH/DH

- In line with ADEK behaviour policy, level 1 warning letter issued by AH/DH, with 1 day internal suspension/reflective activity.
- Family informed and Level 1 on file.

Level 2 Warning Letter

(bad language/verbal abuse, minor damage to furniture/school bus, smoking/vaping/Racism)

AH/DH & Head of School

- In line with ADEK behaviour policy, level 2 warning letter issued by HOS, with 1 day external suspension/ reflective/ making amends activity set.
- Parents informed and Level 2 on file.
- Review of pastoral plan if necessary by AH/DH.

Level 3 Warning Letter

(bullying/intimidation incl. social media, destruction of property, assaulting others - no injury to other)

Head of School & Principal

- In line with ADEK behaviour policy, level 3 warning letter issued by Principal, with internal/ external suspension/ reflective/ making amends activity.
- Parents informed and Level 3 on file.
- Review of pastoral plan if necessary by HoS.

Level 4 Warning Letter/Exclusion

(theft, opposition to UAE laws, illegal digital use on school devices, assaulting other - physical injury to other)

Principal & Governor

- In line with ADEK behaviour policy, level 4 exclusion letter issued by Principal, with up to 5 days exclusion and possible permanent exclusion/ managed move to another school.

Secondary

Role Modelling Positive Behaviour in Secondary

In the Secondary phase, we continue to emphasise the importance of role models. Staff act as positive examples for students, demonstrating respectful, responsible, and safe behaviour in all interactions.

- **Positive Noticing:** Staff notice and recognise positive behaviours in students, giving feedback through verbal praise and positive notes home.
- **Academic Mentors:** Form tutors serve as academic mentors to support students, providing focused 1:1 guidance to help them navigate both academic and behavioural expectations.
- **Family Collaboration:** Families are encouraged to meet with form tutors, especially at the beginning of the year, to familiarise themselves with the code of conduct and support their child in maintaining expected behaviours.

Clear Expectations for Secondary

Clear expectations are essential in creating a productive and harmonious learning environment. These expectations are consistently communicated to students and families.

1. **Ready:** Students are expected to come to school prepared to learn, with the necessary materials and a positive attitude.
2. **Respectful:** All members of the school community are expected to treat each other with kindness and respect, recognising diverse perspectives and showing consideration for everyone.
3. **Safe:** Students are responsible for maintaining a safe environment by following school rules, using equipment appropriately, and resolving conflicts with calm and respectful communication.

Positive Reinforcement and Family Support in Secondary

In Secondary, we place great emphasis on rewarding positive behaviour to motivate students and maintain a high standard of conduct.

- **House System:** Each student is assigned to a house (Water, Fire, Air, or Earth), encouraging collective responsibility and mutual respect. House points are awarded for positive behaviour, and families can encourage their child by discussing their house achievements.
- **Recognition and Rewards:** Positive behaviour is celebrated through awards such as certificates and house points. We encourage families to praise their child for these achievements and support their efforts in maintaining good behaviour.

- **Family Consultations:** Families are invited to participate in regular consultations to discuss their child's progress, behaviour, and achievements. This close collaboration ensures that home and school work together to support student development.

Restorative Practices and Family Involvement in Secondary

We recognise that students in Secondary are still developing their decision-making skills, and mistakes provide valuable learning opportunities. Our approach to addressing misconduct is focused on reflection and restoration, with the involvement of families at each step.

- **Restorative Reports:** For students who need additional support in meeting behaviour expectations, we implement Restorative Reports. Families are kept informed of their child's progress through regular updates and meetings with teachers.
- **Step-by-Step Consequences:** A sequenced flowchart of consequences is in place to address behaviour issues. This system ensures that students are given multiple opportunities to improve their behaviour, with family support at every stage. If necessary, more formal consequences such as internal or external suspensions may be applied.

Building Rapport with Families (Applicable Across All Phases)

A strong home-school partnership is vital for student success. At Aspen Heights, we are committed to creating open lines of communication with families and involving them in their child's education.

- **Regular Communication:** Teachers and form tutors will keep families informed of their child's progress through emails, phone calls, and meetings. This helps to create a supportive environment where families feel involved and can offer additional encouragement at home.
- **Family Events and Workshops:** Families are invited to participate in workshops, parent-teacher conferences, and school events to strengthen the connection between home and school. These events are opportunities to celebrate student achievements and discuss how to support them in their learning journey.
- **Positive Parenting Course:** We offer courses for families to explore strategies for positively supporting their child's behaviour at home, complementing the values taught at school.

Conclusion

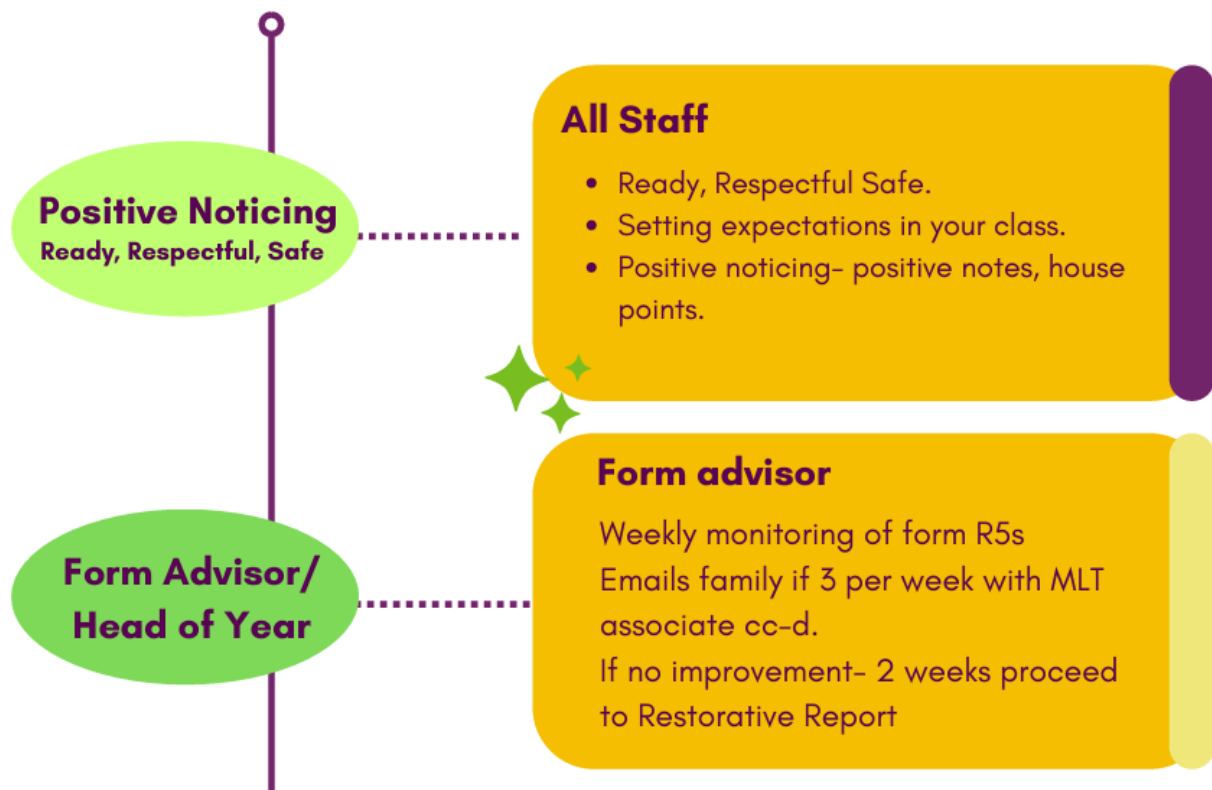
Aspen Heights British School is committed to fostering a positive, respectful, and safe learning environment in partnership with families. By working together, we can ensure that every student is equipped with the habits and behaviours necessary for success, both academically and personally. We

encourage families to actively engage with this policy, supporting the development of readiness, respect, and safety both at school and at home.

Through this collaborative effort, we can create a thriving, supportive community where every student has the opportunity to excel.

Secondary Relationship Policy Consequences

Where appropriate steps may be skipped based on individual incidents reviewed by leadership team.



Restorative Report

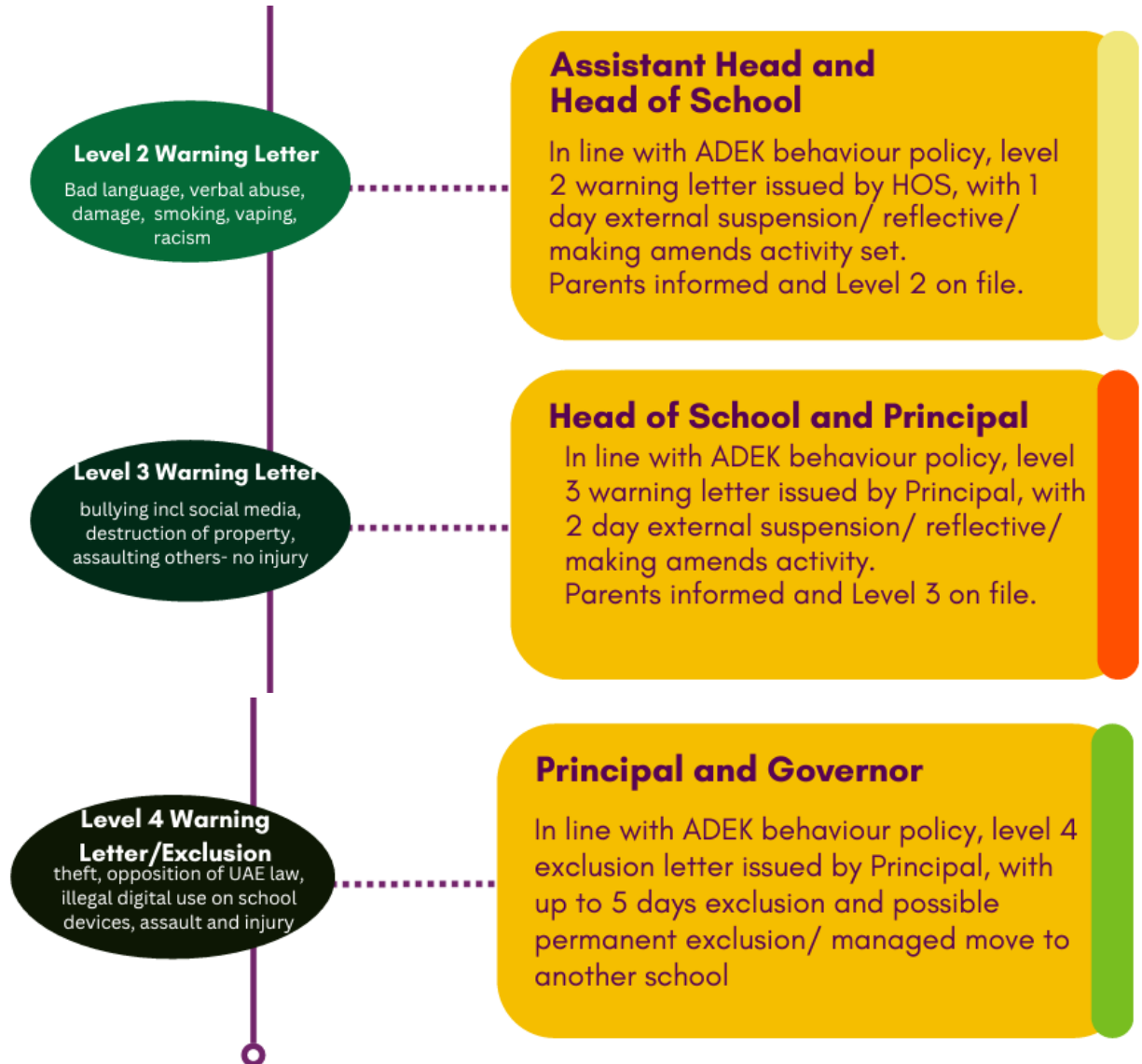
Form advisor and MLT assoc.

- Family meeting- to explain RR.
- RR for 2 weeks, for a student for a particular behaviour- Ready, Respectful, Safe, monitored by Form Advisor.
- If there is a need to extend- RR with MLT associate check-in for another 2 weeks.

Level 1 Warning Letter
Disruption, mis-use of IT,
Not being ready,
respectful, safe.

MLT Associate and Assistant Head

- In line with ADEK behaviour policy, level 1 warning letter issued by AH , with 1 day internal suspension/ reflective activity.
- Family informed and Level 1 on file.



This policy is based on the key principles outlined in ADEK policy 2024.