

Review Date: September 2022 (annually)
Review Officer: Kristina Manuel (AHT – Pastoral)
Date of last review: September 2024
Date of next review: July 2025



Secondary Behaviour Policy – The RGS Way

Rationale

At the RGS Guildford in Qatar, our efforts are focused on praise and encouragement, which we seek to celebrate success at every opportunity. Whilst striving for the highest academic standards, we want to nurture responsible, compassionate, confident and emotionally intelligent global citizens.

This policy is underpinned by the RGS values. All students are expected to display the virtues of scholarship, courage, inclusivity, integrity, respect and collaboration. The behaviour policy (formally called Positive Education Policy) has evolved into ‘the RGS-way’.

As a community, it is essential that we recognise that the behaviour policy applies to all it’s members. Only by modelling the values that we expect from our students, can we teach and demand good standards of behaviour from those whose education is entrusted to us.

The procedures, routines and follow-through that adults *consistently* maintain in our school create the regularity and predictability our students need to know that they are safe. We can do this without shaming, blaming or humiliating anyone; our teachers aim to be kind and firm at the same time.

At RGSGQ we believe that teaching learning behaviours will reduce the need to manage misbehaviour. To do this we aspire to provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. The RGS Way encourages pupils to be self-reflective of their own behaviours whilst employing simple and streamlined strategies that don’t require complex pedagogical changes have been shown to be promising

Aims

This policy aims to:

- Create a happy, caring and safe environment, conducive to learning and well-being.
- Ensure consistent use of language, expectations and strategies.
- Set out layered procedures and routines, that are effective, kind and flexible.
- Reiterate all school members’ right to; learn and/or teach, feel safe (physically and emotionally), mutual respect and understanding
- Help students feel a sense of connection (belonging and significance) and invite students to discover how capable they are by using their words, actions and power constructively.
- Be effective long term; by encouraging students to make good choices, develop accountability and self-regulation, and teaching valuable life skills to enhance character.
- Ensure a sense of equality and equity are understood and practiced.

Reward procedures

As a school community, we believe that acknowledging students when they do the right thing positively reinforces students' attitude and supports others to adopt the right attitude. We believe that rewards should be recognised and recorded.

Success is to be celebrated at all levels and teachers should use verbal praise wherever and whenever it is appropriate. There are 4 major ways to acknowledge students meeting and exceeding our expectations.

Class Dojo Points

Points should be awarded (and recorded) to students for excellent work, good behaviour, exceptional effort and when students exemplify our RGS values. Setting a minimum or maximum number of points to award per week would defeat the purpose of this award approach. It is the responsibility of our teachers to exercise professional judgement and ensure points are awarded, when necessary.

Points can also be rewarded for behaviour outside of the classroom including in the corridors, outside areas, and during school trips - please contact the Form Tutor to add these to the students Dojo Form Class.

Points should be awarded in alignment with our RGS Values and RGS Expectations displayed in all classrooms.

Students with the most points will be entered into a draw for an end-of-term reward. Rewards, such as canteen credit or bookshop voucher, can be organised.

Student of the Week Certificates

Students who receive an RGS Values Certificate/Postcard will also receive 10 House points that week, added by AHT-Pastoral.

Subject Achievement Certificates

Once a term, teachers will nominate students for an RGS Achievement Certificate, delivered in celebratory assemblies, to congratulate and recognise specific achievement during the term. Students who receive an Achievement Certificate will be awarded 15 Class Dojo points and entered in the end-of-term draw.

Head of School Award

Head of School Awards might also be presented to students in recognition for outstanding conduct or effort, at the discretion of the Head of School. Students will receive 30 House points alongside the Head of School Award.

Celebrating and sharing success

With Students	With Parents
• Form Time • Corridor display board • Year/ Key Stage Assemblies • Whole-School Assemblies • Student Newsletter • Social media pages	• Social media pages • Parent-Teacher Meetings • Parent Workshops • Whole-school events • Individual phone calls • Individual messages/e-mails

All awards must be logged on Class Dojo (then transferred to iSAMs termly) and all incidents / consequences / communication with parents must be logged on iSAMs. iSAMs is built to reflect the different steps of this policy.

Low Level Disruption Procedures

We expect students to set an example to our community in everything they do. They should be ready to learn and participate in school activities. Students should attend school and lessons punctually and adhere to the school rules. Students should care for the buildings, furniture, equipment, environment and each other.

We expect students to behave well, at all times, in a manner which reflects the best interests of the whole community. All incidents should be logged by the teacher on iSAMs and followed up as applicable.

Disruptive behaviour

- For negative behaviour in the classroom and around school, we operate a positive non-invasive behaviour management system which will be used with the age of the children in mind. The aim of addressing low level behaviour is to connect, correct and redirect.

1st disruptive behaviour: The classroom teacher will provide clear instructions to improve the student's poor choices. Teacher uses non-invasive methods of correction such as stating the behaviour and asking it to be corrected anonymously; using eye contact, praising children doing the right thing and/or standing by the student. The teacher may use a positive statement, whereby the teacher goes to the child and states the positive behaviour they want to see. For example: open your book or look at the board, followed by a thank you.

2nd disruptive behaviour: Teacher gives a 'verbal warning' quietly to the child, reiterating the behaviours the teacher expects to see.

The classroom teacher will now issue Class Dojo 'needs work' points, this is visible to parents and other staff. The teacher will have a private discussion with the student. Your teacher may send a Class Dojo message home to parents to inform them of their child's disruptive behaviour choices, support offered and the outcomes.

The behaviour choice(s) may result in an informal reflection at break, lunch or after school, for up to 10 minutes to discuss what is needed to improve.

N.B., Students should recognize the focus should always be on learning and that some forms of behaviour are unacceptable. e.g. intentionally causing physical or emotional harm to others.

Punctuality and out of lesson procedures

Poor punctuality

- Students who arrive late twice or more for registration in the same week will receive a call home from their FT at the start of the following week. Persistent lateness could lead to a Parent Teacher Meeting (PTM) or a Pastoral Support Plan as an additional focused intervention, followed by subsequent steps. Further offences are escalated to the 'serious incident' category.

Use of the toilet and access to the school nurse during learning time

- Teachers are all equipped with one 'Out of Lesson Pass' with their name on it. The access to toilets and the nurse during learning time is not allowed but teachers must use their professional judgement. If a student has permission to leave a lesson, the student must keep the pass with them and return it back to the classroom teacher when they return. It is also the student's responsibility to fill in the teacher's monitoring sheet

If the request to access the toilet or the clinic is granted, the teacher will give the student their Hall Pass. Teachers must log on to iSAMs the request and ensure their Hall Pass is returned to them upon the student's return to class.

Repeated requests to exit learning time should be forwarded to the FT and/or KSL for further investigation and identification of a pattern. Deliberate intention to waste learning time will escalate to the KSL.

Reporting and investigating an incident

When a student reports a concern to a member of staff, the teacher should encourage an 'incident reporting' sheet to be completed. The teacher can prompt or scribe, to ensure the incident is accurately and fully reported. This allows the KSL/ AHT-Pastoral to address the concern effectively. The sheet (incident report or safeguarding) is then handed in to KSLs or the Safeguarding team – depending on the concern.

If there is sufficient evidence of an argument, fight or similar concern then the students involved will be isolated while the incident is investigated.

Parents will be informed of ongoing incidents and the outcomes.

The leadership team reserve the right to perform spot checks at any time a concern is raised about the health and safety of our community.

If a parent is called in for a meeting, regardless of the nature of the meeting, the school reserves the right to isolate the student until the parents come to school to meet with relevant staff members.

Uniform

It is the responsibility of the Form Tutor (FT) to ensure their form class wear the correct uniform. To ensure that school uniform is consistently worn and monitored, the following procedures should be followed.

1. Each morning the FT should check their form group's uniform as their students enter the classroom. The FT or uniform monitor should use the uniform monitoring sheet to record the correct uniform and note any uniform concerns.
2. If a child has a piece of incorrect uniform that cannot be removed, doesn't have the correct uniform the FT should allow a day's grace and issue a uniform pass for the day.
3. If the child doesn't have the correct uniform the next day and doesn't have a note from their parent, the FT should contact home to find out when it will be rectified.
4. The FT should get a specific date from the parent and issue the student with a uniform pass until this date.
5. If the student doesn't have the correct uniform in place on the agreed date then the FT should decide on the course of action, with the Key Stage Lead or AHT-Pastoral, after speaking again with the parent.

2nd offence (for a previous concern): Parents contacted by Form Tutor and provided with one week to correct the uniform issue. Phone calls are recorded on iSAMs and followed by an iSAMs email.

3rd offence (for a previous concern): Parents are contacted by the Secondary Head of Pastoral and the student is isolated in school until the correct uniform is worn.

All staff should encourage our students to meet uniform expectations, to represent themselves and our school to their best ability, as they move around the school site. Students should show their dated uniform pass to the member of staff.

It is the responsibility of the class teacher to ensure that students are in the correct uniform in their lessons. The subject teacher should check uniform whilst they are 'meeting and greeting' students at threshold and must also ensure that students leave their classrooms wearing uniform appropriately.

If a student does not have a uniform pass they must be sent back to their FT to receive a uniform pass, and perhaps a late note. The FT must then also update their records and follow the procedure, as above.

Equipment

It is the responsibility of the Form Tutor (FT) to ensure their form class have the correct equipment for lessons. To ensure that students start the day well equipped, it is important the following procedures are followed.

1. Each morning the FT should check their form group's equipment by asking for it to be on the desk.
2. If a child doesn't have their equipment the FT should allow a day's grace and issue a black pen and green pen for their use. This should be returned at the end of the school day.
3. If the child doesn't have their equipment the next day and doesn't have a note from their parent, the FT should contact home to find out when it will be rectified.
4. The FT should get a specific date from the parent and issue the student with pens until this date.
5. If the student doesn't have the equipment in place on the agreed date then the FT should decide on the course of action, with the Key Stage Lead or AHT-Pastoral, after speaking again with the parent.

If a child arrives to FT without the correct equipment they should inform the form tutor.

If a child arrives to a lesson without the correct equipment the classroom teacher should loan equipment as necessary, however they should also inform the form tutor and parent if a student is persistently poorly equipped.

The PE department have a separate set of expectations, specific to their subject only.

Mobile Phones

Mobile phones are not allowed in school, in line with the Ministry of Education and Higher Education's guidelines, minimise learning distractions, and ensure the integrity of all students' right to their personal image.

Students are encouraged to either leave their mobile phone at home or place it into their form's phone box during AM registration. It is the responsibility of the FT to ensure compliance to these expectations. It is the responsibility of the form class' Phone Monitor and the P6 teachers to ensure the phones are safely returned at the end of the lesson.

1. If a child needs to have a phone, (e.g., to arrange pick-ups from school with a driver or uber), then their phone will be handed into their form tutor during registration and returned at the end of the school day.
2. If a child arrives to school after form time registration is completed (after 7:45am) they should sign in at reception and then hand their phone into a member of the Senior Leadership or Key Stage Leader teams. Their phone will be added to their form class' phone box situated in the locked KSL office, on the ground floor. The phone will be collected at the end of the school day from the same office, by a phone monitor- as per usual routine.
3. If a child fails to hand their phone into their form tutor or the late box it will be confiscated until the end of the day.
4. If a child fails to hand their phone into their form tutor or the late box, for a second time, it will be confiscated again. Parent's will be asked to collect it at the end of the school day.

The following sanctions will occur if a student is caught contravening the rule:

If a student's phone goes off, in their bag/ blazer:

Warning given to switch phone off and hand in to the classroom teacher will take the phone in and put it in the

1st offence: Device confiscated and delivered to The Key Stage Leaders office (keys with KSL and AHT-Pastoral). Mobile phone returned to the student at the end of the day, as per the usual routine. The member of staff will update the centralized phone-recording sheets to log when and where the phone was confiscated. This is monitored by the KSLs.

2nd offence: Device confiscated and delivered to The Key Stage Leaders office (keys with KSL and AHT-Pastoral). The member of staff will update the centralized phone-recording sheets to log when and where the phone was confiscated, this is monitored by the KSLs. The teacher who has recorded the phone, informs the KSL that the student already has a log next to their name. The KSL will call home and ask the parents to collect the phone from school later in the day. The mobile phone is not returned to the student at the end of the day. The school requests that the student no longer brings the device to school. If the device must be brought to school, it should be stored in the school office at all times. Agreement emailed to parents.

3rd offence: Device confiscated, KSL and HOS informed, phone delivered to HOS. Parents brought in to school to sign an agreement that mobile phone is not to be brought to school. Any further incident will result in the phone being confiscated until the end of the term. Agreement emailed to parents.

Role of Parents, in collaboration with the school	
Parents are expected to read the RGS-Way and always support it.	We commit to providing clear guidelines for staff, parents and students in relation to school expectations.
Parents are expected to support their child to display our school's values by constantly and consistently reiterating our values at home.	We commit to promoting these values in lessons and outside of lessons, and role modelling them daily as well as exploring each value during assemblies and learning opportunities.
We expect parents to attend scheduled Parent-Teacher-Meetings (PTMs) and any other meetings required throughout the school year.	We commit to providing opportunities to meet classroom teachers and will always do our best to accommodate impromptu parent meeting requests. We will make phone calls home in English (and Arabic if necessary) to inform parents if a meeting is needed.
To encourage their child to leave their phones at home or their form class phone box.	We will provide a locked room for phones to be kept during the school day, we also operate a cash or card based canteen and all member of SLT have a phone in their office in case a student needs to urgently contact a parent for logistic purposes, e.g. a forgotten PE kit can be dropped off to school.
We expect our school community to become engaged at school and involved in the process of learning.	We commit to providing an engaging curriculum, including homework opportunities that accommodate, challenge, inspire and interest the needs of our unique learners.
We encourage the parent body to ensure their email address, Class Dojo and contact details are up to date on our system. We encourage the parent body to stay up to date with ongoing information sent from school, via emails, Class Dojo, or letters.	We use Class Dojo as our main form of communication with parents but may use a variety of communication methods to liaise with parents. We will provide the necessary information relevant to your child's learning, school events, etc.... throughout the year.
We expect parents to support students to become useful, contributing members of the classroom and school community.	We commit to being positive role models and teaching how to/providing opportunities to our learners to become contributing members of society. We create/reiterate opportunities in all lessons to allow the students to contribute to the community ethos we share in the classroom.
We expect our school community to be collaborative and inclusive of others.	We commit to providing opportunities to work together and to develop student and adult commitment to collaboration and teamwork.
We expect parents to support our students to behave appropriately throughout the school day, and to support the implementation of this policy.	We commit to sharing a clear behaviour policy on our website, to teaching our students necessary self-regulation and communication skills, and to providing opportunities for them to practice using these skills.
We expect our parents to support us to support our students, in making informed choices and to take responsibility for their actions. We expect our students to demonstrate integrity by doing the right thing, even when no one is looking.	We commit to teaching self-reflection and exploring the difference between right and wrong. We commit to seeing mistakes as opportunities to learn and opportunities to practice essential life skills. We commit to helping students to develop their critical thinking skills.

Role of staff

- To engage in a sincere reflection on the following, with the premise that all young people want to feel a sense of belonging, adequacy, safety and success, but often need support to achieve these:
‘Excellent behaviour is a condition for excellent teaching’ OR
‘Excellent teaching is a condition for excellent behaviour’
- To know their students and differentiate appropriately to meet individual learner needs; they be curricular, linguistic, social or emotional, within a well-paced learning sequence.
- As a school, we commit to developing and reviewing our school’s curriculum, striving for improvement.
- To work collaboratively with Form Tutors and Key Stage Leaders to embed the Pastoral Programme into all subjects. The Pastoral Programme weaves the teaching of social and emotional skills into the fiber of each school day through a positive education approach. We understand that seating plans are powerful tools for positive classroom leadership.
- To work together to create successful vertical transitions through the school (from Year 7 to Year 12). We commit to providing opportunities for vertical alignment between our schools and by providing meaningful transitions programmes as part of the PHSE Curriculum.
- To take responsibility for the students under their care, during direct teaching time and beyond, in order to support the establishment of a truly safe and caring environment,
- To fully try a range of strategies to address the matter themselves before escalating it, with the solid understanding that dealing with a situation themselves empowers them for future situations.
- To engage in actively vigilant supervision of students and our learning environment. This includes taking accurate registers. E.g., if a student is absent to a lesson but marked present in the previous lesson that day (without the ‘E’ code for early exit), a ‘T’ must be entered for truancy.
- To build respectful, purposeful, trusting relationships with their students and their parents. The teacher must initiate working on the relationship, if there is a break down in trust or respect. All relationships should be rooted in mutual respect.
- To maintain professionalism and respectful boundaries.
- To report behaviour, safeguarding or SEN concerns to the relevant adults in a timely matter, using the correct channels and maintaining the appropriate level of confidentiality.
- Teachers should regularly, honestly and optimistically communicate with parents. These communications should be centrally recorded on Class Dojo and/or iSAMs (e.g., if a call was made or an email sent), as per the RGS-Way.
- To understand absences, have an impact on their students’ well-being and learning.
- To consistently and conscientiously implement all policies.

Role of students

All RGSGQ students are expected to:

- Display the RGSGQ values at all times, and as a minimum, while wearing the school's badge
- Engage with the RGS-Way. As a school, we commit to creating opportunities to consolidate student understanding of our expectations and the RGS-Way.
- Actively engage in their learning and respect the right that all students have to learn
- Respect the right that all teachers have to teach
- Take responsibility for the choices and actions, and understand that everything is a matter of choice: a choice leads to an action, which leads to a consequence, positive or negative
- Seek support from adults of the school community when a need arises, and learn to seek support before a need arise

Restorative justice meetings

At RGSGQ we employ a Restorative Justice approach. This approach promotes the following key principles:

- Focus on harm caused by the wrongdoer and actively seeking ways to repair that harm.
- Creating effective and constructive dialogue and communication.
- Promoting fairness, honesty and openness.
- Treating all participants respectfully.
- Providing a safe environment for all participants to engage, learn and gain a shared understanding.
- Learning to accept responsibility, reparation, reintegration, restoration and change.
- Promote active listening so that we can acknowledge the viewpoint of others.

Guidance for restorative justice meetings / questions to explore with the student(s):

What happened?

What were you thinking/feeling at the time? What are you thinking/feeling now?

What impact do you think this incident has had on you? On others? Which consequence has been the hardest for you?

Which of our school values could have been used? How?

What do you think we can do to make things right now?

What do you think we can do to ensure this does not happen again?

'Detention procedures'

There are 2 types of 'detention' at the RGSGQ, an informal reflection and a formal reflection, both focus on repairing relationships and creating conducive working environments. Students are expected to fully engage in the processes of;

- reflecting on their behaviour,
- working collaboratively to rebuild their relationship(s) with staff,
- helping to decide best strategies for their progress,
- participating in polite, honest and helpful dialogue.

Informal reflection:

- An informal reflection will last up to 10 minutes, will be held during social time (break or lunch) or after school.
- The classroom teacher may call home for an informal reflection, however these are often not necessary, as prior communication will have taken place, eg via Class Dojo.

Formal reflection:

- A formal reflection lasts up to 15 minutes, is centrally logged on an orange sheet and a restorative conversation with the student regarding their sanction is carried out by the classroom teacher (if needed the KSL will also support)
- The classroom teacher must call home and inform the FT, the FT logs all formal orange.

If a sanction is set for after school, then parents will be notified of after-school reflections and are expected to logistically support their occurrence.

If a student misses an informal reflection, the sanction may be rescheduled, at the discretion of the teacher. If a student misses a formal reflection- without a valid reason provided by a parent, then further sanctions will apply, at the discretion of the AHT- Pastoral and/or Head of School.

Repeated formal reflections will lead to further consequences.

Four formals in a half term will lead to a 60-minute centralised reflection, after school. This will be arranged by the FT and communicated at home by telephone call, before being logged on iSAMs. The FT may issue a subject target card, positive card or a punctuality card, depending on the circumstances.

Six formals in a half term will result in a PTM with the FT, SLT may also be in attendance. SLT will issue a target card to support the student to make better decisions, the school will expect unfailing support from parents.

If a student does not successfully pass their target card their re-registration may be blocked for next academic year and/or they may be suspended (internally or externally).

Serious incidents

The list below provides examples of what constitutes a serious incident. As mentioned above, repeated minor incidents may/will escalate to serious incidents.

The safety and well-being of the whole school community (and not those of the student in question only) are at the core of all sanctions applied.

For serious incidents, consequences range from formal reflections to notice of non-reenrolment or permanent exclusion.

The school accepts its limits in terms of investigation expertise and aims to make decisions based on most credible evidence. Ultimately, the school's decision is final and the school expects parents to accept it, in line with the priority put first on the concern for the whole school community's well-being and safety.

Factors such as the severity of the serious incident, previous evidenced behaviour or personal circumstances may be taken into account when applying consequences, at the discretion of the Head of School. The list of likely consequences is neither progressive nor exhaustive nor definitive- see Appendix 1.

Possible consequences of serious incidents are: good neighbouring, intentional relationship with a key adult, reflection, immediate and possibly sustained removal from shared learning environment, restorative conversation/meeting, pastoral support plan, minuted and signed parent meeting, formal letter, fixed-term internal suspension, fixed-term external suspension, off-site educational provision, notice of non-reenrolment, permanent exclusion.

There must be a 'Return to School Interview' with the Head of School before a student can return to school after a suspension. At least one parent must attend this meeting, which will be minuted and signed by all, and constitutes a formal letter.

The issuance of two formal letters in the same academic year is the limit beyond which an off-site educational provision with a notice of non-reenrolment for the following year or a permanent exclusion will be considered. Depending on the severity of the incident, a final formal letter may be issued.

Appendix 1: Examples that may constitute as serious incidents

The list of serious incidents is neither exhaustive nor definitive and the Head of School may/will use discretion when addressing a serious incident and making a decision. The severity, complexity and frequency of incidents may escalate incidents and result in permanent exclusion if offences are repeated or cross several categories. The decision of sanction type, severity and duration is at the discretion of the Head of School.

1. *Cursing or inappropriate gestures – towards any person, including family members*
2. *Deliberate involvement in or instigation of conflict*
3. A lack of respect towards another member of the school community. This includes a lack of respect towards another person's beliefs/religion/race/gender
4. Bullying or other harmful behaviour, including online slander/ bullying
5. Sexually inappropriate behaviour or language
6. Intimidating or threatening others – physically or verbally
7. *Verbal aggressiveness towards a peer or adult*
8. Found in an out of bounds area
9. Truancy: intentionally being in the wrong place, when alternative provisions are provided
10. Willful disobedience or serious disrespect to an adult
11. Theft/ possessing stolen property
12. Cheating in a test or exam
13. Faking documents/letters
14. Vandalism, including when wearing the RGSGQ uniform whilst outside school grounds
15. Destruction of another person's property
16. Consistently disrupting learning within a single lesson or during social times.
17. Consistently failing to wear uniform properly
18. Consistently failure to respect the 'no phone' policy
19. Littering
20. Misuse of fire alarms or extinguishers
21. Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances (including but not limited to nicotine pouches, cigarettes and other addictive substances)
22. Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
23. Smoking or drinking alcohol, possession of drugs or alcohol – while on site or in uniform
24. Seriously disruptive behaviour, including refusal to follow instructions
25. Threatening or confrontational behaviour towards another member of the school community
26. Fighting/assault towards another member of the school community
27. Aggressive, derogatory and/or discriminatory insults / speech towards another member of the school community
28. Disruptive behaviour whilst on isolation in school
29. Failure to attend reflections
30. Racial or sexual harassment
31. Graffiti or property damage, vandalism or damaging another's property
32. Misuse of fire alarms or extinguishers
33. Behaviour likely to bring the RGSGQ into disrepute