



PRIMARY SCHOOL POSITIVE EDUCATION BEHAVIOUR POLICY

LAST REVIEW:	September 2025
NEXT REVIEW:	September 2026
REVIEWER:	SLT

Rationale

At the RGS Guildford in Qatar, our efforts are focused on praise and encouragement and as a school, 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. Our standards and expectations of work and behaviour should be clear to our entire community.

At the heart of what we do are our values:

- **Respect**

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being while establishing lasting friendships in a positive, happy environment.

- **Inclusivity**

We remain loyal to our founding principles and we inherently believe in establishing a culture of diversity and acceptance, and in educating our students in a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging.

- **Scholarship**

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning minds and inculcate a lifelong love of learning.

- **Courage**

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all students, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and work hard to fulfil their potential.

- **Collaboration**

We work closely with others for mutual enrichment, and encourage a spirit of generosity and service, a sense of perspective, and a firm belief that we can work in partnership with others, locally and internationally, to make a difference and have a positive impact on society.

- **Integrity**

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos where enduring qualities of decency, honesty, courtesy, humility and good humour are celebrated.

These values are the essence of our school, reflecting what we live and work by.

As a community, it is essential that we recognise that the behaviour policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our students.

Only by example, by modelling the behaviour that we expect from our students, can we teach and demand good standards of behaviour from those whose education is entrusted to us.

Aims

This policy aims to:

- Create a happy, caring and safe environment, conducive both to student's well-being and learning and, staff's well-being.
- Encourage and support our students to make good choices throughout the school day and take responsibility for them.
- Set out procedures routines, with firmness, kindness and 'follow through' being key aspects of our approach.

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 are **KIND AND FIRM** at the same time.

- Reiterate all school members' rights:
 - The right to learn and the right to teach.
 - The right to feel safe (physically and emotionally).
 - The right to mutual respect and understanding.
- Clarify what a positive approach to education aims:
 - To help students feel a sense of connection (Belonging and significance).
 - To be mutually respectful and encouraging (Kind and firm at the same time).
 - To be effective long term (it encourages students to take responsibility for their choices and to develop the ability to self-regulate).
 - To teach valuable social and life skills for good character.
 - To invite students to discover how capable they are and to use their power constructively.
- Ensure a sense of equality and equity are understood and practiced.

- Ensure we all use the same language, the same expectations and the same strategies consistently, for the benefit of our school community.

Procedures / Rewards

As a school community, we believe that acknowledging students when they do the right thing positively reinforces those 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 5 major ways to acknowledge students meeting and exceeding our expectations.

House Points

House points should be awarded (and recorded) to students for excellent work, good behaviour, exceptional effort and when students exemplify our RGS values.

House points are to be awarded by teachers or support staff for behaviour outside the classroom for one of the 6 core values. Every core value is allocated as 1 house point and registered on Class Dojo by the teacher administering.

Setting a minimum or maximum number of House points to award per week would defeat the purpose of this award approach. It is the responsibility of our teachers to exercise conscious professional judgement and ensure House points are awarded when necessary, despite the business of our school days.

Please see the categories below, along with a description of the behaviour that would warrant the awarding of a house point:

- Behaviour/actions that exemplify our RGS values:
 - Inclusivity
 - Integrity
 - Courage
 - Collaboration
 - Respect
 - Scholarship

- Enrichment - Outstanding achievement in (or commitment to) the inter-house extra-curricular activity in line with the values above.

Enrichment Placement at Inter-House Competition	
1st	12
2nd	10
3rd	8
4th	6
5th	4
6th	2

- School representation - sustained commitment to represent the school either locally or internationally.
- Outstanding work - A single piece (or sustained level) of work over and above expectations that has been shared with by Head of School or other SLT members.
- Outstanding behaviour or attitude - A stand-out or sustained level of behaviour or attitude beyond expectations that has been recognised by Head of School or other SLT members.
- Outstanding effort - Effort which is clearly beyond expectations as recognised by Head of School or other SLT members.
- Community service - A stand-out act (or sustained contribution) towards a worthy cause outside of the class.

All House points should be recorded on Class Dojo by the awarding teacher. The teachers in charge of the inter-house must record the placement by the end of the day.

The house with the most points at the end of the week will win the house trophy. The house at the end of a half term will win a full house award.

Class Dojo Points

Our school uses the Class Dojo system as a positive behaviour management tool to recognise and celebrate children's efforts, achievements and contributions. Dojo points are awarded entirely at the classroom teachers' discretion and are given daily to encourage good behaviour and positive learning outcomes.

Points may be awarded for:

- Good learning and sustained effort.
- Positive behaviour and showing respect.
- Whole class contributions and teamwork.
- Consistently "doing the right thing".

Teachers are encouraged to name the specific behaviour or action being praised when awarding points. This ensures recognition is meaningful and reinforces positive choices. There is no limit to the number of positive points a child can earn, as each point helps to promote and sustain a culture of success.

Children work towards both **individual** and **class rewards**:

- **Individual Awards:**
 - 250 points - Bronze Award
 - 500 points - Silver Award
 - 750 points - Gold Award
 - 1000 points - Platinum Award
 - 1500 points - GEM Award (Going the Extra Mile)
- **Class Rewards:**

Classes also collect points together. These totals can be exchanged for a choice of class rewards, promoting teamwork, unity and shared responsibility.

The Class Dojo system ensures every child has the opportunity to be recognised and rewarded for their contributions, encouraging a positive, supportive, and aspirational learning environment.

RGS Positive Postcards

Students who demonstrate one of the RGS Values to an exceptionally high standard or consistently will receive an RGS Postcard from their Year Lead. Students who receive an RGS Values Postcard will also receive 5 House points that week, added by the awarding Year Lead.

RGS Achievement Certificates

Once a term, teachers will nominate students for an RGS Achievement Certificate, delivered in celebratory assemblies, to congratulate and recognise specific achievements during the term. Students who receive an Achievement Certificate will be awarded 10 House points.

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 15 House points alongside the Head of School Award.

Celebrating and sharing success

With Students	With Parents
• PHSE Curriculum Time • Assemblies • Year Group Assemblies • Key Stage Assemblies • Whole-School Assemblies • Student Council • Social media pages	• Social media pages • Parent-Teacher Meetings • Parent Workshops • PTA • Whole-school events • Individual phone calls • Individual messages/e-mails

Procedures/Record-keeping

All awards must be logged on Class Dojo (then transferred to CPOMs/ISAMs termly) and all incidents/consequences/communication with parents must be logged on CPOMs/ISAMs. ISAMs is built to reflect the different steps of this policy. Protocol is shared as an additional document of this policy.

Procedures/Consequences

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 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/CPOMs.

Primary School

Incidents in the primary school are categorised into four levels with various procedures to follow specific to the level of incident.

Level 1	Low-level misconduct
Level 2	Medium-level misconduct
Level 3	High-level misconduct
Level 4	Critical-level misconduct

Level 1: Low-Level Behaviour Incidents and Consequences	
• Non-uniform/incorrect uniform e.g. no tie or shirts untucked • Incorrect shoes • Incorrect hair accessories • Wearing inappropriate jewellery • Failing to keep on task • Leaving seat without permission • Time wasting • Inappropriate movement around school e.g. running, shouting or sliding in the corridors • Inappropriate behaviour in the canteen or other out of class location • Littering or ignoring other playground rules/instructions • Distracting other students during lessons • Not lining up correctly • Shouting out during lessons • Constant talking during lessons when told not to • Being disrespectful to any adult (regardless of adults' designation) • Persistently forgetting P.E kit or school stationery e.g., books, reading books • Speaking Arabic at inappropriate times • Entering a classroom without adult supervision • Any other low-level behaviour (described on CPOMS)	<u>Immediate appropriate intervention by all staff using the PACE technique e.g.,</u> ✓ If running, tell them to go back and walk. ✓ If being disrespectful, insist they repeat the request with please and thank you. <u>Students are to be reprimanded and given an appropriate task/action e.g.,</u> ✓ Use PACE to encourage a correct behaviour change. ✓ Encouraged to apologise, state why they are sorry and show accountability on how the other students or person involved will feel. ✓ Re-correct their bad choice pick up the litter, go back and show good walking etc. ✓ Have a 5-minute 'reflective conversation' with the student during break. This can be done informally when lining up, when walking to break, before letting them go play etc. a. <u>Class Teacher informed and communicated with parents (as necessary) through the use of ClassDojo messages and phone calls.</u> a. 1 3 incidents of the same low-level behaviour should be informed via class dojo message, in line with the parent contact policy. Only track, record and message if the child hasn't corrected their behaviour as outlined above. Each incident should be recorded on CPOMS. b. The class teacher should <u>never</u> remove the student from the

	room due to safeguarding, unless in extreme circumstances (refer to safeguarding policy). Use the reflection / calm corner or other behaviour management techniques in place. c. 3+ incidents should involve a phone call and message home to inform the parents they will have a reflection session with the Year Lead during break time. d. No improvement parents are invited by phone call for an official meeting with the class teacher. Year Group Lead to call and invite the parents in for a meeting alongside the class teacher. e. Continued low-level and persistent behaviour referred to Deputy Head: Pastoral. f. Deputy Head: Pastoral to escalate in line with the school's positive behaviour policy. All consequences and parent contact must be recorded on CPOMs. All meeting minutes must be signed by the parent and uploaded by the class teacher to CPOMs.
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Level 2 : Medium – Level Behaviour Incidents and Consequences	
• Use of bad language. • Unkind remarks particularly about other students' family members. • Refusal to cooperate with any member of staff. • Choosing to persist in repeating any low level misconduct. • Not telling the truth • Pushing students in line • Persistently not wearing the correct uniform Leaving the classroom without permission Inappropriate behaviour in the bathroom. • Outside of the classroom without the designated pass ➤ Yellow – Nurse ➤ Red – Toilet Pass ➤ Blue – Cool Down Pass ➤ Black – Hall Pass	<u>Immediate appropriate intervention by all staff using the PACE technique e.g.</u> ✓ Place yourself between all students involved. ✓ Use judgement on Pace or raise your voice. ✓ Use other staff members to diffuse the situation. ✓ Use preventative matters to prevent future incidents e.g. line orders, splitting the children. ✓ Allow children to cool down in the calm corner for a determined period using timers should be specific to each child. Where possible all issues should be dealt with outside of lesson time. During lessons, remove the student to the calm corner or an area in the class where the can complete their work. Removing the student from the classroom violates their right to an education. Shouting at children is damaging to their child development. 2. <u>Students are to be reprimanded and given an appropriate task/action outside of learning time.</u> 1 incident should involve a phone call and message home to inform the parents they will have a reflection conversation (10 minutes) with the class teacher during break time. Class teachers to call. 2 incidents should involve a phone call and message home to inform the parents they will have a reflection session (20 minutes) with the Year Lead during break time. Class teachers to call. - No improvement parents are invited by phone call for an official meeting with the class teacher. - Year Group Lead to call and invite the parents in for a meeting alongside

	the class teacher. f. Behaviour Card (specific to the child e.g. football themed). A meeting with the Year Lead must be held before placing on the card. Student and teacher to sign. Daily update sent to parents on Class Dojo. g. Continued medium and low-level persistent behaviour referred to Deputy Head: Pastoral for meeting with parents. h. Student placed in internal suspension (reflection room with duty rota). Students will still be taught in this room. i. Deputy Head: Pastoral to escalate in line with the school's positive behaviour policy *If there are two medium-level incidents in one week, automatically progress to level 3 (high-level incidents). *Year Leads have the discretion to remove instigators of the incidents e.g. ball games at break, play park time. Parents will be informed of this in the meeting and explained why. All consequences and parent contact must be recorded on CPOMs. All meeting minutes must be signed by the parent and uploaded by the class teacher to CPOMs.
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Level 3: High-Level Behaviour Incidents and Consequences	
• Choosing to persist in ongoing misconduct. • Stealing property belonging to school or other children • Breaking/vandalising school property. • Persistently not wearing the correct uniform after multiple messages to parents. • Rough play at break time/PE lessons e.g. pushing, shoving and tripping.	<u>Immediate appropriate intervention by all Staff using the PACE technique</u> <u>e.g.</u> ✓ Place yourself between all students involved. ✓ Use judgment on PACE or an emergency A and E, if you see it escalating. Do <u>not</u> shout or raise your voice! ✓ Use other staff members to diffuse the situation. ✓ Use preventative matters to prevent future incidents e.g. line orders, splitting the children, removal of ball games. ✓ Allow children to cool down in the calm corner for a determined period using timers should be specific to each child. ✓ If you are using a cool-down walk the student must be wearing the 'cool-down pass' with a timer. A TA should go with and support the students from a distance. If a TA is not available, use the hall pass to take form another class. ✓ All staff are encouraged to be supportive and friendly with the students if they see them in the corridor with the pass. Staff should check the time on the pass and the timer elapsed. ✓ Cool-down passes should be used sparingly and on case-by-case incidents with high-level incidents. If a cool-down pass is used, record it on CPOMs, inform the parents and relevant school support staff. Where possible all issues should be dealt with outside of lesson time. During lessons, remove the student to the calm corner or an area in the class where the can complete their work. Removing the student from the classroom violates their right to an education.

	Shouting at children is damaging to their child development. 3. <u>Students are to be reprimanded and given an appropriate task/action outside of learning time.</u> a. 1 incident should involve a phone call <u>and</u> message home to inform the parents they will have a reflection session with the Year Lead during break time. b. 2 incidents should involve a phone call <u>and</u> message home to inform the parents by the Year Lead. Year lead to invited parents in for a meeting and student placed on a Behaviour Card (specific to the child e.g. football themed). A meeting with the Year Lead must be held before placing on the card. Student and teacher to sign. Daily update sent to parents on Class Dojo. c. Continued persistent behaviour referred to Deputy Head: Pastoral for meeting with parents. Students placed on RGS Official Behaviour Report as agreed by parents in the meeting. d. Student placed in internal suspension (reflection room with duty rota). Students will still be taught in this room. e. 3 reflection rooms in one term will result in an external suspension. f. Refer to critical procedures with the Head of Primary (HOP) *If there are high-level incidents in one week, automatically progress to level 4
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	(critical-level incidents). ***Year Leads have the discretion to remove instigators of the incidents e.g. ball games at break, play time. Parents will be informed of this in the meeting and explained why. All consequences and parent contact must be recorded on CPOMs. All meeting minutes must be signed by the parent and uploaded by the class teacher to CPOMs.
Level 4: Critical-Level Behaviour Incidents and Consequences	
• Persistent refusal to comply with school rules and expectations by continual display of ongoing misconduct. • Verbal or physical abuse towards any staff or students. • Deliberately setting off fire alarm. • Displaying anti-social behaviour e.g. intimidating behaviour, aggression and/or dangerous outbursts. • On-going bullying: persistent annoyance, hitting, kicking verbal etc. Vapes or smoking in school. • Any other behaviour that causes a serious incident that is impacting on teaching and learning and the safety of the school community. • Leaving the school building without permission.	<u>Immediate appropriate intervention by all staff using the PACE technique e.g.,</u> ✓ Place yourself between all students involved. ✓ Use Emergency A and E (PACE). Remain calm and do not raise your voice unless there is a possible threat to safety. ✓ Use other staff members to support diffusing the situation. ✓ Allow children to cool down in the calm corner for a determined period using timers should be specific to each child. Where possible all issues should be dealt with outside of lesson time. During lessons, remove the student to the calm corner or an area in the class where the can complete their work. Removing the student from the classroom violates their right to an education. Shouting at children is damaging to their child development. 4. Students are to be reprimanded and given an appropriate task/action outside of learning time. a. Year Lead to call and invite parents in for a meeting with Deputy Head Present.

	Students placed on the RGS Official Behaviour Report as agreed by parents in the meeting. The student is also placed in reflection room. The student cannot return to school before this meeting is held. b. Student placed in internal suspension (reflection room with duty rota). Students will still be taught in this room. 3 internal suspensions will result in a warning letter and an external suspension. c. Future incidents are to be referred to Deputy Head: Pastoral. DH to invite parents for a meeting and explain the next steps. Student placed in reflection room and placed on an Individual Behaviour Plan (child-parent-DH). d. Escalated to HOP and official warning letter. Student placed in Pastoral Support Plan and external suspension administered. e. Referral to Principal and CEO for further sanctions. f. 3 warning letters will result in the student being asked to find an alternative place for their education. ***Year Leads have the discretion to remove instigators of the incidents e.g. ball games at break, play park time. Parents will be informed of this in the meeting and explained why. All consequences and parent contact must be recorded on CPOMs. All meeting minutes must be signed by the parent and uploaded by the class teacher to CPOMs.
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Behaviour Support Documents

<u>What?</u>	<u>Who?</u>
Behaviour Card	Class Teacher and Student
RGS Behaviour Report	Year Lead, Class Teacher and Student
Individual Behaviour Plan *Students to remain on RGS Behaviour Report	Deputy Head: Pastoral, Parent and Student
Pastoral Support Plan	All SLT, Family and Student

Use of Prayer Rooms

Year 5 and 6 are permitted to use the prayer room during the allocated prayer times. Supervision will be provided by a staff member from the Arabic Department. If students misbehave in the prayer room, according to the outlined levels, they will be directed to an alternative time and area for private prayer to minimise distraction to others. The supervising Arabic staff member should adhere to the outlined procedure and notify parents if students are not permitted to use the prayer room. Students in Year 1 to 4 do not participate in prayers during the school day.

Mobile phone in school

Mobile phones are not allowed in school, in line with the Ministry of Education and Higher Education's guidelines and in order to ensure the integrity of all students' right to their personal image. The following sanctions will occur if a student is caught contravening the rule:

1st offence: Warning given to switch phone off and put away in bag.

2nd offence: Device confiscated and delivered to Head of Pastoral/Head of School (to keep safe). Mobile phone returned to the student at the end of the day.

3rd offence: Device confiscated and delivered to Secondary Head of Pastoral/Head of School (to keep safe). Parents asked to come in to school to collect device and 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.

4th offence: Device confiscated and delivered to Head of School. 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.

Further offences are escalated to the 'serious incident' category.

Use of toilet and access to the clinic during learning time

Teachers are all equipped with toilet and clinic passes with their name on it. The access to toilets and the clinic during learning time is not allowed but teachers must use their professional judgement.

If the request to access the toilet or the clinic is granted, the teacher will give the student their colour- specific pass.

Repeated requests to exit learning time should be logged and investigated to identify a pattern. Deliberate intention to waste learning time will escalate in line with the procedures outline above.

Whole School / Serious incidents

The list below provides examples of what constitutes a serious incident. 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. 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, likely consequences are: good neighbouring, intentional relationship with a key adult, detention, immediate and possibly sustained removal from shared learning environment, restorative conversation/meeting, pastoral support plan, minuted and signed parent meeting, warning letter, fixed- term internal suspension, fixed-term external suspension, off-site educational provision, notice of non- reenrolment, permanent exclusion.

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.

The school accepts its limit in terms of investigating 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, inline with the priority put first on the concern for the whole school community's well-being and safety.

1. Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances.

2. 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
3. Bullying or other harmful behaviour
4. Sexually inappropriate behaviour or language
5. Intimidating or threatening others physically or verbally
6. Cursing or inappropriate gestures – towards any person, including Family members.
7. Deliberate involvement in or instigation of conflict.
8. Verbal aggressiveness towards a peer or adult
9. Wilful disobedience or serious disrespect to an adult
10. Stealing
11. Possessing stolen property
12. Faking documents/letters
13. Vandalism, including when wearing the RGSGQ uniform whilst outside school grounds
14. Destruction of another person's property
15. Consistently disrupting learning within a single lesson
16. Consistently failing to wear uniform properly
17. Consistently failure to respect the 'no phone' policy
18. Littering
19. Misuse of fire alarms or extinguishers
20. Smoking or drinking alcohol
21. Skipping class or truanting from school: 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 by the subject teacher

22. Cheating in a test or exam

If there is sufficient cause for concern, a student may be temporarily isolated while a serious incident is being investigated.

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.

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 warning letter.

The issuance of two warning 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 warning letter may be issued.

Suspensions, off-site provision, exclusions and non-reenrolment: a definition of terminology and procedures

Following escalation of minor incidents and serious incidents beyond the steps described above, the RGSGQ may issue temporary 'fixed-term' internal or external suspensions, off-site educational provision, permanent exclusions or a refusal to re-enroll for the following academic year.

- Fixed-term internal suspension

A fixed-term internal suspension means that the student attends school but is isolated from the rest of the student population, for one or more days. Internally suspended students will receive work to complete. This work must be completed and returned to the subject teachers for review. A member of staff is assigned to liaise with teachers to collect/return the work, and escort the student to the toilet.

- Fixed-term external suspension

A fixed-term external suspension means that the student is kept at home for one or more days. Externally suspended students will receive work to complete. This work must be completed and returned to the subject teachers for review.

The offences listed below will likely lead to fixed-term suspension, at the discretion of the Head of School. When repeated, they may lead to permanent exclusion.

- Seriously disruptive behaviour, including refusal to follow instructions

- Threatening or confrontational behaviour towards another member of the school community
- Fighting/assault towards another member of the school community
- Aggressive, derogatory and/or discriminatory insults / speech towards another member of the school community
- Disruptive behaviour whilst on isolation in school
- Failure to attend detentions
- Racial or sexual harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- Smoking or having possession of any smoking-related items on school site or while in school uniform
- Drinking alcohol or having possession of alcohol on school site or while in school uniform
- Skipping class or truanting from school
- Cheating in a test or exam
- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or any illegal substances
- Graffiti or property damage
- Vandalism or damaging another's property
- Misuse of fire alarms or extinguishers
- Behaviour likely

- **Offer of an alternative off-site educational provision**

In case of recurring negative behaviour, the school may opt to offer an alternative off-site educational provision (such as online provision) if it is in the best interest of the rest of the cohort to ensure safety for all.

- **Permanent exclusion**

The decision to exclude a student permanently is a serious one. There are two which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspensions, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies. Situations that might merit

permanent exclusion for a first or 'one off' offence include.

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson
- Criminal offences committed on site, while representing the school or while on the way to or from the school

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school, its students and staff.

- Refusal to offer a place at the school for the next academic year

Whilst not a permanent exclusion, the school is also at liberty to not offer a student a place at school for the next academic year if evidence shows that the environment the school offers is not the most adequate to support a student find success,

Following a catalogue of serious incidents and the continued failure to meet behaviour expectations, the school might take the decision of not offering a place for the following academic year.

This is with the understanding that a different learning environment is essential to increase chances of success for the student.

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:
‘Excellent behaviour is a condition for excellent teaching’
OR
‘Excellent teaching is condition for excellent behaviour’
- To know their students and differentiate appropriately in order 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 a PHSE Curriculum that weaves the teaching of social and emotional skills into the fibre of each school day through a positive education approach. We understand that seating plan are powerful tools for positive

classroom leadership.

- To work together to create successful vertical transitions through the school (from Foundation Stage to Primary to Secondary).

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, and exhaust all 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 active vigilant supervision at all times.
- To build respectful, purposeful, trusting relationships with their students and their parents, systems.
- To internalize the understanding that any absence has an impact on their students' well-being and learning.
- To familiariz themselves with and **consistently** and **conscientiously** implement this policy.
- To always follow PACE when interacting and dealing with students.

Role of parents

Parents are expected to read carefully the Positive Education Policy and support it at all times.	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 and any other meetings required throughout the school year.	We commit to providing ample 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 when necessary) to inform parents when the need for punctual meetings arises.
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,

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	challenge, inspire and interest the needs of our unique learners.
We encourage the parent body to ensure their email address is up to date on our system and to stay up to date with ongoing communication and information sent from school.	We will contact parents at the start of the year to obtain updated information. We will 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 practise using these skills.
We expect our parents to support us support our students to make informed choices and to take responsibility for their actions. We expect our students to do the right thing 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 practise essential life skills. We commit to helping students to develop their critical thinking skills.

Role of students

All RGSGQ are expected to:

- Display the RGSGQ values at all times, and as minimum, while wearing the school's badge.
- Engage with this positive education policy and as a school, we commit to creating opportunities to consolidate their understanding of it.
- Actively engage in their learning and respect the right that all students.

- 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 arises

Appendix 1 – The PACE approach and restorative conversations.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem-solving areas.

When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.

Playfulness. The purpose of playfulness is to enjoy being together unconditionally. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feeling and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour.

Curiosity It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to be curious in a quiet,

accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event but shows your interest in understanding it and accepting the feelings that were involved. Try to avoid asking “Why?” Instead, you might ask: What do you think was going on?”

“What do you think that was about?” “I wonder what...?”

Empathy When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child’s experience can often be more effective than reassurance. I feel sad that you experience me as not caring”

Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

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? What has been the hardest for you?

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?

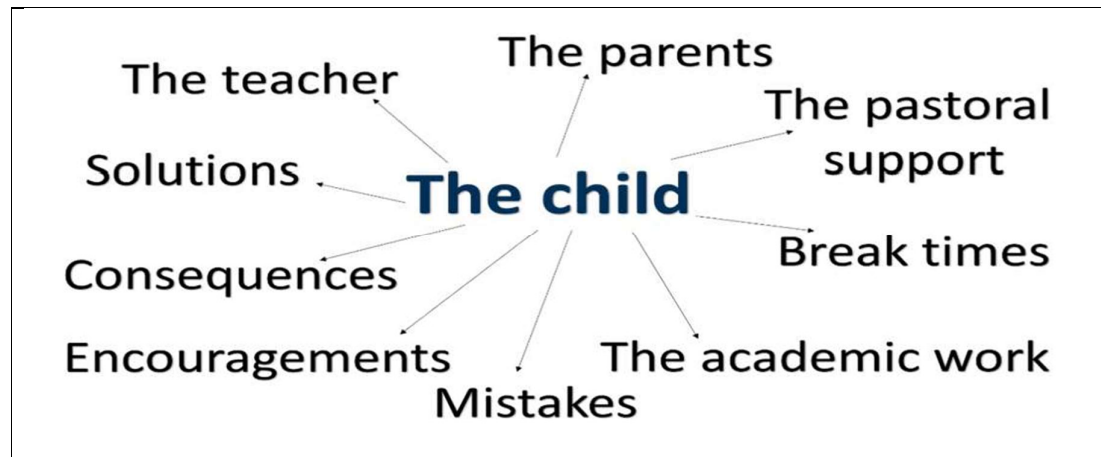
Use a social story to support.

Appendix 2 – RGS Positive Postcard

	 The postcard template features a green torn-edge paper graphic in the center. Inside the graphic, the text reads: 'RGS POSITIVE POSTCARD' at the top, followed by the RGS Qatar logo (a crest with a crown and the letters 'RGS' above 'QATAR'), and 'YOU'VE BEEN SPOTTED!' at the bottom. Below the graphic, the words 'RESPECT. COURAGE. INCLUSIVITY. INTEGRITY. SCHOLARSHIP. COLLABORATION.' are printed in a small font. At the very bottom of the postcard area, there are two lines for 'DATE' and 'YEAR LEAD'.
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Appendix 3 – The child at the centre of all we do

Through our Positive Education approach, we firmly believe that the student is at the centre of all we do at school, with a focus on creating a sense of connection and belonging, significance and safety for each and every one of our students.



Appendix 4 – Additional tools to successfully implement a positive education approach

Teacher tips

- a. **Focus on Solutions**, instead of focusing on blame:
 - a. Identify a problem
 - b. Brainstorm for as many solutions as possible
 - c. Pick one that works for everyone
 - d. Try the solution for a week
 - e. In a week, evaluate. If it didn't work start over
- b. **Curiosity Questions**, asking instead of telling invites children to think and choose:
 - a. What do you need to do to be ready for school on time?
 - b. Oops, what do you need to do about the spilled milk?
 - c. How can you and your friend solve this problem?
 - d. What do you need to take if you do not want to be cold outside?
 - e. What is your plan for getting your homework done?
- c. **Back Talk - Do not back talk!** This creates a power struggle or arevenge cycle.
 - a. Validate feelings. "Sounds like you are really angry".
 - b. Take responsibility for your part. "I realise I talked disrespectfully to you by sounding bossy or critical".

- c. Let us take some time to calm down until we can be respectful and have a positive conversation together.

Model and teach the 4Rs of recovery from mistakes

1. Have these steps ready (maybe on a laminated poster if moving classrooms or on your wall) where students can use them to learn from mistakes in ways that are respectful and encouraging:
 - a. Recognise that you made a mistake. Feel the embarrassment and then let it go.
 - b. Take Responsibility for your mistake without blame or shame.
 - c. Reconcile by apologising when others are involved.
 - d. Resolve by focusing on solutions.
2. Share stories with your students when you followed the 4 Rs of Recovery for your own mistakes.

Be kind and firm

Not Kind or Firm, but Kind and Firm.

1. Many teachers tend to be too kind or too firm. It takes thought and self-control to be both Kind and Firm at the same time.
 - I know you do not want to do this assignment, and it needs to be turned in on time.
 - I know you prefer recess, and it is now time for class.
 - It is easy to look for blame, and we are focusing on solutions.
 - I know you would prefer to spend time on computer, and it is time for reading.
2. Let students know its is okay to feel what they feel, but what they do is not always okay. "You can feel angry but cannot hurt others".

Appendix 5: RGS Positive Behaviour Report and Individual Behaviour Plan

RGS Positive Behaviour Report					
Name _____					
Class _____					
Lessons	Sunday	Monday	Tuesday	Wednesday	Thursday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
Home Time					
Student					
Class Teacher					
Year Lead					
Teachers, please give a rating from 1 to 5. The maximum target for each lesson is 5. Specialist teachers, put your initials in the box. Any further comments, please inform the class teacher.		Student Targets			

RGS Individual Behaviour Plan	
Name _____ Class _____ Year _____	
What are your behaviour targets?	
How can we reach the targets? What can we put in place to help?	
How often do we check if we are successful?	
Rewards:	Sanctions:
Actions and key values:	
Behaviour plan signed by:	
Parent _____ Teacher _____ Date _____	

Appendix 5: RGS Pastoral Support Plan

RGS Pastoral Support Plan

A Pastoral Support Plan (PSP) is a school-based, time limited intervention designed to address behaviours which are having a negative impact on learning and/or inclusion. Developing a PSP requires the involvement of school, family and pupil.

Pupil details		
Name:	Year group and class:	DOB:
Needs:	Support around the pupil:	Current attendance:

What is going well at school?	What is not working well at school?
<i>What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?</i>	
Needs <i>What needs / factors are impacting behaviours at school?</i>	Hopes for the future at school

Targets		
SMART target	Support and strategies to meet target	Review date
1	RGS will help me by... My family will help me by... I will help myself by...	
2	RGS will help me by... My family will help me by... I will help myself by...	
3	RGS will help me by... My family will help me by... I will help myself by...	

Review:				
What is working well?	What is not working well?	Next steps	End plan	
			Continue plan	
			Further action	
Signature of student.....Signature of parent/guardian				
Signature of Deputy Head: Pastoral Signature of Head of Primary				