



SECONDARY BEHAVIOUR POLICY – THE RGS WAY

LAST REVIEW:	July 2025
NEXT REVIEW:	July 2026
REVIEWER:	David Keery (Head of Secondary)

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. Our behaviour policy is called 'the RGS-way'.

As a community, it is essential that we recognise that the RGS-way applies to all its 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.

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 by all

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.

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

Class Dojo Points (Positive behaviour only)

Points should be awarded (and recorded) to students for excellent work, good behaviour, exceptional effort and when students exemplify our RGS values. 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. Points should be awarded in alignment with our RGS Values and RGS Student Expectations displayed in all classrooms.

Student of the Week Certificates

Each week, if a student has demonstrated our core values, then a certificate is given out and the student will be celebrated in the weekly bulletins.

Subject Achievement Certificates

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

High Achiever Awards

Students who excel academically within their termly report will receive a High Achievement Award. This will be given at an assembly at the beginning of the next term and parents are invited to enjoy this occasion.

RGS Values Awards

Students who positively display our core values during a term will receive an RGS Values

Award. This will be given at an assembly at the beginning of the next term and parents are invited to enjoy this occasion.

Attendance Award

All students are expected to attend school and all their lessons regularly and punctually. At the end of each term students who have 100% attendance will be rewarded. Full attendance on a yearly basis will also be acknowledged in the form of an award.

All awards to be logged on CPOMs by the member of staff who has administrative responsibility for giving the award.

RGS Way Consequences

At RGSGQ we endeavor to build and maintain positive relationships with all. We intend to be pro-active by using praise to those who are following the RGSGQ student expectations, by promoting and modelling our core values, which align with our Qatari values and British values, by having seating plans to ensure a productive environment is created, by providing adequate stretch and challenge within our lessons and teachers following lesson essentials.

When a student is not following the RGS student expectations the teacher will initially use the following tools to de-escalate the situation.

1. Verbal warning specifically telling the student what they are doing wrong
2. 2nd Verbal warning as above
3. Move the student's seat
4. Take the student outside for a reflective chat

If there is no improvement of behaviour then they will follow the consequences below.

This list is not definitive and other situations may arise that are outside of these consequences. In this situation teachers/Middle leaders/Senior leaders/HOS and the Principal will use their professional judgement on how best to deal with it.

SECONDARY BEHAVIOUR POLICY - THE RGS WAY

In Class Informal Reflection	- Disruptive Behaviour - Incomplete Classwork - Incomplete Homework - Disrespectful to Teacher/Peers - Late to Lesson (kept for the number of minutes late) - Persistent lack of equipment - Persistent poor uniform - Chewing gum/fizzy drinks/eating in class - Failure to follow instructions - Failure to move seat - Mobile phone in class
Out of Lesson Informal Reflection	- Unsafe movement around the school (running inside) - Out of Bounds without permission - Disrespectful to Peers - Disrespectful of members of staff - Out of class without permission - Inappropriate behaviour around school - Failure to look after the school environment
Form Tutor Informal Reflection	- Persistent lack of equipment - Persistent late to form - Persistent issues with uniform - Disrespectful to staff/peers - Failure to follow instructions - Disruptive behaviour

SECONDARY BEHAVIOUR POLICY - THE RGS WAY

Formal Reflection	- Failure to attend an informal reflection - 3 Informal reflections in one week - 3 lates to school in one week - Truancy - Persistent late to lesson - Failure to hand over mobile phone - Continued failure to follow teacher instructions - Persistent incomplete class work/ homework - Inappropriate use of ICT
SLT Reflection	- Failure to attend formal reflection - 3 formal reflections in a HT - Persistent disrespectful behaviour - Persistent and ongoing failure to be punctual to school or lessons - Use of racist or xenophobic language - Use of language which is culturally insensitive - Failure to complete Positive report cards - Negative use of social media which is deemed hurtful to individuals or the school
Internal Suspension	- Failure to attend a SLT reflection - 2 SLT reflections in a HT - Fighting (first offence) dependent on the seriousness of the matter (HOS discretion) - Vandalism

SECONDARY BEHAVIOUR POLICY - THE RGS WAY

	- Possession of illegal substances - Bullying (first offence) - Racist/xenophobic abuse (first offence) - Failure of Report Card - Any other incidents deemed serious by the SLT
External Suspension	- Fighting - Vandalism - Stealing - Use of Illegal Substances - Bullying - Racist / xenophobic abuse - Physically/Verbally abusing a member of staff - Any other incidents deemed serious by the Principal/HOS

Reflections and Positive Support Plans

Reflections

These are not detentions. They are sessions that's mechanisms deal with restorative justice. They are a tool in which we, the school, can find out the reasons behind the behaviour, so that we can put plans in place to support the student. Furthermore, they add an element of accountability. This enables the student to understand what they have done wrong and how they can move forward in a more positive manner.

Informal Reflections

These will be carried out by the teachers that have given the reflection. They are to be no more than 10 minutes. They can be done during a break time or at the end of the day. Parents will be informed through Class Dojo on the day of the reflection. The teacher must initiate the reflection by pointing out what the student has done wrong. Then a discussion can commence on finding a solution to support the student in following the RGS student expectations.

Formal Reflections

These will be carried out by the teachers that have given the formal reflection supported by the HOD or KSL. They are to be no more than 30 minutes. They can be done at the end of the school day. Parents must be informed 48 hours before the detention takes place. The same structure as above must be followed. However, extra work can be given to the student to complete during this time.

SLT Reflections

These will be carried out by members of the Senior Leadership Team. They are to be no more than 45mins. They will take place once a week at the end of the school day. Parents will be written to and will be informed 48 hours before the reflection. The same structure as above must be followed.

However, extra work can be given to the student to complete during this time.

Internal Suspension

This will be carried out by a member of the SLT. A maximum of 2 days can be given by the HOS and the Principal. Parents must be informed on the day the Internal Suspension is given, and the student will spend the following day internally. Parents should be invited into the school to discuss the matter. The student will be isolated in a room, supervised by a member of SLT or the KSL. The student must complete the work for the lessons they are missing that day. A reflection conversation must take place. The student cannot be released from this suspension until a member of the SLT team has met with parents or discussed this over the phone. Parents, students and members of SLT must complete the parental meeting form and upload it to CPOMS.

External Suspension

This can only be given by the Principal. A maximum of 3 days can be given. Parents must attend a meeting to discuss the situation and sign a form to agree to the action. If this is not signed by the parent an internal suspension will be given but it will be registered as an external suspension. The student will stay at home and access their schoolwork through the schools VLE. The student will have a return to school interview on the day that they return.

(If a student receives 2 external suspensions in an academic year, they will not be allowed to re-enroll at RGSGQ.)