



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
<ul style="list-style-type: none">• Form Time• Corridor display board• Year/ Key Stage Assemblies• Whole-School Assemblies• Student Newsletter• Social media pages	<ul style="list-style-type: none">• 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

Every week students can vote for their peers. 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 RGSQ 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 RGSQ 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.

In Class Informal Reflection	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Unsafe movement around the school (running inside)- Out of Bounds without permission- Disrespectful to Peers

	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Persistent lack of equipment - Persistent late to form - Persistent issues with uniform - Disrespectful to staff/peers - Failure to follow instructions - Disruptive behaviour
Formal Reflection	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

	<ul style="list-style-type: none"> - Failure to complete Positive report cards - Negative use of social media which is deemed hurtful to individuals or the school
Internal Suspension	<ul style="list-style-type: none"> - 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 - 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	<ul style="list-style-type: none"> - 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.

Permanent Exclusion

If a student receives 2 external suspensions in an academic year, they will not be allowed to re-enroll at RGSGQ. If a student is involved in the following incidents and they are deemed serious by the Principal. The school will start proceedings with the MOFHE to seek a permanent exclusion from school. The student will be isolated and work will be supplied until the proceedings are completed.

- Fighting
- Vandalism
- Stealing
- Use of Illegal Substances
- Bullying
- Racist / xenophobic abuse
- Physically/Verbally abusing a member of the school community
- Any other incidents deemed serious by the Principal

Positive Support Plans

There are 3 different types of positive support plans.

Academic support plan

Behavioral support plan

Attendance and punctuality support plan

The Academic Support Plan

This plan will be given to students who are underachieving a specific subject or number of subjects. Parents, Teachers and Students will sit together to understand where the student needs to develop and create appropriate targets to help support the student.

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This support plan has three levels.

Department Academic Support Plan (monitored by HOD)

This plan will be for students who are underachieving in a specific subject, and this will be monitored by a Head of Department.

Key stage Lead Academic Support Plan (monitored by KSL)

This plan will be for students underachieving in several subjects and will be monitored by the appropriate Key Stage Lead

SLT Academic Support Plan (monitored by SLT)

This plan will be for students who do not make the desired progress on either of the above support plans.

Within these plans students will be given academic targets and will be given a score from 1 to 3 on how well they have achieved these targets within their lessons.

3	Outstanding
2	Good
1	Cause for Concern

Students on these plans should be aspiring ‘outstanding’ scores as they need to make up for a lack of progress. Students who repeatedly gain outstanding scores over a two-week period will be deemed as passing the plan. Those students who are still a cause for concern will move up to the next level of report or go on a support plan monitored by the HOS.

The Behavioural Support Plan

This plan will be given to students who are not meeting the school expectations in terms of behaviour. Parents, Teachers and Students will sit together to understand where the student needs to development and create appropriate targets to help support the student.

This support plan has three levels.

Form Tutor Behavioural Support Plan (monitored by FT)

This plan will be for students who are not meeting the school expectations in terms of behaviour this will be monitored by the Form Tutor.

Key stage Lead Behavioural Support Plan (monitored by KSL)

This plan will be for students who fail the FTBSP and will be monitored by the appropriate Key Stage Lead.

SLT Behavioural Support Plan (monitored by SLT)

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This plan will be for students who fail the KSLBSP and will be monitored by the Head of Pastoral Care.

Within these plans students will be given behaviour targets and will be given a score from 1 to 3 on how well they have achieved these targets within their lessons.

3	Outstanding
2	Good
1	Cause for Concern

Students on these plans should be aspiring to receive 'outstanding' scores as they need to improve their behaviour for learning. Students who repeatedly gain outstanding scores over a two-week period will be deemed as passing the plan. Those students who are still a cause for concern will move up to the next level of report or go on a support plan monitored by the HOS.

The Attendance and Punctuality Support Plan

This plan will be given to students who are not meeting the school expectations in terms of Attendance and Punctuality. Parents, Teachers and Students will sit together to understand where the student needs to development and create appropriate targets to help support the student.

This support plan has four levels.

Form Tutor Attendance and Punctuality Support Plan (monitored by FT)

This plan will be for students who do not meet the school expectations in terms of attendance and/or punctuality to school. This will be monitored by the Form Tutor.

Department Attendance and Punctuality Support Plan (monitored by HOD)

This plan will be for students who do not meet the school expectations in terms of attendance and/or punctuality to lessons. This will be monitored by the HOD.

Key stage Lead Attendance and Punctuality Support Plan (monitored by KSL)

This plan will be for students who fail the FTAPSP or the DAPSP and will be monitored by the appropriate Key Stage Lead.

SLT Attendance and Punctuality Support Plan (monitored by SLT)

This plan will be for students who fail the KSLAPSP and will be monitored by the Head of Pastoral Care.

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Within these plans students will be given behaviour targets and will be given a score from 1 to 3 on how well they have achieved these targets within their lessons.

3	Outstanding
2	Good
1	Cause for Concern

Students on these plans should be aspiring to receive 'outstanding' scores as they need to improve their behaviour for learning. Students who repeatedly gain outstanding scores over a two-week period will be deemed as passing the plan. Those students who are still a cause for concern will move up to the next level of report or go on a support plan monitored by the HOS.

If a student fails any support plan monitored by the HOS they will serve an external suspension.

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

Recording, Monitoring and communicating Behaviour.

The recording, monitoring and communicating of behaviour at RGSGQ is everyone's responsibility.

Teachers

Must record and monitor their classes behaviour on CPOMs. They must contact parents when any form of reflection is given and discuss any other behaviour concerns with parents, HOD's.

Head of Department (HOD)

Must record and monitor department behaviour on CPOMs. They must offer support to the teachers within their department and support students and parents dealing with departmental behavioural concerns. They must have a positive problem-solving relationship with the KSLs.

Key Stage Leaders (KSL)

Must record and monitor the behaviour within their specified area. They must work collaboratively with all stakeholders to support positive behaviour. They must have a positive problem-solving relationship with the Head of Pastoral.

Head of Pastoral

Must record and monitor and analyse the behaviour within the secondary school. They must work collaboratively with all stakeholders to support positive behaviour. They must have a

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positive problem-solving relationship with the Head of Secondary.

Senior Leadership Team (SLT)

Must work collaboratively with all stakeholders to support positive behaviour. They must have a positive problem-solving relationship with the Head of Pastoral.

Head of School (HOS)

Must work collaboratively with all stakeholders to support positive behaviour. They must have a positive problem solving relationship with all stakeholders.

Out of Lesson Behaviours

Out of lesson behaviours must be recorded and dealt with by the member of staff who has witnesses and reprimands the student in the first instance. However, should this behaviour be deemed serious and needs to be investigated this must be given to the appropriate KSL. Staff must give a written statement of what they have witnessed to the KSL as a

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 must 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. (Ideally before the end of the day yet within 24 hours)

The leadership team reserves the right to perform spot checks/bag searches 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.

All statements and parental meeting forms must be uploaded to CPOMs under the reported incident.

Uniform

It is the responsibility of all to ensure students are wearing 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 an item of incorrect uniform that cannot be removed 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 or care giver, the FT should contact home to find out when it will be rectified and an informal reflection will be given.
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 CPOMS followed by an 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 members 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 all to ensure students 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 and an informal reflection should be given.
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 form class 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 and give a informal reflection.

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

See informal reflection consequences above.

Mobile Phones

Mobile phones are not allowed in school, in line with the Ministry of Education and Higher Education's guidelines. This minimises learning distractions, and ensures 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 with these expectations. It is the responsibility of the form class' Phone Monitor and form tutor to ensure the phones are safely returned at the end

of the day.

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 to their form tutor during registration and returned at the end of the school day.
2. If a child arrives at school after form time registration is completed (after 7:40am) 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's 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. Parents 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:

A warning given to switch the phone off and hand it in to the classroom teacher will take the phone in and put it in the form's phone box.

Roles and responsibilities of Parents

Parents must support and model the schools core values and support the RGS-Way. Parents will adhere to all relevant school policies and follow the home school agreement.

All School Staff must support and model our school values and consistently adhere to all school policies.

All students must:

- 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 own learning while respecting the right of all students to learn.

- Respect and support the right of teachers to teach without disruption.
- 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.

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 seek 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?

'Out of Lesson procedures'

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 the request on the out of lesson monitoring sheet and ensure their Hall Pass is returned to them upon the student's return to class. The Nurse logs all visits on iSAMS.

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.