



Positive Behaviour Policy

January 2025

Positive Behaviour Policy

1. Overview

- RGSGD aims to ensure that ALL members of the school community feel happy, safe, secure, valued, and respected so that pupils can learn and fulfil their potential.
- RGSGD expects all members of the school community to value, respect and treat all others fairly and well, showing consideration for the safety, welfare and wellbeing of themselves, others, and their environment.
- RGSGD promotes positive behaviour and strong relationships based on mutual trust, respect, tolerance and understanding throughout our community and beyond. High standards of behaviour are encouraged through our 'Values', House meetings, Form times, PSHCE, assemblies and all sports activities.
- RGSGD does not tolerate bullying or harassment. It is the right and the responsibility of everyone to report bullying when it happens.

2. Behaviour and manners

High levels of good behaviour, manners and dress are expected by all RGSGD community members. To achieve this, we promote:

- respect and consideration for others (pupils, staff, and the wider community)
- the right to live and learn in an ordered and ethical community
- care for the environment
- the welfare of all people in our community
- good manners and a high standard of appearance

All adult members of the school community ensure that;

- In lessons pupils raise their hands if they wish to speak or say 'excuse me' and wait to be spoken to;
- pupils walk calmly around the School. There is no running in School;
- shirts are tucked in and ties are straight and are of appropriate length. A hat must be worn if a Prep pupil wishes to play in the sun outside. If a pupil does not have a hat, then he/she must play in the shaded areas only. Further details of acceptable items and dress code can be found in the uniform guide.
- during meal times pupils use quiet voices and do not speak while they have their mouths full. Pupils are encouraged to take appropriate time while eating. When they have finished, they should stay seated until the staff member on duty dismisses them.

3. Pupil Code of Conduct

- Treat others with respect, the way you would like to be treated;
- Work to be your best self and do not waste your own or others' time;
- Forgive others;
- Listen to each other without interruption, but say what you think;
- Be truthful and honest, but make any criticism constructive;
- Celebrate your achievements, but do not be arrogant;
- Be patient, kind and caring;
- Be helpful, polite, and well-mannered;
- Respect and do not waste resources - yours, others', and your surroundings;
- Take pride in your appearance and that of your surroundings.

4. Communication

The school policy on behaviour, expectations and discipline is communicated to all in the school community as follows:

- Pupils: expectations for behaviour are set out in the Pupil Code of Conduct with a simple to understand general principle which is consistent across all age groups. Expectations are discussed at the beginning of every School year. Behaviour is discussed and reinforced by teachers throughout the school day and at tutor times.
- Staff: Expectations are communicated to all new staff as part of the induction programme. All staff have access to the Staff Handbook which sets out the expectations and systems for discipline.
- Parents: A copy of this policy is available to parents on request.

5. Rewards

(See Appendix 5 and 6)

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Recognition of good behaviour is important, and we live by our School Values. Staff will look for opportunities to praise individuals and groups for good behaviour and acts of kindness which are a positive contribution to school life and where they are “living the values”. When there is something good to report, staff will record these incidents.

- Pupil work is displayed around the school to give recognition.
- Pupils are encouraged to support each other at events such as the dance show and music recitals, which are promoted school wide, where pupils are performing to a high level so that other members of the community can be seen to value pupils’ efforts and performances.
- House meetings and assemblies provide occasions for reinforcement and celebration of positive conduct.
- Pupils are rewarded for excellent punctuality and attendance.
- The “Order of the RGS Rose” is a scheme that enables pupils to collect credits towards a recognised level of attainment.
 - In each year group a pupil can attain the RGS Rose badge at Bronze, Silver, Gold and Platinum levels.
 - The RGS Rose Badge is not a competitive scheme, but a way of setting progress targets for each pupil so that they can progress on their own journey. Pupils are encouraged to look at what they need to do to achieve the next badge level.
 - All pupils are encouraged and supported to achieve at least the Bronze level each year.

Rewards and Sanctions in Early Years:

Young children need encouragement, praise, and acceptance to feel secure and eager to learn, as well as knowing where the boundaries lie between acceptable and unacceptable behaviour. EY children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

We support children’s emotional well-being to help them to know themselves and what they can do. We use circle time and everyday situations to teach and reinforce the rule – we are kind. Rewards are listed below.

- Consistent positive praise – focusing on effort not outcome (I love how hard you are working on your listening)
- Star of the week award
- RGS habit stamps
- Stickers
- Positive phone call home (1 per child per year)

We must always remind ourselves that these children have been in the world for 36-60 months only. They are learning and we fully appreciate this. To help the children learn, we have clear class rules which adds to a harmonious learning environment. When referring to expectations we always use the RGSGD values and refer to our motto – kindness, kindness, kindness. Children are expected to use kind hands, kind words and kind actions.

Children in FS are encouraged to follow the one rule – We Are Kind. Kindness, kindness, kindness.

If a child does something that does not follow the kindness rule, the adult who witnessed the event must deal with it. We approach such conversations in a restorative way, mirroring the appreciation that the young children are learning and must be ably supported through such incidents.

- Tell the child what happened. Say that this was not a good choice.
- Model noticing how the other child/adult might be feeling utilising the colour monsters- this will help to teach empathy.
- Encourage the child to think of a solution- how can we fix this? How can we make them feel happy again?
- Discuss alternative good choices or ideas and act on them, if appropriate.

The alternative good choice should match the incident. For example, if a child draws on the wall, the adult should tell the child what happened and say that this is not a good choice as they are not being kind to school property. Utilise the colour monsters to explain that this makes friends and teachers feel sad (blue) because we have not been kind. How can we make everybody happy again? How can we fix this? A good suggestion would be to find a wet paper towel/cloth and work hard to remove the marks. Alternatively, the child might want to seek support from cleaning staff to help fix the problem.

If a child repeatedly makes not good choices or is deregulated, they are encouraged to use a safe/calm space to calm down. Strategies will be taught and modelled by the adult to support this process. In every FS classroom, there are resources to support this process. E.g. glitter bottles, squeeze toys etc. Only when a child is regulated, can a restorative conversation occur.

If a child is persistently physical and hurting others, we should follow the whole school process for sanctions (verbal, recorded, reflection with AHT). Where such incidents continue, they will be dealt with on a one-to-one basis.

Following the low arousal approach to dealing with behaviour, adults must always be self-regulated before dealing with incidents. If they are deregulated, they must call on additional support (e.g. HLTA, class teacher, PL, AHT). It is not appropriate to place a child in another classroom as punishment – this does not align with our focus on positive relationships.

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Prep and Senior – Rewards Praise Pyramids

Using the Praise Pyramid Visual

The **Praise Pyramid Visual** will be displayed in every classroom, serving as a constant reminder of the various opportunities for student recognition and achievement. The visual highlights the different levels of praise available throughout the year and serves as an encouragement tool for both staff and students.

How Staff Can Use the Praise Pyramid Visual:

- 1. Refer to it Regularly for Motivation:**
Use the visual as a motivational tool in the classroom. When students are putting in effort or displaying positive behaviours, direct their attention to the Praise Pyramid to show them how their actions could lead to recognition, whether it's through habit stamps, praise cards, or the VIP Golden Ticket.
- 2. Incorporate it into Daily Feedback:**
Link your daily feedback and encouragement to the Pyramid. For example, when awarding habit stamps, point to the daily recognition level on the Pyramid and explain how consistent effort could help them achieve higher praise, such as a spot in the Senior Spotlight or achieving a Bronze or Silver Badge.
- 3. Set Goals for Students:**
Encourage students to set personal goals based on the Praise Pyramid. For instance, you can challenge them to work towards achieving a certain number of habit stamps to reach Bronze or higher levels within the fortnight, or to aim for a nomination for a Praise Card by the end of the week.
- 4. Promote Awareness of Different Levels of Recognition:**
The visual helps students understand that praise is not limited to one-off events but is a continuous process throughout the term and year. Use it to remind students that whether it's daily habit stamps or the termly awards, there are numerous opportunities to be recognised.
- 5. Create Excitement Around the Pyramid Levels:**
Use the Praise Pyramid to generate excitement, especially for half-term and termly awards like the VIP Golden Ticket Raffle or the Celebration Assemblies. When students see how their daily efforts add up to bigger rewards, it encourages them to stay engaged and motivated.
- 6. Reinforce Positive Expectations through the Pyramid:**
When giving praise or encouragement, connect student actions back to the habits and levels on the Pyramid. This reinforces the school's values and helps students see a clear pathway from their positive behaviour to school-wide recognition.

Rewards in Prep.

(See Appendix 5)

- At RGS Guildford Dubai we try to operate on a 5 to 1 rule of rewards to sanctions. Recent research shows that if a child has 5 positive interactions to every 1 negative interaction best supports constructive teacher-student relationships. As such, there are a number of ways in which our pupils can be rewarded for their behaviour and work ethic whilst at school.
- Stamps are awarded towards our 'Order of the RGS Rose'. The pupils are awarded stamps for the Learning Habits (see Learning Habits Policy) and for demonstrating our Values (see Values Policy).
- House Points are awarded for good behaviour, effort, and achievement. At the end of the year the House with the most credits is awarded the House Shield, which is then engraved with the date and name of the winning house.
- House Point Certificates are awarded when pupils collect 50, 100 or 200 House points.
- 'Star of the Week' certificates are awarded weekly for demonstrating the RGS Values and Learning Habits.
- Other medals, cups or certificates the pupils may receive outside school may also be celebrated in assembly, where their success is congratulated.
- Praise Postcards – for outstanding work or effort.
- Pupils are rewarded for excellent punctuality and attendance.
- Commendations – are awarded by the Assistant Head, Deputy Head or Head of School for an exceptional piece of work or commitment to the RGS ethos.

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Rewards in Senior

(See Appendix 6)

Our **Praise Pyramid** provides various levels of praise, ranging from daily affirmations to yearly ceremonies, ensuring all students feel valued for their academic and personal growth. Please see staff guidance below:

Daily Opportunities for Praise: Habit Stamps

All staff are encouraged to **award 1-5 habit stamps across the class per lesson**, with the option to also give them during day trips or international trips as well. **Stamps should be earned, not given just because a student asks.** Make sure students understand that stamps must be deserved. Be creative and find opportunities to connect the habits and values with positive behaviours students demonstrate. The examples provided are meant as guidance, but they are not exhaustive—feel free to reward any behaviour that reflects our core habits and values.

1. **Reflection**

Example: Thoughtfully reviewing feedback and making improvements on their work.

2. **Aspiration**

Example: Setting personal goals beyond classroom expectations and taking steps to achieve them or by being aspirational for those around them.

3. **Imagination**

Example: Demonstrating creativity in problem-solving, critical thinking and in creating outstanding work.

4. **Perseverance**

Example: Overcoming challenges, making progress and showing determination to complete a difficult task or for amazing work ethic.

5. **Engagement**

Example: Actively participating in lessons or school activities with enthusiasm, supporting peers, the classroom teacher or through supporting, themed days and after school events etc.

6. **Organisation**

Example: Maintaining a tidy and presentable exercise book, having the necessary equipment, supporting others to be organised etc.

Weekly Opportunities for Praise

Students who achieve the required number of Habit Stamps will be recognised every two weeks in Senior Assembly. Homeroom tutors are responsible for inputting student names into the 'Order of the Rose Tracking Document' and updating it further as they are awarded. This can also be found on the Senior Landing Page.

- **Bronze:** 30 stamps
- **Silver:** 90 stamps
- **Gold:** 180 stamps
- **Platinum:** 290 stamps

Half-Termly Opportunities: **VIP Golden Ticket Raffle**

Only Middle Leaders and SLT members (to be reviewed) can distribute Golden Tickets, and students can place them in the tombola located in the main Reception. Teachers can refer students directly to SLT/HODs or Year Leaders for issuance. Parents are also invited to this event which will take place on the final Friday morning of every half term.

2x students per prize.

Prizes include:

1. **Movie & Munch**

Lunchtime screening with popcorn for you and your friends.

2. **Kick it in Comfort**

Rock your trainers or sliders Monday-Thursday.

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3. **Fast 2 Food**
Skip the lunch line all week with a Fast Pass.
4. **Pizza Party Paradise**
A pizza party for you and up to 4 friends in the Den!
5. **Rapunzel or Boys Go Bold Day**
Girls can wear their hair down and add nail accessories, while boys can spike up their hair, wear caps, or funky socks!
6. **DJ for a Day**
Choose the Friday anthem for the school.
7. **Big Game Battle Royale**
Compete in a live multiplayer gaming tournament on the big screen.

Senior Spotlight

Staff can nominate students for a Senior Spotlight in the Friday Assembly via the Senior Landing Page.

Termly Opportunities: Celebration Assemblies

Year Leaders will run celebration assemblies at the end of each term (Winter, Spring & Summer Celebrations). Each will include musical / Dance performances and Photographs. These Assemblies will recognise student achievements in a range of categories. For example:

- **Academic:** Top performers in specific subjects or overall progress.
- **Holistic:** Students showing personal growth or improvement in areas outside academics.
- **Student-Nominated:** Peer-nominated awards.
- **Outside of School Success:** Recognition for achievements in extracurricular activities or community involvement.

Students will receive certificates during these assemblies.

Yearly Opportunities:

Summer Rewards Trip

Sports Awards

End of Year Awards & Senior Ball

At the end of the academic year, we will host a prestigious awards event and Senior Ball at an external venue in Dubai.

6. Discipline

In the first instance the school will promote positive behaviour and reinforce our school values.

- Challenging poor behaviour is everyone's responsibility, responses will be proportionate and timely. In many cases a verbal warning from the member of staff will suffice.
- Examples of areas within the school that pertain to discipline include
 - Punctuality
 - Dress (cleanliness, tidiness, and correctness according to the School Uniform list)
 - Respect for the RSGGD community –compliance with reasonable commands
 - Behaviour in and around school
 - State of class and school environment
 - Movement in, around and out of school
 - Kindness and respect to each other
- Ensuring that no banned substances or items are brought onto school premises

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KS2 & KS3 Positive Expectations and Praise Cards: (Appendices 7)

Praise Cards

All Teachers can issue praise cards for students demonstrating exemplary approach to learning, both academically and holistically. There are no criteria for issuing Praise Cards, please provide as and when you feel you wish to share a celebratory message with a student that they can take home and share with their family.

At RGS GD, we have developed a **Positive Expectations Matrix**, which can be found displayed around the school. This matrix serves as a guide to reinforce the behaviours and attitudes we want to see from students, both in and out of the classroom.

How Staff Can Use the Matrix:

Refer to It Regularly:

Use the matrix as a reference point during lessons, transitions, and other school activities. When addressing student behaviour, refer to the expectations outlined on the matrix, reinforcing positive behaviours and addressing areas for improvement.

Use It for Praise and Encouragement:

When issuing praise, either verbally or through habit stamps, staff should directly link the student's positive behaviour to the matrix. This helps students understand the specific actions they are being praised for and encourages them to continue exhibiting those behaviours.

A Tool for Guidance:

The matrix isn't just for correcting behaviour, but also for setting positive examples. Before activities, you can highlight a section of the matrix as a focus. For example, before group work, emphasize the 'Respect' expectations, guiding students to work cooperatively and listen to each other.

7. Prep Sanctions

The purpose of sanctions is to demonstrate that certain behaviours are not acceptable and to effect change; to express the disapproval of our community; to reinforce the difference between right and wrong by reflecting on their behavioural choices; to deter other pupils from similar behaviour.

- Corporal punishment is never used or threatened at RGS GD; circumstances where "physical intervention" may be necessary are outlined in the Appendix.
- In determining whether a sanction is reasonable, the following will be taken into consideration - pupil's age, their school history, any special educational needs or disability, religion, and regional laws.
- Sanctions are implemented in different ways that are age-appropriate in the different stages of the school.
- We are always alert to injustices and let pupils see that they are addressed and resolved. We try to ensure they have opportunities to identify and discuss boundaries, so that they understand why they are there.
- In most instances, talking with a pupil, explaining, and listening to them will result in an appropriate change of behaviour or understanding.
- Pupils are always encouraged to reflect on their behaviour and to understand there are consequences for their actions.

KS2

- Parents are made aware of our rationale of boundaries and expectations in order to maintain a joint approach.
- To help understand what is right or wrong, staff follow a consistent policy for all unacceptable behaviour. A member of staff will follow a 'who', 'what', 'when' and 'where', method to pinpoint the problem. Involved pupils may be separated from the situation for a short period of time. If a child is injured, they will be comforted, if necessary first aid will be administered, parents will be informed, and strategies explored to find ways of reinforcing appropriate behaviour. Children are involved in identifying issues and finding solutions.
- To encourage positive behaviour, we follow our 'Values' and all pupils endeavour to gain House points towards our 'Order of the RGS Rose'.

Occasionally more formal sanctions are required to ensure the positive development and safety of everyone:

See Appendix 5.

- **Verbal warning** – given by the teacher for low level issues in class or poor behaviour.
- **Formal Warning** – given by the teacher for individual incidences of poor behaviour – this is noted and tracked.

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- **Yellow Card** – given on recommendation of the teacher for a pattern of poor behaviour (formal warnings tracked on Go4Schools) or a serious incident. This will involve a short 'time out' and reflection with the Progress Leads where discussions on how the behaviour is impacting their progress. Report card issued for yellow card based on persistent formal warnings of the same nature.
- **Red Card** – given by the Assistant Head (Key Stage 1/2/3) for continued poor behaviour or series of serious incidents. This will involve an after-school detention and will involve a conversation with the parents.
- Breaches of the school behaviour policy will be dealt with by the classroom teacher/Form teacher in the first instance. It is important that the teacher that witnesses the behaviour remains the point of contact and makes contact home via phone.
- For repeat breaches or high-level breaches, the Assistant Heads, Deputy Head, Head of School and Principal may be consulted and required to oversee sanctions. External suspension may be appropriate; these are solely the decision of the School Principal. Suspensions will be fixed term and vary depending on the seriousness. Parents will be informed and instructed to collect their children from school. The reasons for the suspension will be communicated both in the meeting and in a follow up letter, along with the details of the length of suspension. Work will be set by the teachers and is expected to be completed. A re-entry interview will be completed by the Principal or DHs.
- In very rare circumstances, repeated severe / dangerous behaviour despite substantial intervention, can result in a formal warning letter issued by the School Principal. Three (3) consecutive formal warning letters in the same academic year will result in a re-enrolment review. The KHDA will be informed.
- In very rare circumstances permanent exclusion may be necessary. The KHDA will be informed. Please refer to the suspension/exclusion Policy.
- The policy allows for flexibility and context when dealing with pupils on the SEN register.

Key Stage 3 (Senior BFL Guidance Appendices 8)

We believe that the foundation of effective behaviour management lies in **engaging lessons** and **building positive relationships** with students. We are committed to creating a learning environment where students feel supported, respected, and motivated to excel.

Purpose of Senior BfL Guidance

The purpose of our BfL policy is to provide a consistent framework across RGSGD, ensuring that students understand expectations and the consequences of their actions. We aim to create an environment where all students are empowered to make positive choices, embody the values and habits of RGSGD, and contribute to a supportive and respectful community.

Encouraging Positive Choices

Our staff always follow the Praise Pyramid in the first instance to encourage students to make the right choices. By recognizing and reinforcing positive behaviour, we help students see the value of making responsible decisions. The BfL policy is not punitive but provides a consistent and fair framework that encourages students to learn from their actions. In addition to this, we guide students to embody the values and habits of RGSGD, offering further support for them to make thoughtful decisions that reflect our school's principles.

Consistency, No Threats

We acknowledge that students will make mistakes. We never shout or use the BfL as a threat. Instead, we provide a structured and consistent approach that helps students understand the consequences of their actions, allowing them to take responsibility, reflect and grow. The BfL policy is designed to promote consistency in the way staff handle behaviour so that students know what to expect and learn from their experiences.

Support and Reflection

When behavior doesn't meet expectations, we reflect with students on their choices and work with them to get back on track. This includes completing reflect and grow and re-think and guidance sheets, engaging with parents, utilizing the support of our Senior Pastoral Assistant, and, where necessary, the School Counsellor. Tools such as Back on Track reports help guide students back towards positive behaviour, ensuring they feel supported as they make improvements.

Consistent Record Keeping

Recording behaviour incidents **on Go for Schools** allows us to monitor trends and provide targeted pastoral support. Accurate records help maintain transparency and ensure consistency across the school and support us when engaging with parents. At RGSGD, we also operate a clean page policy every half term, giving students the opportunity to reset and begin anew with a fresh outlook, although all previous records will be maintained.

Manners Maketh Man

Central to our approach is the belief that "**Manners Maketh Man.**" This philosophy reinforces the importance of respect, courtesy, and regulation, which we instill in all our students. These values are integral to their success at RGSGD and

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beyond. By embedding this ethos into our BFL policy, we ensure that every student is equipped with the social and emotional tools they need to thrive.

For infractions that take place succinctly*, the decided sanction will be based on the highest-level infraction.

This policy applies to all behaviours exhibited within school premises, during school trips (both in country and internationally), at sports events, on the school bus, or when representing RGSGD in any capacity (wearing school uniform or not).

In KS3 unacceptable behaviour will be monitored and recorded through Go4Schools. This will be tracked by the form tutor, Pastoral lead, and Deputy Head of Senior. If a pupil shows persistent poor or unacceptable behaviour sanctions will be put in place and parents will be contacted.

On returning from suspension the pupil will take part in a reintegration and a success book can be issued depending on pupil's needs. All reports to run for a cycle and must be reviewed with Assistant Head/Deputy Head

Reintegration

The member of staff leading the reintegration will complete a pupil reintegration form.

They need to ensure this is completed whether it has been successful or not. This will be forwarded to the relevant stakeholders and attached to iSAMS.

The reintegration will be led by the AHT/YL/DH.

Along with the relevant senior staff it is advisable, where appropriate, to invite a pastoral support leader or a member of the SEN team for their professional advice and input.

All action points must be followed up and relevant reintegration meeting with any staff who were directly involved with any initial incident leading to the exclusion.

- For repeat breaches or high-level breaches, the Assistant Heads, Deputy Head, Head of Senior and Principal may be consulted and required to oversee sanctions. External suspension may be appropriate; these are solely the decision of the School Principal. Suspensions will be fixed term and vary depending on the seriousness. Parents will be informed and instructed to collect their children from school. The reasons for the suspension will be communicated both in the meeting and in a follow up letter, along with the details of the length of suspension. Work will be set by the teachers and is expected to be completed. A re-entry interview will be completed by the Principal or DHs.
- In very rare circumstances, repeated severe / dangerous behaviour despite substantial intervention, can result in a formal warning letter issued by the School Principal. Three (3) consecutive formal warning letters in the same academic year will result in a re-enrolment review. The KHDA will be informed.
- In very rare circumstances permanent exclusion may be necessary. The KHDA will be informed. Please refer to the suspension/exclusion Policy.

Anti-Bullying Policy

RGSGD has a zero tolerance for bullying of any form. It is the responsibility of all members of the RGSGD community to challenge any behaviour that may be considered bullying.

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2009)

1. Types of bullying

Physical bullying

- Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying

- Verbal bullying includes name calling, insults, teasing, intimidation, or verbal abuse.

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Social bullying

- Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.
- Social bullying can include:
 - lying and spreading rumours
 - negative facial or physical gestures, menacing or contemptuous looks
 - playing nasty jokes to embarrass and humiliate
 - mimicking unkindly
 - encouraging others to social exclude someone
 - damaging someone's social reputation or social acceptance.

Racial Bullying

- includes name calling, taunts and insults associated with nationality or heritage.

Cyber bullying

- The Cyber Bullying Research Centre defines cyber bullying as: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.
- Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites, and other online platforms.
- Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.
- Cyber bullying can include:
 - abusive or hurtful texts, emails or posts, images, or videos
 - deliberately excluding others online
 - nasty gossip or rumours
 - imitating others online or using their log-in.

2. Indications of bullying

- Changes in behaviour that may indicate that a pupil is being bullied may include:
 - Unwillingness to return to school
 - Displays of excessive anxiety, becoming withdrawn or unusually quiet
 - Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with, or spoiled by others
 - Books, bags, and other belongings suddenly go missing or are damaged
 - Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
 - Diminished levels of self-confidence
 - Frequent visits to the Medical Room with symptoms such as stomach pains, headaches etc.
 - Unexplained cuts and bruises
 - Frequent absence, erratic attendance, late arrival to class
 - Choosing the company of adults
 - Displaying repressed body language and poor eye contact
 - Difficulty in sleeping, experiencing nightmares etc.
 - Talking of suicide or running away
- All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

3. Prevention of bullying

- Proactive measures exist implicitly within the ethos and aims of the school. Through our pastoral care provision, PSHCE curriculum and through our 'Values' system, pupils and parents are aware of the school's objective to foster an inclusive, safe and happy environment where all pupils can flourish.
- Promote/develop positive relationships.
- All members of the RGS GD community MUST work to uphold the anti-bullying policy.
- Monitor and review our anti-bullying policy and practice on a regular basis.
- Appropriate 'Values' posters are on display around the school, whilst positive behaviour and anti-bullying information sheets are posted in every classroom. Copies of the School Rules are displayed in all classrooms.

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- Recognition that some members of our community may be more vulnerable to bullying and its impact than others; this may include pupils with SEND; developing strategies to prevent bullying and providing support
- There are reporting mechanisms available for all users to report issues and concerns to the school
- We intervene by identifying and tackling bullying behaviour appropriately and promptly.
- We ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- The management of personal data for staff and pupils is in line with statutory requirements and best practice.
- We recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- We deal promptly with grievances regarding bullying in line with our complaints policy.
- Cyber bullying
 - There are clearly defined roles and responsibilities for online safety as part of the School's wider safeguarding strategy
 - There is clear guidance on the use of technology in the classroom and beyond for all users, including staff, pupils/pupils and visitors that references permissions/restrictions and agreed sanctions
 - There is technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues
 - Inset training for staff safeguarding professional development includes online safety
 - RGSGD informs, communicates with, and educates parents/carers in online safety by means of an acceptable use policy and e-safety information evenings for pupils and their parents
 - To counter cyberbullying, pupils must be made aware that:
 - They must never share their password with anyone
 - They must not send inappropriate pictures of themselves or others electronically
 - No pupil is permitted to take pictures or video on their personal device of another student or member of staff without permission, whether on school premises or not.

4. Staff procedures/advice for bullying incidents

The awareness of staff is raised through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.

- If a bullying incident is reported, the staff member must remain calm: reacting emotionally may add to the bully's enjoyment and control of the situation. The incident will be dealt with immediately by the member of staff who has been approached
- Staff must collect any evidence that is appropriate including witness statements, copies of online bullying
 - Reassure the victim(s) and ensure that they are not made to feel inadequate or foolish
 - Offer concrete help, advice, and support to the victim(s)
 - Record a clear account of the incident in the school systems as a Pastoral Concern
 - Inform Form teachers and subject teachers.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Requesting the deletion of locally-held/ online content if they contravene school policies.
 - Confiscating and searching pupils' electronic devices, in accordance with the law
 - If a criminal offence has been committed, seek advice from the Cognita regional team before contacting the authorities.
- Provide information regarding steps to protect individuals online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.
- After the original incident, all staff involved should ensure that:
 - The incident does not live on through reminders from them to the perpetrator(s).
 - Forethought is given to the prevention of future recurrences, especially the trigger
 - They are not being overprotective and not allowing the victim(s) to help themselves where they can.
 - The bully(ies) are given the opportunity and support to develop positive attitudes and behaviours
 - Accurate records are kept, so as to identify any patterns so they may be addressed.

5. Discipline

- Bullying is completely unacceptable; it will not be tolerated.

Positive Behaviour Policy

- The following disciplinary steps can be taken:
 - official warnings to cease offending
 - detention
 - exclusion from certain areas of school premises
 - minor/major fixed-term exclusion
- Parents of a pupil who has bullied others can expect to be asked to attend a meeting with the Head or Principal to discuss the situation.

6. Supporting pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied others will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude/behaviours of the pupil.

Pupils who observe bullying are told to support victims by:

- Refusing to join in
- Standing up for the victim
- Pointing out to the bully that they are bullying
- Showing the victim kindness
- Tell an adult
- Develop emotional skills and knowledge by learning to behave in ways which do not cause hurt to others and an understanding of the effect of bullying on others

Appendix 1 School Rules

GENERAL PRINCIPLE

All RGSGD community members should value and respect others, always showing consideration for the safety and welfare of themselves and others.

The following rules are based on this principle:

- respect and consideration for others (pupils, staff, and the wider community)
- the right to live and learn in an ordered and ethical community
- care for the environment
- the welfare of all people in our community
- good manners and a high standard of appearance

School Code of Conduct

- Treat others with respect, the way you would like to be treated;
- Work to be your best self and do not waste your own or others' time;
- Forgive others;
- Listen to each other without interruption, but say what you think;
- Be truthful and honest, but make any criticism constructive;
- Celebrate your achievements, but do not be arrogant;
- Be patient, kind and caring;
- Be helpful, polite, and well-mannered;
- Respect and do not waste resources - yours, others', and your surroundings;

Positive Behaviour Policy

- Take pride in your appearance and that of your surroundings.

Dress Code:

As representatives of RGSGD, all students are expected to demonstrate respect for themselves, the school, and the community by wearing the school uniform with pride and in accordance with the following guidelines:

Uniform Requirements:

- **Blazer**
- **Jumper** (optional)
- **White shirt**
- **Tie**
- **Trousers, shorts, or skirt**
- **Plain, unbranded socks** (boys: grey, girls: white)
- **Black shoes** (trainers, such as Nike Air Force, are not permitted)
- **Navy Blue RGSGD-branded Backpack**

Standards for Appearance:

- The top button of the shirt must be fastened.
- Ties must be pulled up to the top.
- Shirts should be neatly tucked in all around.
- Hair must be natural in both colour and style.
- Long hair must be tied back if it touches the collar.
- A maximum of one pair of simple stud earrings is allowed.
- Watches may be worn, but no other jewellery is permitted.
- Faces must be free of visible makeup.
- Skirts or shorts must be of appropriate length and not rolled up.
- Sports kits may only be worn on designated PE or Games days.

Fridays and Assembly:

Friday assemblies represent the pinnacle of respect and pride in our community, and all students are expected to present themselves in immaculate uniform to reflect the high standards of RGSGD.

Mobile Phone Policy

At RGSGD, we aim to foster a focused and respectful learning environment. To this end, personal devices, including mobile phones, are not permitted to be used on school premises. If devices are brought to school, they will be handed to the class teacher or Homeroom tutor at the start of the day and returned at dismissal.

Key Principles:

Focus on Learning: The policy ensures that students remain engaged in their education, free from distractions caused by mobile phones and other devices.

Safety and Security: By managing devices centrally, we ensure they are stored securely and avoid misuse or loss.

Parent-Student Communication: We provide clear channels for urgent communication through school staff.

Prep Students:

A prep student can bring a mobile phone into school for two reasons:

1. They take the bus service to and from school
2. Their parents have made a written request to the Head of Prep which has been agreed

Positive Behaviour Policy

All prep students must hand their mobile phones into their form tutor at the start of the day who will lock it away in the teacher desk. At the end of the day, the prep students will be given their mobile phones back.

Senior Students:

Senior students must switch off their mobile phones before entering the school grounds.

Phones must be handed to their Homeroom Tutor each morning during registration.

Phones will be securely stored in The Den for the duration of the school day.

Students can collect their phones from The Den at the end of the school day.

Communication Between Students and Parents:

If students or parents need to contact one another during the school day, the following options are available:

Through Reception: Urgent messages can be relayed via the school reception desk.

Via Year Leaders: Year Leaders can facilitate communication as needed.

Through the Assistant Head Teachers: Contact can also be arranged through the senior leadership team.

Students should not contact parents directly during the school day unless authorized by school staff.

Consequences for Non-Compliance:

First Offense: The device will be confiscated and returned to the student at the end of the day, with a verbal reminder of the policy.

Second Offense: Parents will be contacted, and the device will only be returned to the parent or guardian.

Repeated Offenses: Additional consequences may include detentions or further restrictions on bringing devices to school as per the BFL Guidance.

School Trips

Mobile phones and other electronic devices are not to be taken on any trips, local or International.

This is to encourage the pupils to engage with each other and have a time out from any screen time.

All trips will have School phones so if a student needs to contact home in an emergency this can be facilitated.

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. Introduction

RGGD has a no touch policy, however there may be occasions where force is required to ensure the safety/wellbeing of members of the school community. The amount of force that is reasonable depends on the situation. It is necessary to take a common-sense approach bearing in mind the following four points.

- Only ever use force where it is necessary to protect the health and wellbeing of all concerned
- Use the minimum amount of force required
- The degree of force you use should reflect the age, understanding and gender of the pupil involved.

2. Types of Force

- You may need to use the following types of force
 - coming physically between pupils
 - blocking a pupil's path
 - leading a pupil by the hand or arm
 - shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances you may need to use a more restrictive hold – for example to prevent a young pupil running off a pavement into a busy road or to prevent a pupil hitting someone or throwing something. Ask yourself: is this reasonably required to stop someone being hurt, or something being destroyed?

3. Dealing with an Incident

- Tell the pupil who is mis-behaving to stop
- If you have to use force to control the pupil, continue to speak to the pupil throughout, make it clear that physical contact or restraint will stop as soon as it is no longer necessary. Approach the incident calmly.
- Seek help where necessary
- Remove all other students from the area to as to reduce any possible harm

4. Following the Incident

Positive Behaviour Policy

- First, deal with any injury to pupils or yourself. If necessary, administer first aid and get help from colleagues, the school nurse, or a doctor. As soon as you can, tell a senior member of staff what has happened.
- If you are injured or feel very upset, tell a senior staff member, and take sick leave. Go to see a doctor as soon as possible – for treatment and for a written record of your injuries.
- As soon as you can after the incident prepare a report which includes
 - The names of all pupils, witnesses and adults involved
 - The time and place of the incident
 - The reason for force being used
 - An account of the event: the pupil's behaviour, what was said by each of the parties, steps taken to defuse the situation, degree of force used, how it was applied and for how long
 - The pupil's response and outcome of the incident
 - Details of any injury suffered by pupils or staff and of any damage to property.
- Retain a copy of the report for your information and use later.
- The Head will inform parents of any pupils involved about what has happened as soon as reasonably practicable.

5. Further Action

- In certain circumstances and depending on the outcome from the investigation and report, the Head may decide that disciplinary action should be taken, If this is the case, it will follow the school's normal disciplinary procedures.
- If it appears that a criminal offence may have been committed, The Cognita Education team will be referred, prior to calling the authorities.

ANTI-BULLYING POLICY – GUIDANCE FOR PUPILS

THE RULES

- The school does not tolerate bullying or harassment.
- It is the right and the responsibility of everyone to report bullying when it happens.

WHAT TO DO IF YOU ARE BULLIED:

- Tell the bully to stop. State clearly that their behaviour is unwelcome and offensive.
- Talk about it/report it to member of staff, your parents, or a prefect. Have confidence that such information will be treated with sensitivity.

IF YOU KNOW THAT SOMEONE ELSE IS BEING BULLIED:

- Show the victim kindness. Care enough to do something about it, whether it affects you personally or not.
- DO NOT be a passive bystander
- Stand up for the victim.
- Point out to the bully that they are bullying.
- Report it to a prefect or a member of staff.

IF YOU ARE BULLYING SOMEONE:

- Imagine what it is like to be your victim.
- If you need help to stop what you are doing, talk to a member of staff.
- Do not expect that you will be allowed to continue your behaviour.

Appendix 4 – Advice to Staff on bullying

RGSGD staff must make a strong stand against bullying. They should:

- Develop a culture where bullying is reported and not tolerated.
- Support children who are being bullied
- Help the bullies to change their behaviour

Positive Behaviour Policy

- Take bullying seriously and find out the facts when told about an incident of bullying
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together
- Clearly identify and communicate bullying behaviours.

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents
- Question, but do not ask leading questions
- Meet all parties separately to collect statement and information
- Offer the victim immediate support and help by explaining and putting the school's procedures into action
- Consider the need for medical treatment/examination/counselling.
- RGSGD is committed to reinforcing the messages below in PSHCE, assemblies and tutor sessions.
- When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem
- Do not tolerate bullies in the same social group.

Appendix 5 – Rewards at RGSGD.

Prep Rewards at RGS Guildford Dubai

At RGS Guildford Dubai we try to operate on a 5 to 1 rule of rewards to sanctions. Recent research shows that if a child has 5 positive interactions to every 1 negative interaction best supports constructive teacher-student relationships. As such, there are a number of ways in which our pupils can be rewarded for their behaviour and work ethic whilst at school:

- House Points
- Star of the Week Award
- Learning Habit Stamps
- Praise Postcard
- Commendations

House Points:

House Points are given by class teachers or subject specialists for effort, achievement, and good behaviour inside or outside of the classroom. These are recorded on Go4Schools, however, in EYFS/KS1/KS2 the points would be recorded on a tally chart system within the classroom and recorded at the end of each week (Thursday 4pm). In KS3 and for subject specialists, the teacher is responsible for adding them to Go4Schools at the end of each working day or at the end of the week (Thursday 4pm). Pupils will be awarded commendations for achieving different totals of House Points: Bronze (100), Silver (200), Gold (300) and Platinum (500) which are awarded in year group/phase/house/whole school assemblies.

Weekly House Point totals are shared in Friday assembly for the whole school as well as displayed around the school on the TV screens. At the end of the year, the Hardy Cup is awarded to the house with the most House Points.

Star of the Week Award:

Each week the Class Teacher selects a member of the class who has gone above and beyond that week for effort, achievement or for showing RGS Values, Learning Habits, and ethos. It is the responsibility of the class teacher to keep a record of this as the year goes on but is also marked as a reward on Go4Schools.

Learning Habit Stamps:

Stamps are collected for demonstrating the 6 different Learning Habits whilst in school. The teacher will verbally tell the pupil that a Learning Habit (LH) has been awarded or if it is for a piece of work then the work will be stamped and the LH noted down for the pupil to see. The pupil planner/reading record is also stamped and initialled by the awarding teacher. Once the pupil has been awarded 5 of one LH then they show the class teacher who will mark it on Go4Schools.

The pupils will earn the 'Order of the RGS Rose' for earning:

- Bronze: 5 stamps per LH
- Silver: 10 additional stamps per LH
- Gold: 15 additional stamps per LH

Positive Behaviour Policy

Once the pupil achieves the 'Order of the RGS Rose' they will receive a badge for their blazer and is celebrated in assembly (Bronze – year group, Silver or Gold – phase or whole school assembly). The badge is recorded on Go4Schools.

Praise Postcards:

Pupils are awarded subject postcards for outstanding work, effort, or achievement within a subject. These can be given by the Progress Lead or Subject Lead. These are given to the pupil during form time or year group assembly.

Commendations:

Pupils are awarded special commendations from the Assistant Head, Deputy Head or Principal for an exceptional piece of work or demonstrating commitment to the RGS ethos. These are given to the pupil during whole school assembly.

[Appendix 5](#)

[Prep Praise Pyramid:](#)



Appendix 6 (Senior Praise)
Senior Praise Pyramid:



Senior Golden Ticket Raffle:

 <p><i>ROYAL GRAMMAR SCHOOL GUILDFORD DUBAI</i></p>		<p><i>NAME</i></p> <input type="text"/>	
<p>GOLDEN TICKET VIP</p>		<p><i>HOMEROOM</i></p> <input type="text"/>	
 <p>RGS DUBAI <i>The world of difference.</i></p>			
<p>GOING ABOVE AND BEYOND FOR RGSGD: <input type="checkbox"/> ✓</p>		<p>AWARDING TEACHER:</p>	
<p>EXCEPTIONAL ACADEMIC ATTAINMENT: <input type="checkbox"/> ✓</p>			
<p>EXCEPTIONAL ACADEMIC PROGRESS: <input type="checkbox"/> ✓</p>			
<p>EXPLANATION:</p>		<p>PRIZE:</p> <input type="text"/>	

ROYAL GRAMMAR SCHOOL
GUILDFORD DUBAI

GOLDEN TICKET VIP

NAME

HOMEROOM



ROYAL GRAMMAR SCHOOL, GUILDFORD
DUBAI PRESENTS:

**BIG GAME
BATTLE**

ROYAL

THE AUDITORIUM AT LUNCH



What can you win?

GOLDEN TICKET
WINNER



Valid for One Week Only!
Skip to the front of any queue in the Dining Hall or the Hatch.

**2-Fast-2
Food
Pass**



YOU'RE INVITED TO
**PIZZA
PARTY
PARADISE**



**BOYS GO
BOLD**

Go beyond the uniform and accessorize
for that personal touch!



**RAPUNZEL
DAY**

Go beyond the uniform and accessorize
for that personal touch!



**KICK IT IN
COMFORT
PASS**



ROCK YOUR
TRAINERS
OR SLIDERS -
MONDAY-
THURSDAY

**DJ FOR
A DAY**

YOU CHOOSE THE SONG WE
ALL LEAVE SCHOOL TO ON A
FRIDAY!



MOVIE & MUNCH

DURATION: LUNCH TIME
WHO: YOU AND YOUR FRIENDS
CHOOSE A MOVIE OF YOUR CHOICE TO WATCH!



ADMIT ONE

TICKET NUMBER: ADDRESS



VIP



Draws will take place on the final
Friday of each half term.

Taking place in the Main Reception
Area at 7:50am



RGS
DUBAI

The world of difference.



Positive Behaviour Policy

Appendices 7 (Prep and Senior Praise)



Positive Expectations		Assembly	Corridors	Bathrooms	Dining Hall	Outside	Learning Spaces	The Den
R	Respect.	<ul style="list-style-type: none"> Arrive promptly and quietly with perfect uniform and blazers. Sit up straight. Don't talk over the speaker. Actively listen to the speakers and demonstrate scholarship. 	<ul style="list-style-type: none"> Walk calmly and respectfully. Avoid crowding. Do not push or shove. Do not shout. Keep to the right. 	<ul style="list-style-type: none"> Maintain cleanliness and hygiene. Exercise integrity and responsibly. Leave them tidy. 	<ul style="list-style-type: none"> Persevere by queuing patiently and orderly while waiting for your food and drinks. Demonstrate good manners. Follow all staff instructions. 	<ul style="list-style-type: none"> Engage in appropriate social interactions. Respect school property and grounds. 	<ul style="list-style-type: none"> Follow classroom expectations and participate attentively. Use technology responsibly and for educational purposes. 	<ul style="list-style-type: none"> Collaborate with everyone and listen when others speak avoiding interrupting. No raised voices. Follow staff instructions. Respect the Den by leaving it tidy and presentable. Do not damage the props or ornaments.
G	Gratitude and Engagement.	<ul style="list-style-type: none"> Engage by clapping at appropriate times to demonstrate support. Be loud for 'Good morning, Seniors' & 'RGS, 123!' 	<ul style="list-style-type: none"> Respect the privacy and personal space of other students. Encourage others to act responsibly and reflect on your own behaviour. Maintain your locker. 	<ul style="list-style-type: none"> Demonstrate courage and report any damage or maintenance needs to a staff member. 	<ul style="list-style-type: none"> Practice your dinner party conversation. Demonstrate inclusivity by including others in your conversation. Never let anyone sit alone. 	<ul style="list-style-type: none"> Use designated areas for appropriate activities. Respect boundaries and property of others. 	<ul style="list-style-type: none"> Collaborate and cooperate with peers and teachers. Respect other students and minimize disruptions. Seek assistance when needed and offer help to others. 	<ul style="list-style-type: none"> Support each other with any problems. Encourage appropriate and stimulating topics to discuss, no gossip or negative talk.
S	Sequence and Routines.	<ul style="list-style-type: none"> Enter quietly and purposefully. Celebrate other students' achievements and aspire to be in the senior spotlight. Sit in your allocated space. Wear your blazer and stand when asked. 	<ul style="list-style-type: none"> Follow staff instructions. Line up outside classrooms. Do not use the side staircases. Keep to the right. Practice good manners and greet staff. 	<ul style="list-style-type: none"> Report any issues or concerns to staff. Practice good handwashing and hygiene habits. Avoid during the bathroom during lesson times. 	<ul style="list-style-type: none"> Remain seated. Remain in the Dining Hall until dismissal. Dispose of your rubbish, leftovers, plates and cutlery in the appropriate places. 	<ul style="list-style-type: none"> Maintain good time keeping arriving to your lesson. Wear your RGS hat and carry a water bottles. Keep your shoes on. 	<ul style="list-style-type: none"> Line up outside the classroom and wait to be invited in. Remain in your seating plan. Leave in an orderly fashion after being dismissed by the teacher. 	<ul style="list-style-type: none"> Organise yourself and adhere to designated times and days for use. Do not eat in the Den.

Positive Behaviour Policy

Appendices 8:

<u>Senior Behaviour Thresholds</u>	
5 Behaviour Points	Will result in a student being placed on at 15-minute break time reflection* with the Homeroom Tutor . Reflect and Grow Sheet to be completed and given to the Year Leader to keep on file.
10 Behaviour Points	<p>Will result in a 30-minute Lunch time detention* with the Year Leader.</p> <p>Year Leader to conduct a round robin with the students' teachers. Year Leader to email or call parents to notify them and outline next steps.</p> <p>Options:</p> <ul style="list-style-type: none"> • Provide a Level 1 Back on Track Report. • Referral to the Senior Pastoral Assistant*, • Regular meetings with Year Leader • A mentor could be assigned. • Year Leader could conduct a round robin with the student's teachers.
15 Behaviour Points	<p>Will result in a student being placed on an after-school detention on a Wednesday from 3:30-4:30pm with a member of SLT.</p> <p>(Parents will be provided 48 hours' notice)</p> <p>Mandatory:</p> <ul style="list-style-type: none"> • Level 2 Back on Track Report Card to be issued. • Parent meeting to be called and led by the Year Leader. • Year Leader to conduct a round robin with the student's teachers. • A referral can be made to the senior Pastoral Assistant*.
20 Behaviour Points	<p>Will result in one day, reflective, internal suspension.</p> <p>Mandatory:</p> <ul style="list-style-type: none"> • Level 3 Back on Track Report • Year Leader to conduct a round robin with the student's teachers. • A mandatory meeting with the Senior Pastoral Assistant* • An optional referral to school Counsellor*. <p>A formal Parent Meeting will be arranged by the Year Leader and Assistant Head Teacher.</p> <p>The students may be removed from any sporting teams or from any upcoming in country or international trips.</p>
<p>(Thresholds will be reset at the beginning of each half term, but all previously logged behaviour will remain on the students record).</p> <p>HODs are to review behaviour points in their subjects to look for patterns.</p> <p>Year Leads will monitor behaviour across their year groups and send out behaviour reports each Friday allowing Homeroom tutors to discuss any behaviour concerns with student(s).</p>	

Response Guidance for Staff
Managing Isolated and Escalated Student Behaviour for Learning.

LEVEL 1

For first level infractions, the teacher will issue a verbal reminder of the expectations (*refer to positive behaviour matrix*), following this the teacher may follow the below steps:

These can all be located on the student behaviour register on G4S.

- Consequence for all Level 1 infractions is a Behaviour Point placed on Go4Schools by the teacher (NOT C-POMS).
- A 15/30 minute break time reflection* to be issued (depending on the circumstances) with the classroom teacher or teacher who witnessed the incident if during social time.

At the teacher's discretion they may wish to contact home.

During the reflection the teacher will complete a **Reflect and Grow Sheet** with the student(s) to support in rebuild their working relationship or to allow the student to process their choices.

UNACCEPTABLE BEHAVIOUR (CLASSROOM / ECA / CHANGING ROOM)

(Behaviour that disrupts the teaching and learning or peer progress e.g. talking, wandering, distracting and off task, behaviour, disrupting others, not following instructions)

UNPREPARED FOR LEARNING:

(Forgetting essential class materials such as books, pens, or laptops).

NOT MAINTAINING A TIDY AND PRESENTABLE BOOK OR CLASS WORK

(Graffiti, scribbling, doodling)

UNACCEPTABLE BEHAVIOUR (SOCIAL TIMES)

(Low-level behaviour in the corridor, during breaks and lunch times that disrupts the atmosphere either in the Dining Hall, Outside, Bathrooms, or Prayer Rooms, running, pushing or shoving in the corridors, going to out of bound areas, climbing or littering in social areas)

Refer to the Positive Behaviour Matrix.

IMPROPER FOOD / DRINK CONSUMPTION

(Eating or drinking outside the Dining Hall)

MISSUES OF SCHOOL LIFT

Using the school lift without a lift pass or PEEP.

<p>UNKIND BEHAVIOURS</p> <p>Examples include (but are not limited to) exclusion, teasing, and spreading rumors, making hurtful comments, misuse of social media that impacts students' wellbeing in school).</p>
<p>CHEWING GUM ON SCHOOL PREMISES</p>
<p>LATE TO LESSON WITHOUT A VALID EXCUSE (Logged on Go for Schools, Year Leader to Track and share).</p>
<p>UNIFORM INFRINGEMENT (Incorrect footwear / PE kit on a uniform day / Excessive Jewellery / Persistently Inappropriate nails / No Blazer)</p>
<p>LATE HOMEWORK (Failure to hand in homework, after an opportunity to meet a new deadline has been set.)</p>
<p>MISUSE OF SCHOOL LAPTOP (Inappropriate use inside or outside of lesson e.g. playing games, watching movies)</p>
<p>USE OF PERSONAL DEVICE (PHONE / SMART WATCH) (Phone/laptop/smart watch/headphones being used between 7:00am-4:30pm)</p>
<p>GOING TO AN OUT OF BOUNDS AREA Such as the unmonitored classrooms on the 3rd floor during social times.</p>
<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> • The Consequence for a Level 2 infraction is for the teacher to make a referral to the Head of Department for subject related behaviour or Year Leader (social behaviour) for a 30-minute Lunch Time Detention*. Where a Rethink and Guidance Sheet will be completed. <ul style="list-style-type: none"> • There may be more than one detention issued based on staffs professional judgment. • If the teacher cannot provide evidence of having followed Level 1 for persistent behaviour, then the escalation cannot be made. • Staff to log on Go4Schools (NOT C-POMS) on the students behaviour profile, select any follow up and add a comment before saving) • A Level 2 behaviour incident will also be communicated home by the Year Lead / Head of Department by Phoning first and followed up with an email. <p>Option of a mentor or the Pastoral Support Assistant to be assigned to the student and/or 'Back on Track Level 1' or 'Punctuality Report' Report to be issued by Homeroom Tutor.</p>
<p>REPEATED UNACCEPTABLE BEHAVIOUR (CLASSROOM / ECA / CHANGING ROOM) (Behaviour that disrupts the teaching and learning, individual student progress or peer progress after level 1 has already been followed) E.g. Talking, wandering, distracting and off task, behaviour, disrupting others, not following instructions)</p>
<p>DEFIANCE/DISRESPECT (Not following instructions, rude & disrespectful behaviour towards staff or peers)</p>

PERSISTENTLY LATE TO LESSONS

(Time amounting to 1 hour missed of learning time).

PERSISTENTLY UNACCEPTABLE BEHAVIOUR (SOCIAL TIMES)

(Persistent low-level behaviour in the corridor, during breaks and lunch times that disrupts the atmosphere either in the Dining Hall, Outside, Bathrooms, or Prayer Rooms, running, pushing or shoving in the corridors, going to out of bound areas or littering in social areas) Refer to the Positive Behaviour Matrix.

SHARING INAPPROPRIATE CONTENT

(Sharing inappropriate (but not illegal) material on school devices or social media, creating discomfort among peers).

REPEATED* UNKIND BEHAVIOURS

(Examples include (but are not limited to) unwanted physical contact, teasing, and spreading rumors, insults, misuse of social media that impacts students' wellbeing in school).

NOT PRACTICING INTEGRITY

(Falsely accusing peers of misbehaviour to get them into trouble, with intent to harm their reputation, or lying to or purposely misleading staff).

SOCIAL EXCLUSION

(Isolating or excluding peers in a repeated but less intense way (e.g., not including someone in group activities during social times or in class collaboration opportunities).

INAPPROPRIATE LANGUAGE

(Rude, offensive, personal, inflammatory language towards peers, staff, parents, visitors)

**PERSISTENT* USE OF MOBILE PHONE OR OTHER PERSONAL DEVICES IN SCHOOL BETWEEN
7:30am – 4:30pm**

(Phone confiscated and handed to the Year Leader in their office) 3 Incidents of confiscation in a term will result in a parent meeting with the Year Leader.

LEVEL 3

- The consequence for a Level 3 infraction is lunch time detention with an AHT where (another) **Rethinking and Guidance Sheet** will be completed.
- There may be more than one detention issued based on the AHT's professional judgment.
- If the Head of Department or Year Leader cannot provide evidence of having followed Level 1 and 2 where appropriate for persistent* behaviour, then the escalation cannot be made.
- Behaviour to be logged on Go4Schools (NOT C-POMS) (**Except Persistent Misuse of Social-Media**)

- A Level 3 behaviour incident will result in a formal parent meeting with the Year Leader/Head of Department (assistant Head Teacher for Teaching and Learning / Pastoral may attend to support) followed up with an email summary of discussion and actions for evidence.

- Option of a mentor to be assigned to the student, counselling, referral to the Senior Pastoral Assistant and/or 'Back on Track Level 2' or Punctuality Report to be issued by Year Leader / Head of Department or Community Service* to give back to RGSGD.
(Potential internal suspension* for the student(s) whilst an incident is being investigated)

PERSISTENT* DEFIANCE/DISRESPECT

(Repeatedly not following instructions, rude & disrespectful behaviour towards staff or peers and Level 2 has already been followed and evidenced)

PERSISTENT* UNACCEPTABLE BEHAVIOUR (CLASSROOM)

(Behaviour that disrupts the teaching and learning, individual or peer progress, Level 1 and 2 have already been followed and evidenced by the Department)

PERSISTENT* UNACCEPTABLE BEHAVIOUR (SOCIAL TIMES)

(Persistent low-level or unsafe behaviour in the corridor, during breaks and lunch times that disrupts the atmosphere either in the Dining Hall, Outside, Bathrooms, or Prayer Rooms, pushing, shoving, running in the corridors, going to out of bound areas or littering in social areas) Level 1 and 2 have already been followed and evidenced. Refer to the Positive Behaviour Matrix.

ACADEMIC CONCERNS

(Plagiarism, cheating in assessments (Students will receive no mark for their exam or assessed piece of work but will have to re-sit during their free time).

Missing key deadlines – Refer to the Head of Department / Assistant Head Teacher of Teaching and Learning)

PERSISTENT MISUSE OF SOCIAL MEDIA* (Can be added to C-poms)

(Incidents may include any type of activity that could be considered repeated or targeted cyber bullying that impact staff or student wellbeing within school).

ABSCONDING

(Truancing an entire lesson / attempting to leave the school site or designated area on a school trip)

PERSISTENT* BULLYING BEHAVIOURS

Examples include (but are not limited to) exclusion, teasing, and spreading rumors. Level 1 and 2 have already been followed and evidenced.

PERSISTENT* USE OF MOBILE PHONE OR OTHER PERSONAL DEVICES IN SCHOOL BETWEEN 7:30am – 4:30pm

(Level 1 and 2 have already been followed and evidenced, a parent meeting with the AHT of Pastoral)

PROPERTY DAMAGE DUE TO STUDENT NEGLIGENCE

(Unintentional damage to school property)

BOUNDARY VIOLATION

(Unwanted physical contact, invading personal space or making another student or staff member feel vulnerable or uncomfortable)

LEVEL 4

- The consequence for a Level 4 infraction is an internal / external suspension based on the context of the incident, which is an opportunity for the student to reflect on and modify their behaviour and for parents to support RGSGD with continued conversation/ reflection or sanctioning at home, before a permanent exclusion is applied.
- A formal warning letter will be issued by the Head of Senior to parents who will be expected to sign, before attending a reintegration meeting is held with a Senior Leader.
- The Student(s) will also sign to acknowledge that the exhibited behaviour will not be repeated.
- Option of a mentor, School Counsellor or Pastoral Assistant to be assigned to the student and/or 'Back on Track: Level 3' Report to be issued by the Assistant Head Teacher and/or Community Service* to give back to RGSGD.

All to be logged in detail on C-poms & -4 selected on Go for School

3 Separate offenses of Level 4 behaviour will result in a meeting with the Head of Senior to discuss a student's permanent exclusion*

***Permanent Exclusion:** A student may face permanent exclusion if they consistently display severe and unacceptable behaviour, demonstrating a lack of effort to modify their conduct even after being provided with opportunities to do so. This measure is implemented if a student commits a criminal act or if the nature of the offense poses a risk to the safety of other students. The Head of School/Principal initiates permanent exclusion, subject to approval by the KHDA. Parents maintain the right to appeal this decision.

PERSISTENT* BULLYING / HARRASMENT

Examples include (but are not limited to) Revenge-Based Behaviour, exclusion, teasing, and spreading rumors, or swearing / insulting directly towards a student or staff member.

**ILLIGAL SUBSTANCES
VAPING /TOBACCO/ POSSESSION OF SMOKING EQUIPMENT/ ALCOHOL**

PRERSISTENT* OR EXTREME MISUSE OF SOCIAL MEDIA

(Persistent misuse of social media may include ongoing cyberbullying that targets an individual over time after RGSGD has already addressed and supported. Extreme examples may include sharing of pornography, hate speech, threat of violence etc.)

FIGHTING / ASSAULT / VIOLENT INTERACTIONS

(Physical altercation between students where contact to the head is made, context of the incident will be investigated* before a final decision is made)

DISCRIMINATORY BEHAVIOUR

Sexist behaviour/language/ hate speech/ racism both direct and indirect / violent speech or threats towards students or staff.

SERIOUS MISBEHAVIOUR / BEHAVIOURS CLASSED AS 'CRIMINAL' OUTSIDE OF RGSGD THAT HAVE OCCURRED ON THE SCHOOL CAMPUS OR WHEN REPRESENTING RGSGD OUTSIDE OF SCHOOL.

(E.g. Intentional vandalism, deliberate damage of school property, substance consumption or possession, possession of weapons, pornography, stealing, drugs, cybercrimes on school premises, serious assault, intimidation, exposure, extortion, sexual harassment)

Reason for Reflection: 5 Behaviour points

Level 1 Infraction:

What happened that led you to this reflection and how did you not meet our school's positive expectations? (Briefly describe the incident(s) and your thoughts. Refer to the matrix below)

Positive Expectations	Assembly	Corridors	Bathrooms	Dining Hall	Outside	Learning Spaces	The Den
R Respect.	<ul style="list-style-type: none"> Arrive promptly and quietly with perfect uniform and blazers. Sit up straight. Don't talk over the speaker. Actively listen to the speaker and demonstrate scholarship. 	<ul style="list-style-type: none"> Walk calmly and respectfully. Avoid crowding. Do not push or shove. Do not shout. Keep to the right. 	<ul style="list-style-type: none"> Maintain cleanliness and hygiene. Exercise integrity and responsibly. Leave them tidy. 	<ul style="list-style-type: none"> Persevere by queuing patiently and orderly while waiting for your food and drinks. Demonstrate good manners. Follow all staff instructions. 	<ul style="list-style-type: none"> Engage in appropriate social interactions. Respect school property and grounds. 	<ul style="list-style-type: none"> Follow classroom expectations and participate actively. Use technology responsibly and for educational purposes. 	<ul style="list-style-type: none"> Collaborate with everyone and listen when others speak avoiding interrupting. No raised voices. Follow Staff instructions. Respect the Den by leaving it tidy and accessible. Do not damage the props or equipment.
G Gratitude and Engagement.	<ul style="list-style-type: none"> Engage by clapping at appropriate times to demonstrate support. Be loud for 'Good morning, Seniors' & 'RGS, 123' 	<ul style="list-style-type: none"> Respect the privacy and personal space of other students. Encourage others to act responsibly and reflect on your own behaviour. Maintain your locker. 	<ul style="list-style-type: none"> Demonstrate courage and report any damage or maintenance needs to a staff member. 	<ul style="list-style-type: none"> Practice your dinner party conversation. Demonstrate inclusivity by including others in your conversation. Never let anyone sit alone. 	<ul style="list-style-type: none"> Use designated areas for appropriate activities. Respect boundaries and property of others. 	<ul style="list-style-type: none"> Collaborate and cooperate with peers and teachers. Respect other students and minimize disruptions. Seek assistance when needed and offer help to others. 	<ul style="list-style-type: none"> Support each other with any problems. Encourage appropriate and stimulating topics to discuss, use groups or negative talk.
S Sequence and Routines.	<ul style="list-style-type: none"> Enter quietly and purposefully. Celebrate other students' achievements and aspire to be in the senior spotlight. Sit in your allocated space. Wear your blazer and stand when asked. 	<ul style="list-style-type: none"> Follow staff instructions. Line up outside classrooms. Do not use the side staircases. Keep to the right. Practice good manners and greet staff. 	<ul style="list-style-type: none"> Report any issues or concerns to staff. Practice good handwashing and hygiene habits. Avoid doing the bathroom during lesson times. 	<ul style="list-style-type: none"> Remain seated. Remain in the Dining Hall until dismissed. Dispose of your rubbish, leftovers, plates and cutlery in the appropriate places. 	<ul style="list-style-type: none"> Maintain good time keeping arriving to your lessons. Wear your RGS hat and carry a water bottle. Keep your shoes on. 	<ul style="list-style-type: none"> Line up outside the classroom and wait to be invited in. Remain in your seating plan. Leave in an orderly fashion after being dismissed by the teacher. 	<ul style="list-style-type: none"> Organise yourself and adhere to designated times and days for use. Do not eat in the Den.



Which RGSGD Value(s) were not demonstrated? How will you be more mindful to exhibit this next time?



Which RGSGD Habit(s) were not demonstrated? How will you be more mindful to exhibit this next time?

What will you do differently next time to avoid escalation or needing reflection again?

Please Sign to acknowledge that you will strive to follow RGSGD's positive expectations and will demonstrate our core habits and values moving forward. This will help you avoid repeating the behaviour or escalating similar situations in the future.

Student Reflect & Grow, Sheet

Student Rethink & Guidance Sheet

Reason for Detention (circle) : 10 / 15 / 20 Behaviour points Level 2 / 3 Infraction:

What happened that led you to this detention and how did you not meet our school's positive expectations? (Briefly describe the incident(s) and your thoughts. Refer to the matrix below)

Positive Expectations	Assembly	Corridors	Bathrooms	Dining Hall	Outside	Learning Spaces	The Den
R Respect.	<ul style="list-style-type: none"> Arrive promptly and quietly with perfect uniform and blazers. Sit up straight. Don't talk over the speaker. Actively listen to the speakers and demonstrate scholarship. 	<ul style="list-style-type: none"> Walk calmly and respectfully. Avoid crowding. Do not push or shove. Do not shout. Keep to the right. 	<ul style="list-style-type: none"> Maintain cleanliness and hygiene. Exercise integrity and responsibly. Leave them tidy. 	<ul style="list-style-type: none"> Persevere by queuing patiently and orderly while waiting for your food and drinks. Demonstrate good manners. Follow all staff instructions. 	<ul style="list-style-type: none"> Engage in appropriate social interactions. Respect school property and grounds. 	<ul style="list-style-type: none"> Follow classroom expectations and participate attentively. Use technology responsibly and for educational purposes. 	<ul style="list-style-type: none"> Collaborate with everyone and listen when others speak, avoiding interrupting. No raised voices. Follow Staff instructions. Respect the Den by leaving it tidy and presentable. Do not damage the props or equipment.
G Gratitude and Engagement.	<ul style="list-style-type: none"> Engage by clapping at appropriate times to demonstrate support. Be loud for 'Good morning, Seniors' & 'RGS, 123' 	<ul style="list-style-type: none"> Respect the privacy and personal space of other students. Encourage others to act responsibly and reflect on your own behaviour. Maintain your locker. 	<ul style="list-style-type: none"> Demonstrate courage and report any damage or maintenance needs to a staff member. 	<ul style="list-style-type: none"> Practice your dinner party conversation. Demonstrate inclusivity by including others in your conversation. Never let anyone sit alone. 	<ul style="list-style-type: none"> Use designated areas for appropriate activities. Respect boundaries and property of others. 	<ul style="list-style-type: none"> Collaborate and cooperate with peers and teachers. Respect other students and minimize disruption. Seek assistance when needed and offer help to others. 	<ul style="list-style-type: none"> Support each other with any problems. Encourage appropriate and stimulating topics to discuss, or groups or a negative list.
S Sequence and Routines.	<ul style="list-style-type: none"> Enter quietly and purposefully. Celebrate other students' achievements and aspire to be in the senior spotlight. Sit in your allocated space. Wear your blazer and stand when asked. 	<ul style="list-style-type: none"> Follow staff instructions. Line up outside classrooms. Do not use the table staircases. Keep to the right. Practice good manners and greet staff. 	<ul style="list-style-type: none"> Report any issues or concerns to staff. Practice good handwashing and hygiene habits. Avoid dining the bathroom during lesson times. 	<ul style="list-style-type: none"> Remain seated. Remain in the Dining Hall until dismissal. Dispose of your rubbish, leftovers, plates and cutlery in the appropriate places. 	<ul style="list-style-type: none"> Maintain good time keeping arriving to your lesson. Wear your RGS hat and carry a water bottle. Keep your shoes on. 	<ul style="list-style-type: none"> Line up outside the classroom and wait to be sorted in. Remain in your seating plan. Leave in an orderly fashion after being dismissed by the teacher. 	<ul style="list-style-type: none"> Organise yourself and adhere to designated times and days for use. Do not eat in the Den.



Which RGSGD Value(s) were not demonstrated? How will you be more mindful to exhibit this next time?

Which RGSGD Habit(s) were not demonstrated? How will you be more mindful to exhibit this next time?

What have you learned from this experience? How will you change your behaviour in the future?

Student Rethink & Guidance Sheet

Set a specific goals for improvement and outline steps to achieve this goal:

The Goal: _____

✓ Step 1:

✓ Step 2:

✓ Step 3:

Support Offered	Details
Mentor to be Assigned	
Senior Pastoral Assistant Referral	
School Counsellor Referral	
Back on Track Report Card	
Attendance Tracker	
A Meeting with Parents	

Please Sign to acknowledge that you will strive to follow RGSGD's positive expectations and will demonstrate our core habits and values moving forward to avoid any escalation or repeat behaviour:

Name and Signature: _____ Date: ___/___/___

Staff Member who led the detention with me: _____

For infractions that take place succinctly*, the decided sanction will be based on the highest-level infraction.

This policy applies to all behaviours exhibited within school premises, during school trips (both in country and internationally), at sports events, on the school bus, or when representing RGSGD in any capacity (wearing school uniform or not).

Definitions:

Repeated Behaviours*

Behaviour that occurs again after it has already been addressed or resulted in a sanction.

Persistent behaviours*

Positive Behaviour Policy

Instances of conduct that violate school expectations over a continuous period after they have already been addressed. For any student that displays numerous misbehaviours over a longer period, the decided consequence will be based on the highest-level infraction.

Succinctly*

Incidents or infractions that take place back-to-back or quickly before staff are made aware.

Detention*

A detention is a disciplinary consequence for violating school rules, typically involving time spent in a supervised setting where students may complete work or reflect on their behaviour. Its purpose is to reinforce boundaries through structured consequences.

Reflection*

A reflection is a restorative process focused on helping students understand the impact of their actions and learn from them. It encourages personal responsibility and growth, using activities that promote empathy and better decision-making in the future.

Investigation Process*

An investigation into any behavioural incident will involve a thorough and impartial fact-finding process. This includes gathering statements from witnesses, the victim, and the instigator to understand multiple perspectives of the event. The investigation may also involve reviewing any available CCTV footage or digital evidence, where applicable. All relevant information will be carefully evaluated, and the school will ensure confidentiality and fairness throughout the process, while working in accordance with safeguarding and disciplinary protocols.

Misuse of Social Media*

Incidents of misuse may include any form of inappropriate activity conducted via social platforms. This can encompass actions such as cyberbullying, harassment, defamation and the creation of fake accounts designed to deceive, mock, or harm others. While RGSGD is committed to addressing and mitigating the impact of social media misuse through awareness assemblies, guest speakers and Pastoral sessions, **it is ultimately the responsibility of parents to monitor and guide their children's online interactions outside of school hours.** RGSGD will support affected students and their families through restorative and mediative conversations to foster understanding and resolution.

For any incidents that fall under a level 4 infraction that impacts staff or student safety or wellbeing, RGSGD will address each case individually, considering the unique circumstances and context of the situation. This process will involve a thorough investigation, including gathering relevant information from all parties involved from an objective stance. RGSGD will engage in open communication with students and parents, ensuring transparency throughout the process. Appropriate consequences will be determined based on the severity and nature of the infraction and how it has impacted student or staff wellbeing at RGSGD. Support will be provided to affected individuals.

Internal Suspension*

An internal suspension is a serious consequence where a student is temporarily removed from their regular classes and social interactions but remains within the school premises. During this period, the student is assigned to a supervised area, such as the Year Leader office or SLT Office, where they complete academic work provided by their teachers. The goal of internal suspension is to allow the student time to reflect on their behaviour in a structured environment while continuing their education. It also serves as an opportunity for staff to investigate or work with the student on improving behaviour through restorative discussions, counselling, or mentoring sessions. The duration and specific terms of the internal suspension are determined based on the nature of the infraction, with the aim of reintegrating the student into the school community in a positive manner.

***Exclusion from Out-of-School Activities: Consequences for Persistent or Extreme Behaviour:**

For any students engaging in persistent or extreme behaviour (such as 20+ behaviour points within a half-term or Level 4 behaviour) within the school environment or when representing RGSGD (wearing of Uniform or Kit).

(Such behaviour may include unsafe behaviour, safeguarding concerns, repeated disruptions, defiance of authority, extreme refusal to follow instructions/ or other actions deemed detrimental to other students or staff wellbeing, the learning environment)

Positive Behaviour Policy

Students found in violation of this policy may be prevented or removed from participating in extracurricular activities, school trips, sporting events, teams or school performances, as a disciplinary measure and any refunds due may not be provided.

Community Service*

Community service activities focus on contributing positively to the school community to make up for the exhibited behaviour. These activities allow students to give back to their immediate environment and foster a sense of responsibility and collaboration. Examples of in-house community service activities could include:

- Assisting teachers with classroom organisation or preparing resources.
- Supporting younger students during break or lunchtime.
- Helping to maintain cleanliness in communal areas, such as the cafeteria or playground.
- Setting up or breaking down school events, such as assemblies or performances.
- Serving as a student ambassador for school events or open days.

Author	
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Audience	
Audience	Staff, Parents and Pupils