



**Positive Behaviour
Policy**

August 2023

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

Teachers and Teaching Assistants 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 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 don't 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 don't be arrogant;
- Be patient, kind and caring;
- Be helpful, polite and well-mannered;
- Respect and don't 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 School Rules with a simple to understand general principle which is consistent across all age groups. School Rules and expectations are discussed at the beginning of every School year. Behaviour is discussed and reinforced by teachers throughout the school day and at form 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

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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.

Positive behaviour is recognised in different ways that are age-appropriate.

- **Rewards 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. Early Years Pupils 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 Golden Rules. Stickers and badges are often used to reward the pupils.
- **Rewards in Early Years, Key Stage 1, 2 and 3:**
 - 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.
 - ‘Star of the Week’ certificates are awarded.
 - Other medals, cups or certificates the pupils may receive outside school may also be celebrated in assembly, where their success is congratulated.
 - Subject postcards – for outstanding work or effort within a particular subject area.
 - Pupils are rewarded for excellent punctuality and attendance.
 - Commendations – are awarded by the Assistant Head, Deputy Head or Principal for an exceptional piece of work or commitment to the RGS ethos.

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

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- 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

7. 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 RSGGD; 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.

EYFS, KS1, KS2 and KS3

- 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**
- **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 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

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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 permanent exclusion may be necessary. The KHDA will be informed. Please refer to the suspension/exclusion Policy.

Key Stage 3

- Work-related sanctions
 - Academic School Detention - normally a pupil will be given a second chance to produce the work required. If the work is not produced the pupil may be required to complete it in a School Detention.
 - Report card - a report card can be given for sustained behavioural or academic issues. It will be discussed with parents and will involve teachers signing and commenting on the pupil's behaviour or work after each lesson. We have four types of report which escalate according to severity of punishment.
 - Class teacher/Tutor Report. Green success book.
 - Pastoral lead or Subject lead (KS3) report. Yellow success book.
 - Deputy Head Report. Amber success book.
- 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/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 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 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.

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

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- 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.
- 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
 - RGS GD 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.

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- 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.
- 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

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- 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

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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

Pupil Code of Conduct

- Treat others with respect, the way you would like to be treated;
- Work to be your best self and don't 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 don't be arrogant;
- Be patient, kind and caring;
- Be helpful, polite and well-mannered;
- Respect and don't waste resources - yours, others' and your surroundings;
- Take pride in your appearance and that of your surroundings.

DRESS

- Pupils should arrive at and depart from school tidily and in clean uniform.
- School uniform is to be worn during school hours or when representing the school (at matches, on trips etc.)
- shirts are tucked in and ties are straight and are of appropriate length. A hat must be worn if a 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.
- Hair must be of natural colour and of a cut and style which does not attract attention. It should be cut or tied back to be out of eyes. Girls may wear one set of plain studs in their lower ear lobes. Watches may be worn but no smart watches allowed. No other jewellery is allowed.

GENERAL

- 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;
- 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.
- The following must not be brought to school: food (sweets, chewing gum, biscuits etc.), electronic equipment (games, portable devices), toy weapons, things of value, spirit or solvent based products.
- Medicines, other than asthma inhalers, should be given to the School Nurse together with a letter requesting that the School administer the medication and details of when it was last administered.
- All clothing and personal property, including watches, must be clearly marked with the owner's name.
- No swapping, buying or selling.
- No pupils may go into another pupil's tray, desk, locker, pocket or bags. A pupil who damages another pupil's property should expect to pay for the damage. Sums of money should be taken to the School Reception for safe keeping.
- Pupils who are not present for Morning or Afternoon Registration in their form rooms must report to the School Reception upon attending school.

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- Mobile phones may not be used on school premises and will be confiscated if seen or heard.
- At the end of the day, pupils must leave promptly, unless they are attending ECAs or After School Care.
- Games clothing must not be kept in classrooms or left overnight in changing rooms.
- Parents must notify the school before 8.00am if a pupil is not attending school that day, for whatever reason.

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Appendix 2

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

- 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.

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Appendix 3:

To be displayed, clearly visible in all form rooms

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.

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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
- 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 7 – Rewards at RGSGD.

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
- Subject 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.

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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

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.

Subject 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.

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Date of publication	August 23
Review date	August 24

Audience	
Audience	Staff, Parents and Pupils

