



Positive Behaviour Policy

RGSR Senior School

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RGSR Secondary School - Positive Behaviour Policy

At RGS Riyadh, we are committed to establishing and promoting respect, inclusivity and ethical behaviour in our school community. Our values emphasise the dignity and self-worth of every member of our community. This policy outlines the expectations, responsibilities, and consequences regarding student behaviour to ensure a safe, respectful, and productive environment.

Introductory Points and Guidance Notes

We believe in a proactive and preventative approach to behaviour management, emphasizing positive reinforcement and teaching students' essential life skills such as self-regulation, empathy, and problem-solving. Our goal is to create a school community where students feel respected, valued, and motivated to be responsible, respectful, and kind individuals.

A. Restorative and Developmental Approach

RGS Riyadh's approach to behaviour management emphasises monitoring, supporting, and guiding students to address underlying issues and promote long-term positive behavioural changes. This restorative approach prioritizes development over punishment, nurturing growth and responsibility in students.

B. Expectations for Student Behaviour

The school recognises that each incident is unique and must be addressed with consideration of the specific context. Factors such as severity, intent, repetition, the developmental needs of the student, and the nature of the incident all influence the response.

C. Student Awareness and Understanding

Behavioural expectations are communicated with an understanding that students' actions may vary based on their awareness, maturity, and intent. Special considerations are given to students with SEN or other needs, ensuring that policies are applied fairly and equitably.

D. Flexibility in Policy Application

Policies serve as a framework and are not rigid rules. The school reserves the right to adapt its response to fit the context of each situation, ensuring decisions are aligned with the school's ethos and the best interests of the students involved.

E. Differentiated Approaches for Developmental Stages

The developmental needs and challenges of Secondary School students are distinctly different from those of younger learners. Behaviour management strategies are tailored to reflect the maturity and needs of adolescents, promoting age-appropriate growth and accountability.

F. Communication with Parents

While the school strives for timely communication with parents regarding behavioural incidents, operational realities may occasionally delay immediate updates. Patience and understanding are appreciated as the school works to resolve situations effectively.

G. Commitment to Ethos and Procedures

All actions and responses are guided by the school's values and policies. While differing opinions on approaches may arise, the school is committed to acting in the best interests of all students, ensuring decisions are informed by established procedures and professional judgment.

H. Behaviour as a Measure of Success

The ultimate goal of the school's behaviour management policy is to cultivate improved behaviour that reflects respect, responsibility, and growth, ensuring a positive impact on the school community as a whole.

1. General Expectations and Responsibilities

Student Responsibility

Students are responsible for their behaviour, both on and off campus. Behaviour that negatively impacts themselves, their peers, or the school community may result in disciplinary action. This includes conduct in person, online, or in the community.

Scope of Behavioural Expectations

Students are expected to adhere to school expectations under the following circumstances:

- On school grounds or nearby, during or outside school hours.
- During any school-related activity, event, or trip.
- When interacting online in a way that affects the school community.
- In situations involving local, provincial, or national authorities.

2. Core Values: Honesty, Empathy, Accountability, and Integrity

2.1. Honesty and Empathy

RGS Riyadh values truthfulness, open communication, compassion, and respect. Students are required to:

- Speak truthfully about behavioural issues. Failure to disclose truthfully may result in serious consequences.
- Demonstrate empathy and respect for all, fostering unity and equity.

2.2. Accountability

Student accountability is essential for establishing a culture of responsibility, self-discipline, and personal growth. When students take ownership of their actions and decisions, they not only build critical life skills but also contribute to a respectful, inclusive, and productive learning environment. Accountability empowers students to reflect on their choices, learn from their experiences, and strive for continuous improvement.

2.3. Integrity

Integrity is the foundation of trust, respect, and ethical behaviour, shaping students into responsible and principled individuals. By acting with honesty and upholding strong moral values, students promote and establish a positive school culture and build character that prepares them for lifelong success. Integrity ensures that learning and interactions are authentic, meaningful, and impactful.

2.4. Academic Integrity

Maintaining high ethical and academic standards is essential. Violations of academic integrity include, but are not limited to:

- Plagiarism or using unauthorized aids during assessments.
- Copying or allowing homework to be copied.
- Sharing test content or using AI tools where prohibited.
- Falsifying data or sources.

Students must complete assignments independently unless explicitly directed otherwise by the teacher. Violations are documented and may impact college applications.

3. Dress and Appearance Standards

3.1. General Dress Code

Students must adhere to dress standards that reflect respect for the host country, school community, and learning environment. Clothing must be clean, well-maintained, and modest.

3.2. Specific Guidelines

- **Females:** Sleeved tops, knee-length skirts, or long pants. Excessive makeup, nail polish, nail extensions and false eyelashes are not allowed.
- **Males:** Sleeved shirts and long, loose-fitting pants. Tank tops are prohibited.
- Visible tattoos must be covered, and culturally inappropriate hairstyles are not allowed.

3.3. Violations and Consequences

Repeated dress code violations will escalate from warnings to detentions and parent meetings. Persistent non-compliance may result in suspension or loss of privileges.

4. Behavioural Expectations

4.1. Behaviour for Learning

Students are expected to:

- Arrive on time, prepared with necessary materials.
- Engage actively in class and respect the learning environment.
- Refrain from disruptive behaviour, including eating or drinking (except water) in class.

A BfL Charter (Behaviour for Learning Charter) is in place to guide students towards excellence in their behaviours that are conducive to learning and progress.

4.2. Hallway and Break Etiquette

- Students must have a hall pass during class time.
- Canteen visits are restricted during lessons.

4.3. Sixth Form Expectations

Sixth Form is reserved for independent study. Students must respect the quiet study environment and obtain teacher permission for collaborative activities.

4.4. Lunch Break Etiquette

Students must:

- Use the cashless system for purchases.
- Clean up after themselves.
- Adhere to respectful behaviour toward peers and staff.

4.5. Littering

Students are expected to dispose of waste responsibly. Littering in school premises or surrounding areas is considered misconduct and may result in disciplinary action.

5. Prohibited Behaviours and Consequences

5.1. General Misconduct

Unacceptable behaviours include:

- Disrespect, conflict, bullying, and harassment (including online).
- Threats of violence or culturally insensitive comments.
- Use of profanity or inappropriate gestures.

5.2. Inappropriate Use of Language

The use of profanity, offensive language, or gestures, whether spoken, written, or gestural, is not tolerated at RGS Riyadh. Disciplinary actions will range from detention to Reflection Time, or suspension, depending on the severity and recurrence.

5.3. Threats of Violence

RGS Riyadh has a zero-tolerance policy for threats of violence, including verbal, written, or implied threats. All incidents will result in immediate Reflection Time or suspension and may involve local authorities.

5.4. Physical Altercations

Engaging in physical contact or fights will result in Reflection Time, suspension, or expulsion, depending on the severity and repeat offences.

5.5. Sexual Harassment

Sexual harassment is defined as unwelcome advances, requests for sexual favours, or other verbal, physical, or visual conduct of a sexual nature within the school setting or online. Consequences range from Reflection Time to expulsion, depending on the severity of the behaviour.

5.6. Substance Use

Smoking, vaping, or possession of controlled substances will lead to immediate disciplinary actions, including Reflection Time or expulsion.

5.7. Mobile Phone Misuse

Phones must be handed in during registration and may only be used with teacher permission. Misuse will result in confiscation and escalating consequences.

5.8. Public Displays of Affection / Inappropriate Physical Contact

Public displays of affection, such as hand-holding, hugging, kissing, or other inappropriate physical contact, are not permitted at RGS Riyadh. Repeat offenses will result in disciplinary actions, as determined by school administration.

5.9. Theft, Vandalism, and Weapons

Theft, vandalism, **misuse of school property**, and possession of weapons or their replicas are strictly prohibited. Consequences include restitution, Reflection Time, or expulsion.

5.10. Academic Dishonesty

Consequences range from rewriting assignments to Reflection Time, detentions, and notification of parents and colleges. See Core Values earlier.

5.11. Petitions and Surveys Without Approval

Students may not conduct petitions, surveys, or represent the views of others without prior written approval from the Head of Secondary or Secondary Leadership Team. Misrepresentation of the school, its staff, or programs will result in severe consequences, including maximum Reflection Time and removal from leadership roles.

5.12. Fraudulent Use of School Systems

Unauthorized access to school systems, including Teams or iSAMS, or using another person's credentials, is strictly prohibited. Consequences range from Reflection Time to expulsion.

5.13. Discrimination and Hate Speech

Any form of discrimination, hate speech, or derogatory remarks based on race, gender, religion, nationality, or personal identity is strictly prohibited. Consequences include parental notification, Reflection Time, or expulsion, depending on the severity of the offense.

5.14. Lateness, Truancy, and Skipping Classes

Students are expected to arrive on time and attend all scheduled classes. Unexcused lateness, truancy, or skipping classes is not permitted. Consequences include parental notification, detentions and possible Reflection Time for repeated offenses.

6. Disciplinary Procedures

The school employs a graduated system of disciplinary procedures designed to address infractions with consequences that are appropriate to the severity, frequency, and context of the behaviour. The following disciplinary measures are not intended to follow a strict sequence but represent a range of possible actions, applied as deemed necessary based on the specific circumstances of each case

6.1. Verbal / Written Warning

Teachers or staff may issue a verbal reminder or warning to address minor infractions, providing students with an opportunity to correct their behaviour without formal consequences. Additionally, through the iSAMS Rewards and Conduct module, parents are promptly notified of any ACE reward points awarded for positive behaviour, as well as any reported instances of misconduct.

6.2. Detention

Detentions are assigned for infractions such as tardiness, disruption, or dress code violations. These may occur during breaks, after school, or during lunch periods. Failure to attend may result in escalation to Reflection Time.

6.3. Referral to the Head of Year

For repeated or more serious infractions, the student will be referred to the Head of Year. The Head of Year will meet with the student to address the behaviour, provide guidance, and determine the next steps, which may include further consequences or parental notification.

6.4. Meeting with Staff

A meeting between the student and relevant staff members may be held to discuss the behaviour, its impact, and strategies for improvement. This may include setting behaviour targets or creating an action plan.

6.5. Confiscation of Items

Items that violate school policies, such as mobile phones or prohibited materials, may be confiscated. Confiscated items will only be returned to the student or parent, depending on the context and severity of the violation.

6.6. Referral to the Assistant Head for Pastoral and Behaviour Matters

If behaviour persists or escalates, the Assistant Head for Pastoral and Behaviour Matters will intervene. The Assistant Head may implement additional consequences, provide targeted support, or initiate a formal behaviour improvement plan.

6.7. Referral to the Deputy Head of Student Affairs

Severe or repeated infractions may require escalation to the Deputy Head of Student Affairs. This referral includes a detailed review of the behaviour, parental involvement, and the imposition of significant consequences such as Reflection Time or withdrawal of privileges.

6.8. Meeting with Parents

For persistent or serious misconduct, a meeting with parents will be arranged to discuss the behaviour, its implications, and the support or consequences needed to resolve the issue. Parents are expected to collaborate with the school to support positive behaviour changes.

6.9. Reflection Time

- **In-School Reflection Time:** Students complete assignments, reflect on their behaviour, and discuss ways to improve with staff.
- **Out-of-School Reflection Time:** Students are temporarily removed from school and prohibited from attending activities. This serves as a more serious consequence for behaviours that disrupt the learning environment.

6.10. Referral to the Head of School and Above

For extreme or unresolved cases, the Head of School or a higher authority will review the situation. This referral may result in severe consequences such as long-term suspension, formal warnings, or expulsion.

6.11. Invoicing Parents for Damages

If a student damages school property, parents will be invoiced to cover the cost of repair or replacement. This includes accidental damage caused by carelessness, negligence, recklessness, and intentional acts of vandalism.

6.12. Withdrawal of Privileges

Students may lose access to specific privileges, such as participation in extracurricular activities, leadership roles, or facility use, as a consequence of repeated or serious misconduct.

6.13. Expulsion

Severe or repeated violations of school rules, particularly those that endanger the safety or integrity of the school community, may result in expulsion. Expulsions are determined by the Head of School and School Board after thorough review.

6.14. College Reporting

Major disciplinary actions, such as Reflection Time or expulsion, will be reported to colleges and universities. Students are required to disclose such incidents honestly during the application process.

7. Special Events and Miscellaneous Policies

7.1. Dress-Up Days and Celebrations

Special guidelines will be provided for events like Saudi National Day or Spirit Week. Informal birthday celebrations are permitted but must not exclude others and must be with staff approval and supervision (typically the homeroom teacher).

7.2. Sales and Promotions

Student council-organized sales require prior approval. Food items must be healthy and prepared according to school guidelines.

8. After-School Procedures

Students staying after school must:

- Remain in supervised areas.
- Follow dismissal procedures promptly after activities.

9. Respect for All Adults

Substitute teachers and adult visitors must be treated with the same respect as regular staff. Misconduct toward them will result in disciplinary action.

Other policies to read in conjunction with this policy:

- RGSR Parent Code of Conduct Agreement
- RGSR Exclusions Policy
- RGSR E-Safety Policy
- RGSR Ghirnatah - Campus Access and Supervision Policy
- RGSR Safeguarding and Child Protection Policy
- RGSR Student Uniform Policy