



Positive Behaviour Management Policy

RGSR Prep School

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1. Introduction

At Reigate Grammar School Riyadh (RGSR), we are committed to providing a safe, nurturing, and inclusive learning environment where every student can thrive academically, socially, and emotionally. We believe that fostering positive behaviour is essential for creating an atmosphere conducive to learning and personal growth. This Positive Behaviour Management Policy outlines our strategies and expectations for promoting and maintaining positive behaviour among our students.

2. Philosophy

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.

3. Core Principles

- **Respect:** We promote a culture of respect, where every member of our school community, including students, staff, and parents, is treated with dignity and kindness.
- **Responsibility:** We encourage students to take responsibility for their actions, their learning, and the well-being of the school environment.
- **Positive Reinforcement:** We focus on recognizing and rewarding positive behaviour as a means to motivate students to continue making good choices.
- **Consistency:** We maintain consistent behaviour expectations and consequences to ensure fairness and predictability.

4. Expectations for Student Behaviour

At RGSR, we expect students to adhere to the following behaviour guidelines:

- **Respect:** Students are expected to show respect for themselves, their peers, teachers, staff, and the school environment.
- **Responsibility:** Students should take responsibility for their actions, homework, and materials and contribute positively to the school community.
- **Safety:** Students must prioritize safety and follow school rules and procedures to maintain a secure environment.
- **Kindness:** Kindness is encouraged through acts of empathy, compassion, and consideration towards others.
- **Effort:** Students should put forth their best effort in their academic work and extracurricular activities.

5. Positive Behaviour Strategies

We employ various strategies to promote positive behaviour among our students:

- **Positive Reinforcement:** We use verbal praise, certificates, and other rewards to recognise and reinforce good behaviour.
- **Clear Expectations:** We communicate behaviour expectations to students and parents through our code of conduct and classroom rules.
- **Character Education:** We integrate character education into the curriculum to teach values like respect, responsibility, and kindness.
- **Conflict Resolution:** We teach students effective conflict resolution skills to address and resolve issues peacefully.
- **Restorative Practices:** When necessary, we employ restorative practices to repair harm and restore positive relationships within the school community.

6. Consequences

Consequences for inappropriate behaviour are intended to be educational rather than punitive. They may include verbal warnings, time-outs, loss of privileges, meetings with teachers or counsellors, and involvement of parents, as appropriate. Severe or repeated misconduct will be addressed with a graduated series of consequences, ultimately aiming to support the student's growth and rehabilitation.

7. Parent Involvement

We believe that parents are valuable partners in promoting positive behaviour. We encourage open communication between school and home to address behaviour concerns and collaborate on solutions.

8. Review and Evaluation

This policy will be reviewed annually to assess its effectiveness and make necessary improvements. We welcome input from parents, staff, and students in this process.

At RGSR, we are committed to creating an environment where every student can reach their full potential by displaying positive behaviour and developing into responsible, respectful, and empathetic individuals.

Associated Procedures

Appendix I:

Positive Behaviour Strategies That Can Be Used

Positive behavior management is crucial to create a safe and conducive learning environment. Here are some effective methods for promoting positive behavior in students:

I. In-Classroom:

- **Clear Expectations:** Establish clear and age-appropriate behavioral expectations for students. Discuss these expectations regularly and ensure that students understand what is expected of them.
- **Positive Reinforcement:** Use positive reinforcement techniques such as praise, rewards, and privileges to acknowledge and encourage good behavior. Celebrate achievements, no matter how small, to motivate students. A House and House Points System should be used to support Positive Reinforcement.
- **Model Behavior:** Teachers and staff should model the behavior they expect from students. Children often learn by example, so demonstrating respectful, kind, and appropriate behavior is essential.
- **Classroom Rules:** Create a set of classroom rules collaboratively with students. This helps them feel ownership over the rules and more likely to follow them.
- **Consistency:** Consistency is key in behavior management. Enforce rules consistently and fairly to ensure that students know what to expect and that consequences are predictable.
- **Positive Language:** Use positive language when addressing behavioral issues. Instead of saying, "Don't run in the hallway," say, "Please walk quietly in the hallway."
- **Classroom Meetings/Circle Time:** Hold regular classroom meetings where students can discuss issues, suggest solutions, and feel heard. This empowers them and fosters a sense of community.
- **Conflict Resolution Skills:** Teach students conflict resolution skills, including effective communication, active listening, and problem-solving. This equips them to resolve disputes peacefully.
- **Peer Support:** Promote positive peer relationships and encourage students to support each other in maintaining good behavior. Peer pressure can be a powerful motivator.
- **Natural Consequences:** Whenever possible, allow students to experience the natural consequences of their actions. This helps them learn from their mistakes. Mistakes are learning opportunities.
- **Positive Classroom Environment:** Create a welcoming and inclusive classroom environment where students feel valued and safe. A positive atmosphere can prevent behavior problems.

2. Beyond Classroom:

- ***Self-Monitoring:** Encourage students to self-monitor their behavior using behavior charts or journals. This helps them become more aware of their actions and the consequences. Parents need to be made aware and part of the process to support this.
- ***Time-Outs:** In situations where a student's behavior becomes disruptive or dangerous, use a brief time-out period to allow the student to calm down and reflect on their actions.
- ***Parental Involvement:** Keep parents informed about their child's behavior and involve them in finding solutions when necessary. Collaboration between home and school is essential.
- ***Small Group Interventions:** For students who need extra support, small group interventions with a focus on social-emotional learning and behavior management skills are a good strategy.

- ***Individualized Plans:** Develop individual behavior plans for students with more significant behavior challenges. These plans should include specific strategies, goals, and monitoring. These can then be something that is linked to the home as well to gain parental support and alignment.
- ***Teach Emotional Regulation:** Help students understand and manage their emotions. Teach them strategies for coping with frustration, anger, and stress in a healthy way. Methods such as Zones of Regulation are very useful.
- ***Behavioral Contracts:** For older students, consider using behavioral contracts that outline specific behaviors, consequences, and rewards. This helps them take responsibility for their actions.
- ***Counseling Services:** For students with ongoing behavioral issues, consider involving the school counselor or psychologist to provide additional support.
- ****Continuous Professional Development:** Provide teachers and staff with training and resources on positive behavior management techniques to ensure consistency across the school.

*Note – *Starred strategies are for support beyond the classroom and will need other staff and/or parental involvement.*

Remember that every student is unique, and what works for one may not work for another. It's important to adapt and customize these methods to meet the specific needs of your students while maintaining a focus on positivity and promoting a respectful and caring learning environment.

Appendix 2:

Formal Recording of Behaviour

For behaviour that is of concern and needs to be recorded and tracked to help support the students' development and well-being, the school uses the iSams system. There are 2 modules that are used; Rewards and Conduct Manager and Wellbeing Manager.

1. Rewards and Conduct Manager

Rewards and Conduct Manager is used in the Secondary school to track and coordinate behaviour so that all staff can quickly record positive and/or concerning behaviour and this is then clear for all. This system is used as students move through many classes and work with many teachers and this can be coordinated with Heads of Year / Pastoral Leads / Counsellors and Leadership to support students effectively. In Prep School, this module is not used as class teachers have their students for 75% of the time and will coordinate responses to behaviour. Specialist staff and those on duty would coordinate with the class teacher. For more concerning behaviour, the Wellbeing Manager is used.

2. Wellbeing Manager

Wellbeing Manager is used across both sections of the school for recording and tracking two levels of behaviour concerns. The first is Pastoral concerns that are ongoing, repetitive, involve parents or involve specialist intervention. In the Secondary school, these are students who need more than just to be recorded on the Rewards and Conduct Manager. The second level of concern is Safeguarding concerns. These are recorded on the Wellbeing Manager and are shared only with the Wellbeing Team and, as needed, the SLT. Different levels of access and security are used to ensure only those who need to see concerns can do so.

Appendix 3:

Positive Behaviour Management Systems in the Prep School

1. Rewards and Commendations

Rewards in the Prep School take the form of House Points for appropriate behaviour and/or curriculum work/achievement or, most importantly, progress in either behaviour or curriculum area. These could be supplemented with in-class points systems and/or rewards such as special privileges in class (lead the line, choose your partner, golden time, or such).

House points can be given by any teacher or teaching assistant and can be given for behaviour at any time or anywhere in the school (e.g. At break time, lunchtime, in the library in an ECA, for work/projects done at home, or even achievement out of school).

Rewards that go across classes such as Star of the Week and Milestone Awards for House Points are given and shared in assemblies in-class or together in the Early Year, Y1-3, and Y4-6 Assemblies. Students would then take home their award certificates to celebrate with their parents.

Special rewards for exemplary character, attitudes to learning, and behaviour would receive a Paragon Award from the Head of Prep School. These would be linked to school values. These would only be given each half term by nomination from teachers or from other students.

2. Modifying Poor Behaviour

Positive behaviour management approaches would be used in all circumstances to support changes in behaviour.

2.1. In-Class Positive Behaviour Management

In-class behaviours such as low attention, breaking class rules, rudeness/lack of respect for other, lack of respect for property, low work ethic, poor presentation/care with activities, etc. should be approached using positive behaviour methods as listed in Appendix 2.

Class Teachers and Specialist Teachers are expected to use a range of positive behaviour management approaches to modify poor behaviour in their classroom. Students are not expected to be sent to another staff member to be dealt with unless positive behaviour management approaches have been tried and failed in the classroom.

The only exceptions to this are:

- Behaviours that endanger themselves or others either physically or as safeguarding concerns. For these instances, the behaviour should be referred to your line manager and, if needed, the Prep Leadership Team or Safeguarding Lead.
- Behaviours that are persistent and resistant. For these, discuss with your line manager and/or Prep Leadership about the correct 'beyond classroom' behaviour approaches to be used next.
- Racist remarks and intolerance of others (exceptions being where a child has clearly no awareness / understanding – this can happen with very young students, but should still be flagged as this may be a behaviour that has been copied from elsewhere and needs to be followed up on).

2.2. Beyond Class Positive Behaviour Management

Where a behaviour has gone beyond the classroom (as described in the section above), 'beyond classroom' approaches should be used. All students and all contexts can be different and so the exact strategy to be used needs to be chosen to suit the child and context. This should be chosen through a discussion with your line manager, Prep Leadership or Learning Support. Methods for 'beyond classroom' should be made clear to parents, and in many cases, have parent involvement to support the approach.

IMPORTANT NOTE – EXTREME CASES: Behaviour management systems used by SLT in such cases include Formal Conferences, Daily Reports, Class Reports, supervised breaktimes, internal stand down, external stand down, longer suspensions and in serious cases we remove students from the school roll.

Appendix 4:

Positive Behaviour Management Systems in the Secondary School

1. Rewards and Commendations

Rewards and Commendations will be issued for both curriculum related achievement and Pastoral related achievements on a monthly basis. Teachers will enter information into the Rewards and Conduct Manager in iSams. Those students with positive achievements will be rewarded with certificates and other suitable rewards.

Indicators for these rewards include:

- Tolerance, care, and participation
- Respect
- Responsibility and Leadership
- Initiative and Effort.

Students who contribute their own time and effort to extra-curricular and co-curricular activities will be acknowledged with community service hours recorded on their formal school reports.

Teachers should always use restorative language and seek to praise and acknowledge success. Oral and/or written feedback and advice should be objective and constructive.

2. Modifying Poor Behaviour

2.1. Modifying Poor behaviour in a subject class:

1. Resolve within your capacity in class using positive behaviour management approaches.
2. If there are continued behaviour issues, then the subject teacher should contact the parents/guardians to discuss further (organise a meeting if needed)
 - a. Notes should be placed on iSams (Rewards and Conduct or Wellbeing Manager as appropriate) and the Homeroom Teacher copied into the email. They should provide any relevant 'background information' (this can/should be recorded on iSams). Adding this note does not pass the responsibility. It is for information.
 - b. Speak with your Coordinator and Head of Department (HoD).
3. If the behaviour continues, speak to the coordinator who may then circulate a 'round robin' with the student's other teachers to clarify if there is a pattern or not. The HoD/coordinator will then intervene if it is within only the one class and make further contact with parents – Coordinator to be cc'd in communication.
4. If there is a pattern of behaviour across a number of subjects, then the Coordinator will follow up. (The Coordinator/Pastoral Leader will then attend to the issue/s with the student/family)
5. Teachers can issue breaktime detentions of up to 15 minutes. These should be used productively to discuss with the student the correct behaviours and/or to resolve the issue in a Restorative way with others involved). The Senior Leadership Team can also issue privilege removals which can include supervised breaktimes with SLT members.

2.2. Modifying Poor behaviour in Homeroom time:

1. Resolve within your capacity in class using positive behaviour management approaches.
2. Contact parents/guardians to discuss further (organise a meeting if needed) – Notes on the issues and the parent meeting must be added to iSams (either Reports and Conduct Manager or Wellbeing Manager as appropriate).
3. Speak with Coordinator for follow up and next steps. (Coordinator/Pastoral Leader will then attend to the issue/s with the student/family).

2.3.Modifying Poor behaviour in the Playground:

1. The priority is for duty staff to resolve issues in the playground if possible using positive behaviour approaches.
2. Speak with the Home Room Teacher for follow-up and next steps if this is beyond your immediate capacity. The Home Room Teacher may involve the Coordinator / Pastoral Leader if the incident is a serious one.
3. If the HoD or Coordinator is involved, they will expect to see evidence on iSams of parental follow-up and the positive behaviour strategies put in place. Teachers can also expect to be asked you about the rewards you use to encourage positive behaviour.

In Class Behaviour Pathway

OFFENCE	ACTION	CONSEQUENCE	FOLLOW UP
Minor (Level 1) e.g., talking	Teacher	Check One- warning	
Repeated Minor		Check Two- move to another seat	
Repeated again or a more serious incident e.g., late to class, low level defiance,		Check Three - restorative chat with the student in the corridor (You stand in the doorway).	Complete Daybook Teacher Detention (5-15 minutes)
Medium (Level 2) e.g., truancy, persistent late to class, truancy or refusal to modify behaviour during a lesson.	HoD involved	Check Four- send the student to work with a pre-arranged colleague e.g., HoD, neighbouring staff member.	HoD interview with student and detentions as appropriate. The HoD may ask you to contact home or do so yourself. The HoD may refer the child to the Restorative Leader, Complete daybook
Major (Level 3) offence e.g., swearing at staff, defiance, fighting.	Coordinator involved and or Principal if necessary	Interview with student and removal from lessons. If fighting, immediate sending home by the principal whilst evidence is gathered.	Inform Coordinator. Coordinator refers to Counsellor and/or Restorative Leader as necessary. Complete daybook
Safety- you or students are at risk	Send a student to get an SLT member. We will leave meetings if your note/message indicates risk. If necessary, remove the class from the defiant student thereby taking away the audience.	SLT will follow up.	Complete daybook

IMPORTANT NOTE – EXTREME CASES

Behaviour management systems used by SLT in such cases include Formal Conferences, Daily Reports, Class Reports, supervised breaktimes, internal stand down, external stand down, longer suspensions and in serious cases we remove students from the school roll.

Examples of behaviour management

A

Lisa is talking.	Ask her to be quiet. Praise others who are quiet. If she persists write her name on the board and tell her this is, "Check One".
Lisa continues chatting	Warn her then if she continues, move her to another seat and tell her, "Check Two". But a tally against her name
Lisa continues chatting	Send her out into the corridor and stand in the doorway and discuss her behaviour with her. Refer to the RGS code. Have her return to the class immediately and add a "Check Three" tally. Keep her in at the end of the lesson for five minutes. If you are teaching and busy, find her when you have a non-contact before a break and collect her for a detention.
Lisa continues chatting	This is now defiance. You should have pre-arranged buddies for each lesson. Lisa is now to work in a different room. You will need to discuss the issue with your HoD/coordinator. They may advise you to contact home, organise pastoral care/restorative interviews or seek further help.

B

John truants the lesson	Inform HRT. Record in Daybook. See the student to clarify the reasons- issue break-time detention
John truants the lesson again	Inform HRT. Inform parents and HoD. Record in Daybook. See the student to clarify the reasons- issue break-time detention
Third time	Discuss with Coordinator. Inform HRT and parents. Record in Daybook. Coordinator will look at the big picture via isams or a Round Robin.

C

John and Paul have a fight	Refer to SLT immediately If the issue is serious the students will have a one day stand down whilst evidence is obtained. Parents will be informed and asked in for interview.
Evidence Collected	SLT may extend stand down. If necessary, refer to the Principal if the student needs to be asked to leave.
Parent meeting after standdown	Daily Report may be issued Referral to counsellor/pastoral care if needed

Appendices for Secondary School

Implementation Overview

1. Key Features

Depending on the nature and seriousness of incidents, we have established a structured escalation process within each offense / transgression of which there are 8 main categories. The behaviour categories include:

- Lateness
- Uniform
- Phone Usage
- Fighting or Physical Assault
- Bullying
- Vaping (or other substance use)
- DDD (Disruption, Disrespect, Defiance)
- Vandalism and Graffiti

Our system is designed to take immediate action when incidents occur. Complaints should not go unaddressed; **submitting a complaint initiates a concrete response in line with the established policy and procedures.**

2. Student-Parent Behaviour Agreement

A condensed version of our behaviour expectations will be shared with both students and parents. Both parties are required to review and sign a '**Student-Parent Behaviour Agreement**' to acknowledge their commitment.

3. Behaviour Logbook (B-Logbook)

- We maintain a live Excel logbook, one for each year group, accessible to all staff members.
- It is used to document instances of non-compliance, such as lateness, uniform violations, bullying, fighting, unauthorised mobile phone use, and more.

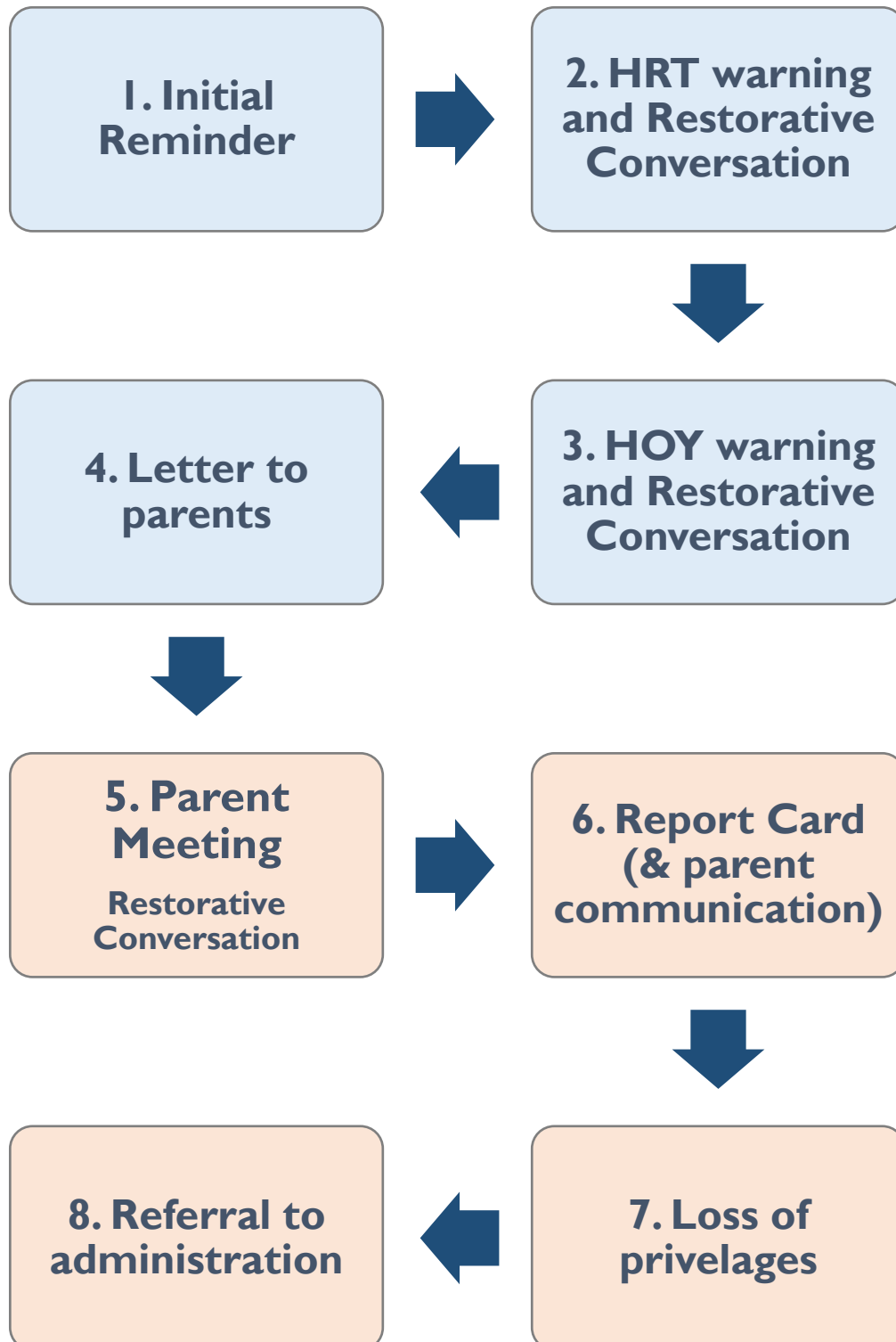
4. Immediate Incident Reporting

- Staff members are expected to promptly report any incidents that breach RGSR expectations and rules into the Behaviour Logbook.
- Timely reporting is essential to ensure that issues are addressed promptly.
- In order to ensure a **time-efficient reporting process**, it is vital to note: if members of staff have time to verbally inform Heads of Department, Heads of Year, the DSL (Designated Safeguarding Lead), or the Head of Secondary, they have time to enter it into the Behaviour Logbook.

Appendix A:

Procedure for Dealing with Student Lateness

Lateness Consequences Overview



1. Initial Consequences for Lateness

1.1. Reminder Notification (1st Instance):

- When a student arrives late to a lesson, the teacher should record the date, time and student's name.
- It is the teacher's responsibility to ascertain if there is an acceptable reason for the student(s)'s lateness. For example:
 - Medical emergency (with appropriate documentation),
 - Late bus or transportation issue,
 - Previous class was held over (teacher communication required).
- The teacher will provide a verbal reminder to the student about the importance of punctuality and the impact of lateness on their learning.
- The teacher will notify the student's homeroom teacher about the lateness using the **B-Logbook**.
- *[Every subsequent instance, if any, is also recorded within the B-Logbook].*

1.2. Homeroom Teacher Warning and Intervention (2nd Instance):

- If a student is late to the same lesson for a second time, the homeroom teacher will meet with the student to discuss the issue.
- The homeroom teacher will emphasise the school's punctuality policy and its significance.

1.3. Teacher Records and Escalation (3rd Instance):

- If a student is late to the same lesson for the third time or is repeatedly late to different lessons, the teacher will record the instances and inform the Head of Year.
- The Head of Year will meet with the student and discuss the lateness issue, emphasising its impact on their academic progress.
- The Head of Year may impose appropriate consequences, such as a warning letter or one-week report card to monitor the student's punctuality.

1.4. Formal Warning (4th Instance):

- If a student continues to be late despite the previous interventions, a formal warning letter (see below) will be issued by the Head of Year. A copy of the letter will be sent to the student's parents or guardians.
- The letter will outline the consequences of repeated lateness and the need for immediate improvement.

2. Further Consequences for Repeated Lateness:

2.1. Parent Meeting:

- In cases of persistent lateness, the school will arrange a meeting with the student's parents or guardians to jointly address the issue and develop a plan for improvement.
- Repeated lateness may **negatively affect a student's academic progress**. Teachers will provide feedback to parents regarding the impact of lateness on their child's learning.

2.2. Report card for two weeks

- Following the parent meeting, if another instance of lateness occurs, the student will be placed on a two-week report card.
- The student must present their report card to each of their subject teachers for them to sign to confirm they were on time.
- If there are any lates recorded during this two-week period, the length of the reporting period will be extended by a further two weeks, and parents will be notified.

2.3. Loss of Privileges:

- Students who continue to be late may lose certain privileges, such as participation in House competitions, extra-curricular activities, field trips and/or other school events.

2.4. Referral to Administration:

- In extreme cases where lateness remains unresolved, the matter may be escalated to the school's administration, which may result in more severe consequences, including suspension or other disciplinary measures.

It is essential to ensure that the procedure is consistently applied, and communication with parents or guardians is maintained throughout the process to ensure cooperation in addressing the issue of punctuality.

3. Drinking Water after Break Times

Prolonged lateness is sometimes caused by students drinking from the water tanks in the school building immediately after morning and afternoon breaks. To address this issue, we propose the following measures:

- Encouraging students to drink water during their designated break times.
- Implementing a policy that prohibits water consumption once a lesson has begun. However, exceptions can be made with the teacher's permission during the lesson.

These measures aim to minimise disruptions caused by late arrivals and ensure that students have ample opportunities to stay hydrated without compromising their punctuality.

4. Wider Negative Implications Due to Lateness

Student lateness to lessons can have several wider negative implications beyond immediate disruptions in the classroom. During restorative meetings with students and/or parents, staff are advised to use some of the following points to guide and direct the dialogue:

1. **Academic Impact:** Late students miss important instructional time, leading to gaps in their learning. This can affect their understanding of the subject matter and potentially result in lower academic performance.
2. **Disruption:** Late arrivals disrupt the flow of the lesson, distracting both the teacher and other students. It can take time for latecomers to settle down, causing interruptions and impacting the overall learning environment.
3. **Time Management:** Habitual lateness can hinder the development of essential time management skills, which are valuable throughout life. Students who struggle with punctuality may find it challenging to meet deadlines and manage their schedules effectively.
4. **Behavioural Patterns:** Chronic lateness can become a behavioural pattern that extends beyond the classroom. Students may develop a habit of being late for appointments, meetings and future job responsibilities.
5. **Peer Influence:** Students who are repeatedly late may influence their peers to adopt similar behaviours, normalizing lateness throughout the school community.
6. **Teacher Frustration:** Teachers often need to repeat instructions or explanations for late students, which can be frustrating and time-consuming. This frustration may affect their overall teaching effectiveness.
7. **Missed Opportunities:** Students who are consistently late may miss valuable opportunities, such as participation in class discussions, group activities or special projects.
8. **Administrative Burden:** Tracking and addressing student lateness requires administrative time and resources that could be better allocated elsewhere.
9. **Parental Concerns:** Parents may become concerned about their child's punctuality and may need to be contacted or involved in addressing the issue, adding to the administrative workload.
10. **Negative School Culture:** A pervasive culture of lateness can erode the overall school culture and ethos, which may have long-term consequences for the learning environment and school reputation.

In summary, student lateness can lead to a range of negative consequences that extend beyond the classroom, affecting academic performance, behaviour and the overall school environment.

5. Email Letter to The Child's Parent [Regarding Lateness]

Email Subject: Concerns About Your [name]'s Punctuality

Dear Parents,

I am writing to address my concerns about [name]'s punctuality in class. Over the past few weeks, there have been multiple instances of your child arriving late for their classes, despite verbal reminders and warnings from the homeroom teacher and Head of Year. Punctuality is vital for successful learning outcomes and academic progress.

Late arrivals can significantly impact a student's learning experience. Missing the beginning of a lesson may lead to them missing essential information, affecting their understanding not only of that lesson but potentially future ones as well. In addition, lateness can contribute to increased stress and feelings of being overwhelmed.

I am worried that [name]'s consistent lateness may have a negative effect on their academic performance, which could be reflected in their school record. I kindly request that you encourage your child to be punctual for their classes.

If this pattern continues, [name] may be placed on a one-week report card to monitor his/her punctuality. However, I am open to discussing any underlying issues that may be causing their lateness, and we can work together to find a resolution.

Thank you for your cooperation and support in ensuring your child's success in school. Please feel free to reach out if you have any concerns or questions.

Sincerely,

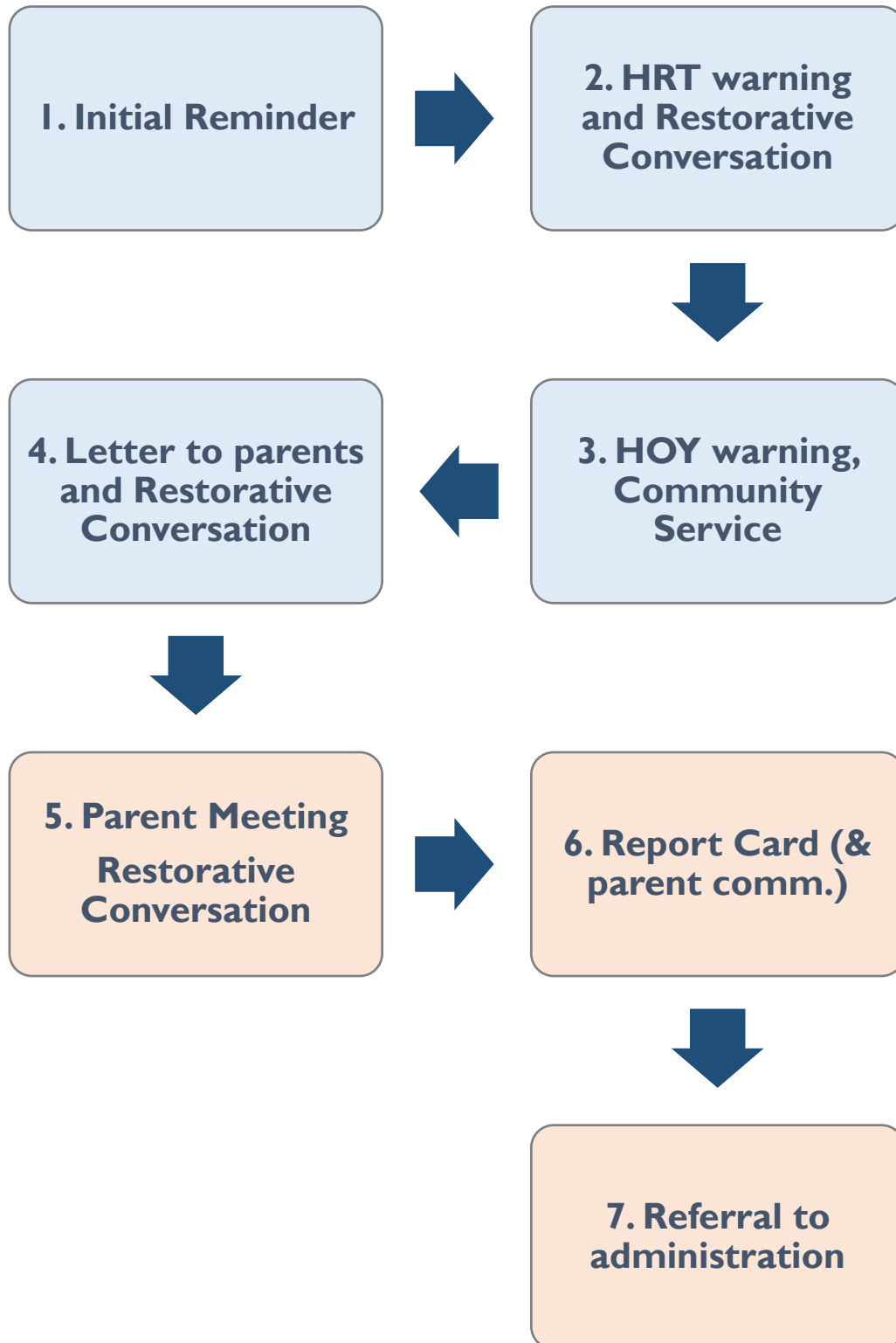
[Name]

[Title]

Appendix B:

Procedure for Dealing with Uniform Issues

Consequences Overview



I. Common Uniform Violations

- Boys and Girls wearing excessive jewelry. Students will be asked to remove it.
- Boys and Girls wearing their tie incorrectly.
- Girls wearing excessive make-up. Students will be asked to remove / clean their make-up.
- Girls wearing the RGSR sweater without wearing a shirt underneath it.
- Boys not tucking in their shirt.
- Boys with excessively long hair are not in compliance with the school's rules.

2. Initial Consequences for Unauthorized Uniform

Stage 1: Verbal Reminder and B-Logbook record begins

- Verbal reminder and explanation of the uniform policy (by subject teacher or homeroom teacher).
- The teacher will report this in the B-Logbook.
- *[Every subsequent instance, if any, is also recorded within the B-Logbook].*

Stage 2: Meeting with HRT

- If a student is reported (via the B-Logbook) for the same lesson for a second time, the homeroom teacher will meet with the student to discuss the issue.
- The homeroom teacher will emphasise the school's uniform policy and its significance.

Stage 3: Community Service and Meeting with HOY

- School community service. *Community service may include working in the library to help the librarian, or to clean the playground after the break, or to present a presentation on behavior to their class mates.*
- Mandatory meeting with Head of Year to address the issue.

Stage 4: Written Warning

- Written warning issued to the student via the parents.
- The student is placed on a report card for one week.
- Loss of privileges (e.g., participation in extracurricular activities, field trips).
- Meeting with parents.

Stage 5: Meeting with Parents

- If uniform non-compliance continues, a meeting with the parents will be arranged.
- Report card and further disciplinary actions will be discussed with parents if uniform non-compliance continues.

Stage 6: Report Card (two weeks)

- Following the parent meeting, if another instance of uniform non-compliance occurs, the student will be placed on a two-week report card.
- The student will be required to present their report card to each of their subject teachers for them to sign to confirm that he/she was in correct school uniform.
- If there are any contraventions recorded during this two-week period, the length of the reporting period will be extended by a further two weeks, and parents will be notified.

Stage 7: Disciplinary Committee

- Review by a SLT (Senior Leadership Team) / disciplinary committee.
- Further disciplinary actions, taking into consideration other behaviour reports (lateness, classroom disruption, etc.)
- Possible Suspension from school for a defined period.

Please note that the actual consequences and stages of escalation may vary depending on the school's specific behaviour policy and the severity of the uniform violation. It is essential to communicate these consequences clearly to students and parents to ensure everyone is aware of the expectations.

3. Email Letter to The Child's Parent

Subject: Non-Compliance with School Uniform Policy

Dear Parents,

I hope this message finds you in good health. I am writing to address an important matter concerning your child's adherence to our school's uniform policy.

It has come to our attention that on multiple occasions, your child has attended school without the proper uniform. As you may be aware, our school places a significant emphasis on the uniform as it not only cultivates a sense of belonging and discipline but also promotes an environment of equality and harmony among our students.

Regrettably, this is the [second, third, fourth, etc.] instance of non-compliance we have observed regarding your child's uniform. We previously communicated with you via email following the previous incident. We are compelled to remind you that continued non-compliance will necessitate actions in line with our uniform policy.

In the event of a further instance of non-compliance, your child will be asked to return home unless proper uniform attire can be promptly provided to ensure their participation in class. If you are unavailable to collect your child from school, then he or she will be required to wait in the [inset specific room/location] until collection. We kindly request your full cooperation in ensuring that your child adheres to our school uniform policy.

Should you have any inquiries concerning the policy or require assistance in obtaining the proper uniform, please do not hesitate to reach out to us. We appreciate your attention to this important matter.

Sincerely,

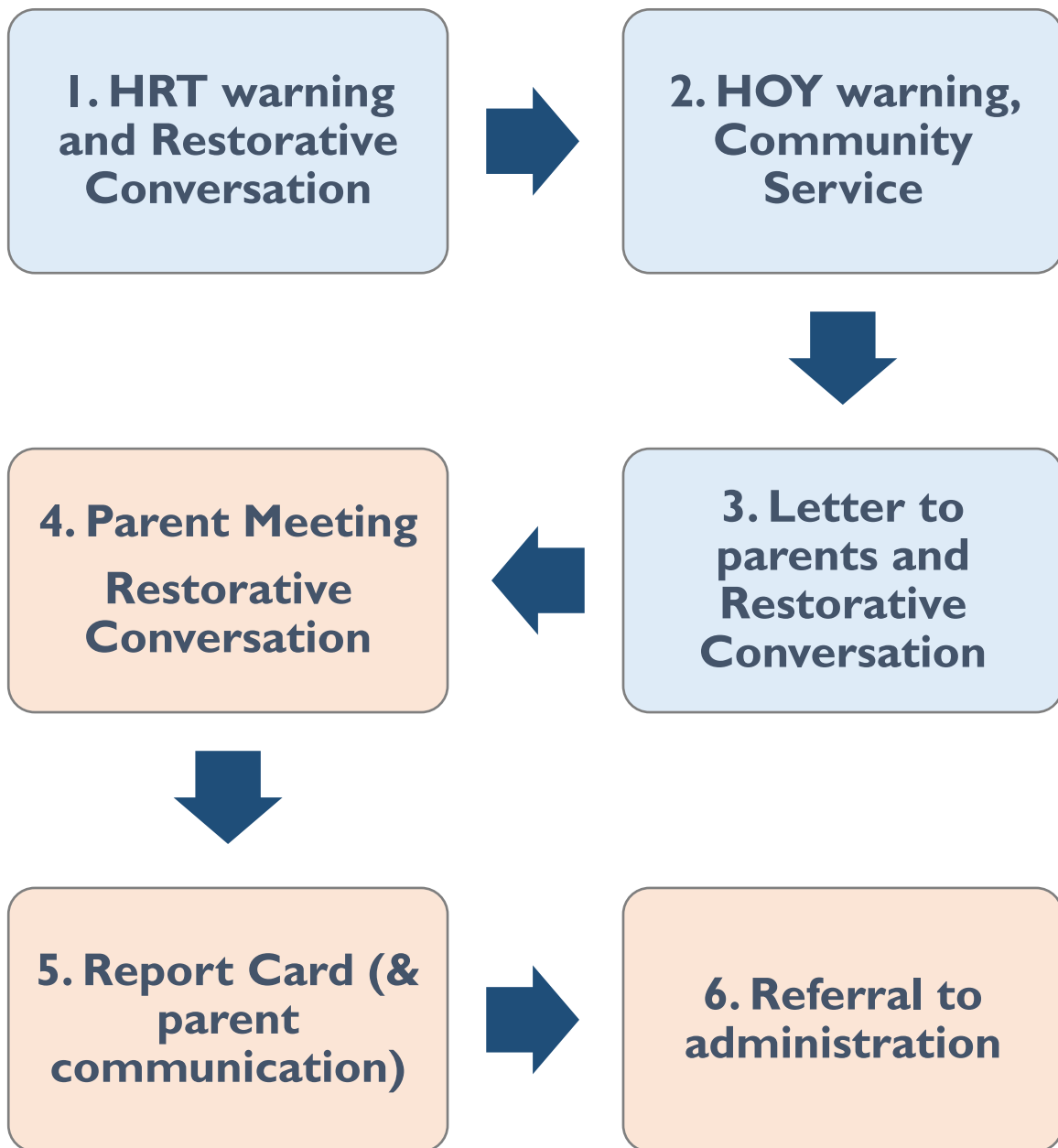
[Your Name]

[Teacher or Staff Position]

Appendix C:

Procedure for Dealing with Unauthorised Phone Usage

Consequences Overview



1. Introduction

At RGSR, we are committed to providing a safe and conducive learning environment for all students. To maintain a focused and productive atmosphere within the school premises, we have established guidelines regarding phone usage during school hours. This policy outlines the procedures, consequences and escalation process for unauthorised phone usage.

2. Escalation and Consequences

Stage 1: Confiscation and Verbal Warning

- Confiscation: Upon the first offense, the student's phone will be confiscated by the homeroom teacher for the remainder of the day.
- Verbal warning: The student will meet with the homeroom teacher or HOY to discuss the violation and emphasise the importance of adhering to school policies.

Stage 2: Confiscation and Parent Notification

- Confiscation: Upon the second offense, the student's phone will be confiscated by the homeroom teacher for 3 days (with parents being notified of the confiscation).
- Parental Notification: Parents or guardians will be informed of the incident via a formal letter (see template below).
- Review: The student will meet with the homeroom teacher or HOY to discuss the violation and emphasise the importance of adhering to school policies.

Stage 3: Parent Meeting and BIP

- Confiscation: In the event of a third offense, the student's phone will be confiscate as above
- Parental Meeting: Parents or guardians will be required to meet with the school administration to discuss repeated violations.
- Behavioural Contract: The student, parents and school administration will create a behavioural contract outlining expectations and consequences.

Stage 4: Suspension

- Confiscation: In the case of subsequent offenses, the student's phone will be confiscated, and disciplinary action will be taken.
- Suspension: Depending on the severity of the offense, a suspension may be imposed.

Notes:

- If phones, tablets or laptops are used in any inappropriate manner (e.g. cyberbullying), this will be dealt with as per the Bullying Procedure.
- If a phone is confiscated, the parents are allowed to collect the phone on the same day (or at a later time during the confiscation period).

3. Letter Template to Parents

Subject: Unauthorized Use of Phone at School

Dear Parents/Guardians,

We hope this message finds you well. We are writing to inform you of an incident involving your child, [Name], regarding unauthorised phone usage during school hours. Our school policy prohibits the use of mobile phones during class time, as it can disrupt the learning environment and compromise the safety of our students.

Incident Details:

Date and Time: [Date and Time]

Location: [Classroom/Location]

Violation: Unauthorised phone usage during school hours.

Consequences:

As a result of this violation, the following consequences have been applied:

[Describe consequences, e.g., Phone confiscation, parental meeting, etc.]

[Any additional information regarding the disciplinary process.]

We understand that teenagers may be accustomed to using their phones regularly; however, we firmly believe that adhering to our school policies is essential for maintaining a productive learning environment.

We kindly request your support in addressing this matter with your child. It is crucial that we work together to ensure that they understand the importance of respecting our school policies and the consequences of non-compliance.

Please feel free to contact us if you have any questions or would like to discuss this further. We value your partnership in creating a positive and focused educational experience for our students.

Thank you for your attention to this matter.

Sincerely,

[Name]

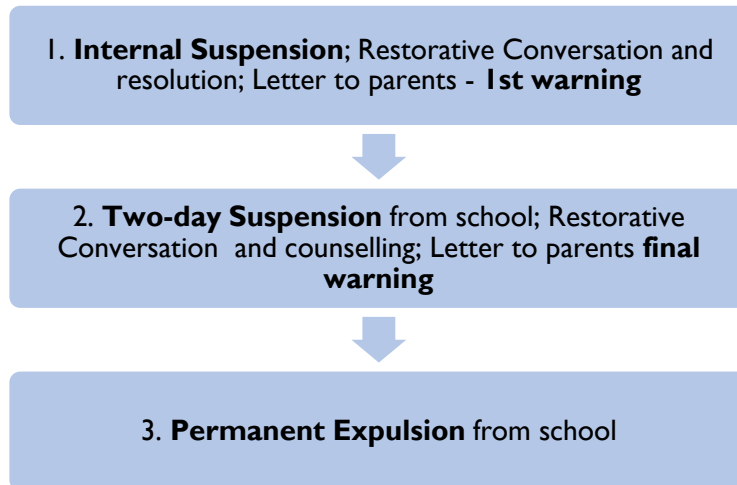
[Title]

Appendix D:

Procedure for Dealing with Fighting or Physical Aggression / Assault

Fair and effective procedures and consequences for dealing with student fighting, physical aggression, or physical assault should prioritise the safety of all students involved while providing opportunities for resolution and growth.

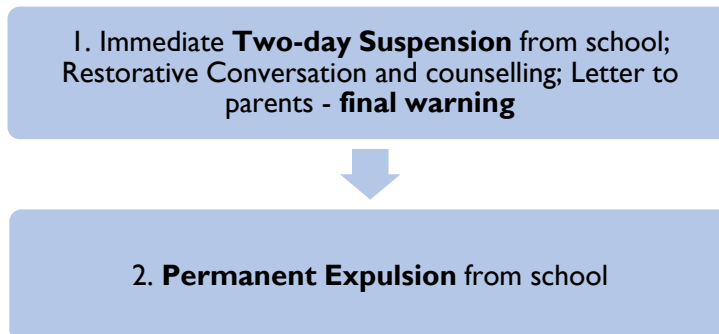
Consequences for Low-level Fighting/Aggression



Low-Level Fighting / Physical Aggression is characterised by:

- Minor Altercations
- Verbal Conflicts
- Minimal Physical Actions
- Limited Aggressive Confrontation, not requiring any 3rd party intervention (students backed down with little or no intervention needed)
- Conflict Escalations but not uncontrolled
- Disruptive Confrontations
- Tensions Rising

Consequences for High-level Fighting/Aggression



High-Level Fighting / Physical Aggression is characterised by:

- Serious Fights involving hitting, punching, biting, choking, etc.
- Aggressive Confrontations requiring 3rd party intervention (no backing down from either student)
- Violent Incidents
- Assault causing physical harm/injury
- Severe Conflict
- Escalated Fighting

1. Procedure to Deal with A Fight Between Two Or More Students:

1. Immediate Intervention

- When a physical altercation is observed or reported, staff members should immediately intervene to ensure the safety of all students.
- Separate the students involved, if necessary, to prevent further conflict and harm.
- Administer first aid or medical attention, if required, and involve medical staff or emergency services as needed.

2. Assessment and Documentation

- Conduct a thorough assessment to gather information about the incident, including written statements from witnesses and involved parties.
- Document the incident, including:
 - Date and time,
 - location,
 - names of involved students
 - a detailed description of what transpired.
- Report the incident to school administrators, including the incident report and send email communication to parents/guardians, or by phone if needed.

3. Meeting with Involved Parties

- Hold separate meetings with each student involved to understand their perspective and gather any additional information.
- Encourage open communication and active listening to address underlying issues.
- Use key Restorative Practice approaches and questions.

4. Conflict Resolution and Support

- Encourage students to participate in conflict resolution sessions, either separately or together, mediated by a suitable / trained staff member.
- Provide counseling and support services to help students to better manage anger, conflict and stress constructively.

5. Consequences

- Determine consequences based on the severity of the incident, school policies and any previous behavioural history. See below for specific details.
- Consequences may include loss of privileges, suspension or permanent expulsion, depending on the circumstances, history and severity of the incident.
- Ensure that consequences are communicated clearly to the students involved and their parents/guardians.

6. Restorative Measures

- Promote a restorative justice approach, where students take responsibility for their actions and work toward repairing the harm caused.
- Encourage apologies, restitution, community service, or other measures aimed at addressing the harm and fostering empathy.

2. Escalation and Consequences:

2.1. First Offense

- In-school suspension (if low level, low-risk fighting – see above)
- Mandatory counseling or anger management classes
- Restoration for any damages caused

2.2. Second Offense

- Suspension from school (if serious high-risk fighting – see above)
- Increased counseling and conflict resolution sessions
- Mandatory involvement in school community service and/or restorative justice activities

2.3. Subsequent Offenses

- Expulsion
- Involvement of law enforcement, if necessary
- A referral to an alternative school and educational program

3. Important Considerations:

- Play fighting will be considered as low-level fighting, thus initiating the consequences with an internal suspension and communication to the parents.
- Always prioritise the safety and well-being of students and staff.
- Consistently apply consequences to promote fairness.
- Involve parents/guardians throughout the process and keep them informed.
- Encourage students to reflect on their actions and make amends.
- Promote conflict resolution, anger management, and anti-bullying programs in the school curriculum.
- Continuously review and update procedures to address evolving issues and concerns.

4. Email Letters to The Child's Parents

Email Subject: Important Incident Report: Student Involvement in a Physical Altercation

Dear [Parent/Guardian's Name],

I hope this email finds you well. I am writing to inform you about an incident involving your child, [Student's Name], that occurred at school on [Date]. The safety and well-being of all our students are of paramount importance to us, and we believe in transparent communication regarding any incidents.

Incident Details:

On [Date], [Student's Name] was involved in a physical altercation with another student, [Other Student's Name], on the school premises. This incident was promptly addressed by our staff, and both students were separated to ensure their safety.

Immediate Response:

Upon discovery of the incident, our dedicated staff members intervened to prevent any further harm and provided the necessary medical attention as required. We also conducted a thorough assessment to understand the circumstances surrounding the altercation.

Meetings and Investigation:

In the days following the incident, we held separate meetings with both [Student's Name] and [Other Student's Name] to listen to their perspectives and gather information. Our aim was to gain insights into the incident and the factors contributing to it.

Support and Restorative Measures:

We are committed to providing support for all students involved in this incident. We have arranged for counseling and conflict resolution sessions to help [Student's Name] and [Other Student's Name] manage anger, conflict, and stress constructively. Our goal is to encourage open communication, empathy, and conflict resolution skills development.

Consequences:

We have determined appropriate consequences for [Student's Name] based on the severity of the incident, school policies, and any previous behavioural history. These consequences include [Specify Consequences Here]. Restitution for any damage caused has also been considered.

Parental Involvement:

We believe that parental involvement is crucial in addressing this matter effectively. We kindly request your cooperation in participating in this process, attending counseling or conflict resolution sessions with your child if deemed necessary, and discussing the incident with them to promote understanding and growth.

Next Steps:

We are committed to ensuring that [Student's Name] and [Other Student's Name] have the opportunity to learn from this incident and move forward positively. Restorative justice measures will be employed to encourage both students to take responsibility for their actions and work toward repairing any harm caused.

Conclusion:

We understand that this incident may be concerning to you, and we are here to support your child's emotional and behavioural development throughout this process. Please do not hesitate to reach out to us if you have any questions or concerns. We are dedicated to fostering a safe and respectful learning environment at [School Name].

Thank you for your understanding and cooperation in addressing this matter. Together, we can help our students grow and learn from their experiences.

Sincerely,

[Your Name]

**Subject: Important Incident Report: Your Child's Involvement in an Unprovoked
Altercation**

Dear [Parent/Guardian's Name],

I hope this email finds you well. I am writing to inform you about an incident involving your child, [Student's Name], that occurred at school on [Date]. It is our priority to maintain a safe and respectful environment for all our students, and we believe in transparent communication regarding any incidents.

Incident Details:

On [Date], your child, [Student's Name], was involved in an unprovoked altercation with another student, [Other Student's Name], on the school premises. We want to emphasise that [Student's Name] did not instigate, cause or continue the altercation.

Immediate Response:

Upon discovering the incident, our staff members promptly intervened to prevent further harm and provided the necessary medical attention as required. The safety and well-being of all students involved were our primary concerns.

Meetings and Investigation:

In the aftermath of the incident, we conducted meetings with both [Student's Name] and [Other Student's Name] to gather information and understand the circumstances surrounding the altercation. We have taken appropriate measures to address the situation fairly and equitably.

Support and Counseling:

Your child's emotional well-being is important to us. We understand that being involved in such an incident can be distressing. We have arranged counseling sessions for [Student's Name] to provide support, discuss their feelings, and help them process the experience.

Restorative Measures:

We are committed to fostering a positive and respectful school environment. Restorative justice measures are in place to encourage resolution and understanding between students. We believe that learning from these experiences can contribute to personal growth.

Next Steps:

If you have concerns or believe your child needs more support during this process, please contact us. We are here to provide assistance, answer your questions, and offer guidance as needed.

Conclusion:

We are committed to maintaining a safe and nurturing environment at [School Name] where all students feel secure and respected. We appreciate your understanding and cooperation in addressing this matter, and we look forward to working together to support [Student's Name]'s continued success.

Please rest assured that [Student's Name] was not at fault in this situation. We are actively addressing the incident and providing support to ensure their wellbeing.

If you have any questions or require further information, please feel free to contact us. Your involvement is crucial in ensuring the best possible outcome for your child.

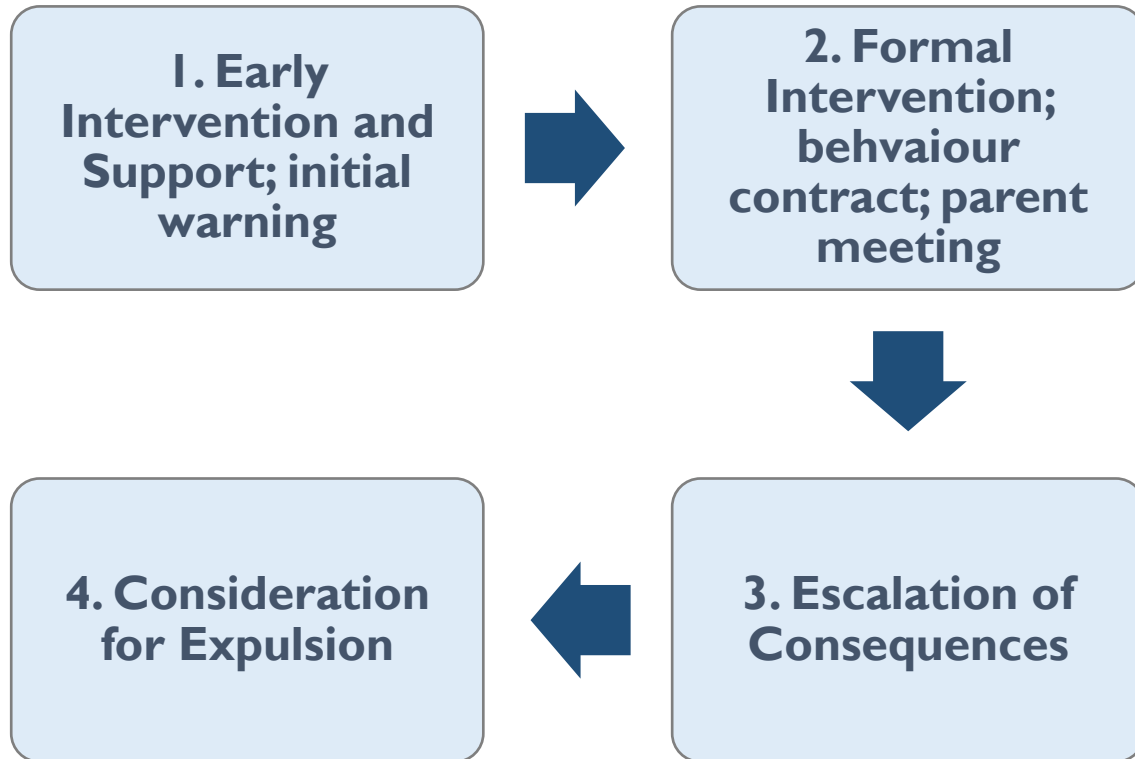
Sincerely,

[Your Name]

Appendix E:

Procedure for Dealing with Bullying and Harassment

Bullying/Harassment Consequences Overview



Reminders for All Students

- **Respect for All:** Remind all students that respect is the foundation of a healthy school environment. Everyone should treat each other with kindness and consideration, regardless of gender.
- **Zero Tolerance:** Emphasize the school's zero-tolerance policy for bullying and harassment. Make it clear that such behaviour is unacceptable and will be met with serious consequences.
- **Understanding Boundaries:** Teach students about personal boundaries and the importance of respecting them. Encourage open discussions about what is appropriate behaviour.
- **Empathy and Self-Awareness:** Promote empathy by encouraging students to consider how their actions and words may affect others. Help them understand the impact of their behaviour on their peers.
- **Reporting:** Remind students of the importance of reporting any instances of bullying or harassment they witness. Assure them that reporting is confidential, and no one will face retaliation for doing so.

I. Consequences for the Bully/Harasser:

Stage 1: Early Intervention and Support

- Counselling and Guidance: The bully/harasser may receive counselling to address underlying issues.
- Warning: A verbal or written warning is issued, emphasising the seriousness of the behaviour. Joint decision to be decided by the Head of Year and Head of Secondary.
- Monitoring: Close monitoring of the bully/harasser's actions during school hours.

Stage 2: Parent Involvement and Further Intervention

- Behaviour Contract: Signing a behaviour contract outlining expected conduct.
- Parental Involvement: Parents attend meetings and actively participate in resolution efforts, as well as explain the next steps of escalation if the bullying / harassment does not desist.
- Increased Supervision: Enhanced monitoring and supervision during school activities.
- Temporary Restrictions: Loss of privileges or participation in extracurricular activities.

Stage 3: Escalation of Consequences

- **Temporary 3-day Suspension:** Temporary removal from school. *[This provides a chance for the bully to reflect, be accountable, and separate themselves from any negative peers. It deters further misconduct, ensures legal compliance, involves families, and supports reintegration and personal growth, ultimately helps create a safer school environment.]*
- Continued Counselling: Participation in counselling, anger management, or empathy and self-awareness programs, as well as Restorative Justice through engagement in activities that promote understanding and empathy.
- Increased Parental Responsibility: Parents take more active roles in behaviour modification. Follow-up meeting and engagement as required.

Stage 4: Consideration for Expulsion

- Severe Incidents: For severe or repeated offenses, expulsion may be considered.
- School Leadership to review: The case is presented to the school board or disciplinary committee.
- Expulsion: In extreme cases, expulsion may be the ultimate consequence.
- Legal Implications: Legal authorities may be involved as needed.

2. Support for the Victim:

- Immediate Support: Ensuring the victim receives immediate emotional and psychological support.
- Counselling: Providing counselling services to help the victim cope and recover.
- Academic Accommodations: Offering academic adjustments if bullying affects school performance.
- Safety Measures: Implementing safety measures to protect the victim at school.

3. Reconciliation and Resolution:

- Mediation: Facilitating meetings between the victim and bully/harasser (if safe and appropriate).
- Restorative Justice: Encouraging the offender to understand the impact of their actions and make amends.
- Community-Building Programs: Implementing programs that promote respect and empathy among students.
- Ongoing Support: Continuously monitoring the victim's well-being and adjusting support as needed.
- Reintegration: Preparing and supporting the bully/harasser's return to the school community if changes in behaviour are observed.

Note: The specific consequences and support measures may vary depending on the severity of the bullying and school policies. The aim is to address the issue while prioritising the wellbeing and safety of all students involved.

4. Reconciliation and Resolution – Letter to Parents:

Subject: Important Meeting Regarding Your Child's Behaviour

Dear [Parent(s)],

I hope this letter finds you well. We are writing to address a serious matter concerning your child, [Name], who has been involved in inappropriate behaviour towards another student at our school.

We believe in nurturing a safe and respectful learning environment for all students at RGSR, and bullying or harassment goes against these principles. We take such incidents very seriously, and our primary goal is to ensure the wellbeing and safety of all students.

We have scheduled a meeting to discuss this matter in detail. The meeting will take place on [Date, at Time] in [Location]. During this meeting, we will:

1. Share the details of the incident and any evidence we have.
2. Discuss the impact of your child's actions on the victim and the school community.
3. Explore potential consequences for your child's behaviour as per our school's behaviour policy.
4. Work together to find ways to prevent future incidents.
5. Address any questions or concerns you may have.

It is essential that you attend this meeting to support the resolution process and help your child understand the seriousness of their actions. We believe that with your cooperation, we can work together to address this issue effectively.

Please confirm your attendance by [RSVP Date] by via email at [Email Address]. If you are unable to attend on the scheduled date, please contact us to arrange an alternative time.

We understand that this situation can be challenging, but it is our shared responsibility to guide our students towards responsible behaviour and empathy for others. We look forward to meeting with you to address this matter and work towards a resolution.

Thank you for your cooperation and commitment to maintaining a safe and respectful school environment.

Sincerely,

[Your Name]

[Your Title]

Subject: Important Meeting Regarding Your Child's Wellbeing

Dear [Parent(s)] of [Victim's Name],

I trust this letter finds you in good health. We are reaching out to bring to your attention a matter concerning your child, [Victim's Name], who has unfortunately experienced bullying or harassment within our school.

We want to emphasise that the wellbeing and safety of all our students hold the highest significance for us. Please rest assured that we consider this a serious matter and are committed to addressing it with utmost diligence.

We understand the distress that such incidents can cause to both the student and their family. Our primary goal is to ensure that your child feels safe, supported and respected within our school community.

We would like to invite you to a meeting to discuss this matter further and explore ways to address it effectively. The meeting will take place on [Date at Time] in [Location] at our school. During this meeting, we will:

1. Share the details of the incident as we understand it.
2. Listen to your child's experiences and feelings regarding the incident.
3. Discuss the steps we are taking to address the situation.
4. Explore possible solutions and next steps to ensure your child's wellbeing.
5. Offer any necessary support or resources to help your child cope with the situation.

Your presence at this meeting is crucial to us, as it will allow us to work together to address your child's needs and concerns. We want to assure you that we are committed to taking appropriate actions to prevent any further incidents and create a safe environment for all students.

Please confirm your attendance by [RSVP Date] via email at [Email Address]. If you are unable to attend on the scheduled date, please contact us to arrange an alternative time for the meeting.

We understand that this situation may be difficult for your family, and we want to assure you that we are here to support your child and your family throughout this process. Our school counsellor is available to provide assistance and guidance as needed.

We look forward to meeting with you to address this matter and ensure a safe and respectful school environment for all.

Sincerely,

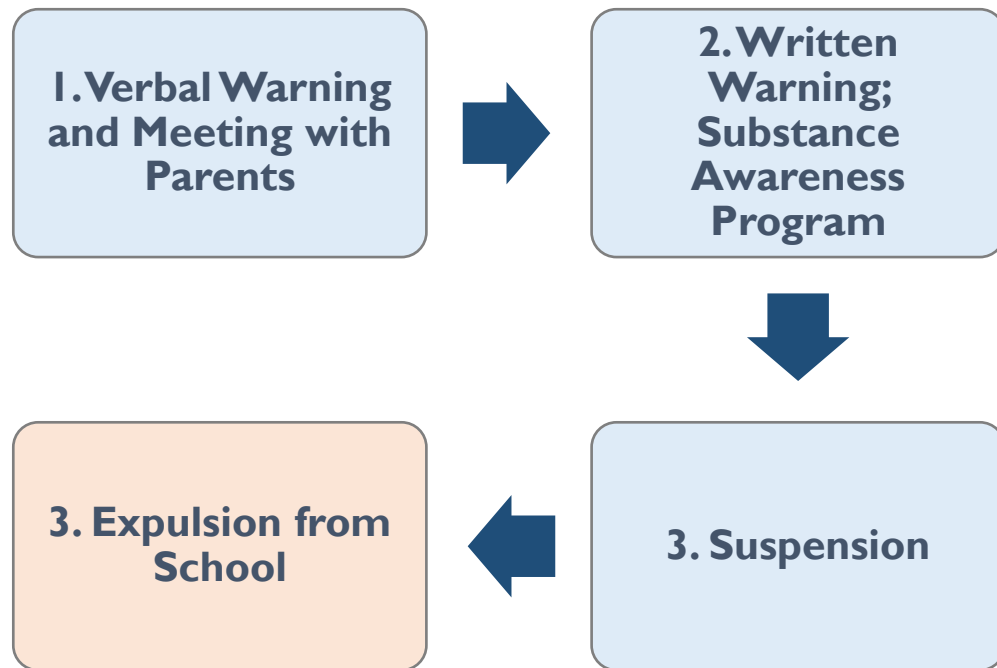
[Your Name]

[Your Title]

Appendix F:

Procedure for Dealing with Possession or Use of Substances (E-Cigarettes, Cigarettes, and Narcotics)

Consequences Overview



1. Consequences and Escalation

Note: the staged process below is for cigarettes or vaping. For narcotic substances, in line with the Ministry of Education policies, the consequences are far more severe and will be handled accordingly.

Stage 1: Warning and Parent Meeting

- Verbal warning and counseling by a teacher or staff member.
- Immediate confiscation of the vaping or smoking device.
- Meeting with parents/guardians to inform them of the situation.

Stage 2: Written Warning and Substance Awareness Program

- Written warning, including a description of the violation and consequences.
- Mandatory participation in a smoking or substance abuse awareness program.
- Increased parental involvement, including a meeting with school administration.

Stage 3: Third Offense

- Suspension for a specified period for reflection and accountability.
- A meeting with a school counselor or psychologist, if needed.
- Parents may be required to attend workshops on substance abuse.

Stage 4: Fourth Offense

- Meeting with the school's disciplinary committee.
- Parents will need to attend a mandatory meeting with the school administration and possibly a counselor or psychologist.
- Recommendation for long-term suspension or expulsion.
- [Involvement of law enforcement if illegal substances are involved. In such cases, steps 1 to 3 will be bypassed.]

Please note that the severity and specifics of consequences can vary depending on school policies, KSA laws and the circumstances of each case. At all times, the safety and wellbeing of students is our priority, and we aim to provide appropriate support and intervention to address the underlying issues.

2. Email Letter to The Child's Parent

Subject: Non-Compliance with School Uniform Policy

Dear Parents,

I hope this message finds you in good health. I am writing to address an important matter concerning your child's adherence to our school's uniform policy.

It has come to our attention that on multiple occasions, your child has attended school without the proper uniform. As you may be aware, our school places a significant emphasis on the uniform as it not only cultivates a sense of belonging and discipline but also promotes an environment of equality and harmony among our students.

Regrettably, this is the [second, third, fourth, etc.] instance of non-compliance we have observed regarding your child's uniform. We previously communicated with you via email following the previous incident. We are compelled to remind you that continued non-compliance will necessitate actions in line with our uniform policy.

In the event of a further instance of non-compliance, your child will be asked to return home unless proper uniform attire can be promptly provided to ensure their participation in class. If you are unavailable to collect your child from school, then he or she will be required to wait in the [inset specific room/location] until collection. We kindly request your full cooperation in ensuring that your child adheres to our school uniform policy.

Should you have any inquiries concerning the policy or require assistance in obtaining the proper uniform, please do not hesitate to reach out to us. We appreciate your attention to this important matter.

Sincerely,

[Your Name]

[Teacher or Staff Position]

Appendix G:

Procedure for Dealing with Disruption, Disrespect, Defiance

Consequences Overview



1. Definitions:

1.1. Disruption

Disruption refers to any behaviour or action that interrupts or hinders the normal functioning of the classroom, school or educational activities. It may include actions that disturb the learning environment, such as loud noises, outbursts, deliberate interruptions, or actions that divert attention away from the educational process. This includes unruliness and disorder in hallways, toilets, play areas, the canteen, as well as all other spaces within the school building, that interrupts or hinders the normal functioning of staff or other students.

1.2. Disrespect

Disrespect involves any behaviour, action or communication that shows a lack of consideration, courtesy or regard for the feelings, rights or authority of others within the school community. This may include speaking rudely, using offensive language or failing to follow established rules and guidelines.

1.3. Defiance

Defiance refers to a student's refusal to comply with the reasonable and lawful instructions, requests, or directives of school staff or authority figures. It may involve a deliberate act of resistance, disobedience or non-compliance that challenges the established rules and regulations of the school.

These definitions are intended to guide and clarify the school's expectations regarding behaviour and conduct, helping students understand the boundaries and responsibilities within the educational environment.

2. Escalation and Consequences

Stage 1: Verbal Warning

- At the first sign of Disruption, Disrespect, or Defiance, teachers or staff provide a verbal warning to the student, explaining the behaviour's inappropriateness and the expected conduct.
- Documentation of the incident, a verbal warning, and an opportunity for the student to correct their behaviour.

Stage 2: Written Warning

- If the behaviour persists, a written warning is issued to the student, outlining the specific incidents and expectations for improvement.
- Further documentation, a written warning, and communication with parents or guardians.

Stage 3: Parent Meeting

- If issues continue, a meeting is arranged between school staff, parents or guardians, and the student to address the concerns.
- Ongoing documentation, parent involvement, and a behaviour improvement plan.

Stage 4: Behavioural Contract

- In severe cases of Disruption, Disrespect, or Defiance, a formal behavioural contract may be established, outlining expectations and consequences.
- Continued documentation, a behavioural contract, and possible suspension.

Stage 5: Suspension

- If behaviour remains uncorrected, a temporary suspension may be imposed, providing time for reflection and corrective action.
- Documentation of suspension, parent notification, and a return-to-school plan.

Stage 6: Expulsion

- In extreme cases where behaviour continues to endanger the school community or goes against the school's values, expulsion may be considered.
- Expulsion from the school after due process and a formal review.

3. Letter Template to Parents:

Dear Parents/Guardians,

I hope this letter finds you well. We are writing to inform you about a recent incident involving your child, [Student's Name], in which they were found to have engaged in behaviour that violates our school's behaviour policy. The specific behaviour exhibited falls under the categories of Disruption, Disrespect, and/or Defiance.

Incident Details:

Date and Time: [Insert Date and Time]

Location: [Insert Location]

Description of Incident: [Provide a concise description of the incident]

Consequences:

As outlined in our school's behaviour policy, we employ a staged approach to address such incidents. In this case, your child has reached [Specify the Stage e.g., Stage 2: Written Warning] due to their behaviour. This stage involves [Explain the consequences and expectations for this stage].

Parental Involvement:

We value your partnership in ensuring a safe and respectful learning environment. We kindly request your support in addressing this issue by [Specify any actions or discussions that require parental involvement].

Next Steps:

Please contact us if you have any questions or concerns about this matter. We look forward to working together to ensure the wellbeing and success of your child.

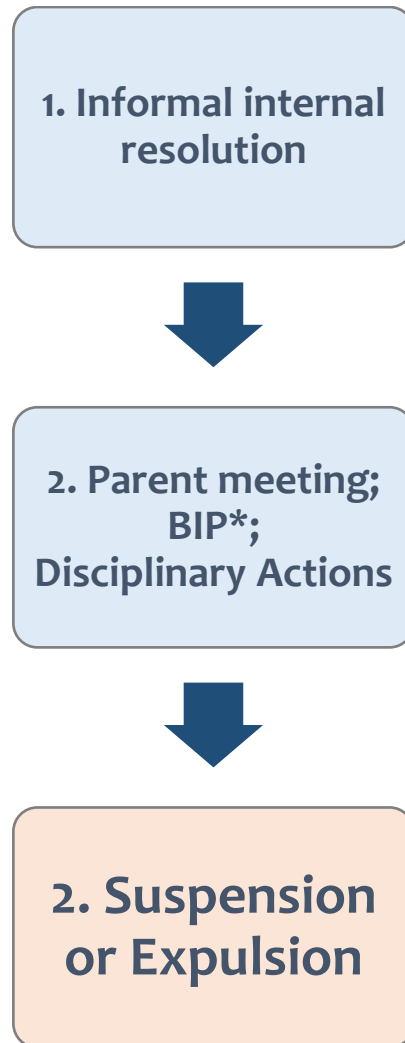
Sincerely,

[Name]

Appendix H:

Procedure for Dealing with Willful Damage, Vandalism and Graffiti

Consequences Overview



*BIP – Behaviour Improvement Plan

I. Overview Introduction:

The RGSR Willful Damage, Vandalism, and Graffiti Policy has been developed to maintain a safe, respectful, and positive learning environment for all members of our school community. Willful damage, vandalism, and graffiti are serious offenses that undermine the values and principles upon which our school is built. This policy outlines the procedures for addressing and resolving incidents of willful damage, vandalism and graffiti and provides a clear framework for addressing these behaviours through a staged escalation process.

2. Definitions:

2.1. Willful Damage / Vandalism:

- Vandalism in a school context refers to intentional and willful acts of damaging, defacing or destroying school property, facilities or equipment.
- This includes any behaviour or actions that result in the degradation or deterioration of the school's physical environment, posing a threat to the safety, cleanliness and aesthetics of the school premises.
- Vandalism may encompass acts such as breaking windows, graffiti, unauthorised painting or drawing, destruction of classroom materials, or any other actions that harm the school's property.
- This also includes:
 - trashing a classroom, toilets or any other space within the school premises,
 - deliberate littering and defiling of any space within the school.

2.2. Definition of Graffiti:

- Graffiti in a school context refers to the unauthorised and often illicit act of creating drawings, paintings, writings or markings on school property, walls, surfaces or structures without the explicit permission of school authorities.
- Graffiti typically involves the use of various mediums such as spray paint, markers or etching tools and is often intended to convey a message, express creativity, or make a statement.
- While graffiti can be considered an art form in some contexts, within a school environment, it is considered vandalism and a breach of conduct if done without proper authorisation.

3. Consequences and Escalation

Stage 1: Informal Resolution (Teacher/Staff)

- The teacher/staff member who discovers or witnesses an incident of willful damage, vandalism or graffiti should report it to the Head of Year (HOY) or a designated staff member.
- The HOY or designated staff member will investigate the incident and meet with the student(s) involved to discuss the behaviour, its consequences, and the importance of respecting school property.
- A warning is to be issued to the student(s), and the incident will be recorded in the Behaviour Logbook.
- *In cases involving extensive damage, destruction, or defacing of school property, written notification will be extended to parents or guardians. Additionally, if there have been multiple recent behaviour incidents involving the same student(s), parents will also be notified in writing at this stage. This measure ensures transparency and keeps parents informed of their child's actions and the resulting consequences.*

Stage 2: Formal Intervention (Head of Year/Leadership Team)

- If the vandalism or graffiti continues after the informal resolution, the HOY will escalate the matter to the School's Leadership Team.
- The HOY and leadership team will conduct a formal investigation and involve parents/guardians in the process.
- Consequences may include detention, payment for damages, community service or other appropriate disciplinary actions.
- A Behaviour Improvement Plan (BIP) may be developed to address the student's behaviour and monitor progress.

Stage 3: Board of Governors Involvement

- In severe or persistent cases, the matter may be referred to the School Leadership Team and Governors.
- They will conduct a thorough investigation and may decide on further disciplinary actions, including suspension or expulsion, based on the severity and circumstances of the offense.

4. Letter Template to Parents:

Subject: Vandalism, or Graffiti Incident Involving Your Child

Dear Parent/Guardian,

I hope this letter finds you well. We are writing to inform you of an incident involving your child, [Name], regarding an act of willful damage, vandalism, or graffiti within our school premises.

On [Date], our school staff discovered that your child was involved in an incident that resulted in [brief description of the incident]. We take such incidents very seriously, as they not only compromise the safety and appearance of our school but also contravene our school's values and principles.

Following our school's Willful Damage, Vandalism, and Graffiti Policy, we have conducted a thorough investigation into this matter. We have met with [Name] to discuss the behaviour, its consequences, and the importance of respecting school property. In accordance with our policy, a warning has been issued to [Name].

We believe in providing students with opportunities for growth and improvement. To address this behaviour, we have implemented a Behaviour Improvement Plan (BIP) for [Name]. This plan outlines specific steps and expectations to help your child understand the gravity of their actions and make amends for the damage caused.

We strongly encourage your involvement in this process to support your child's personal and academic development. We also request that you discuss the seriousness of this matter with your child and emphasise the importance of respecting school property and values.

Please do not hesitate to contact us if you have any questions, concerns, or if you require further information regarding the Behaviour Improvement Plan or the incident itself. We believe that working together, we can help [Name] make better choices and learn from this experience.

We appreciate your understanding and cooperation in addressing this matter and maintaining a safe and positive learning environment at RGSR.

Sincerely,

[Name]

[Title]

RGSR Student Conduct - Tracking Report

1 – Unacceptable

2 – Poor

3 – Acceptable

4 – Good

5 – Excellent

Student Name:					Homeroom:			
Report Start Date:					Homeroom Teacher:			
Report End Date:					Head of Year:			
Reason for Report:								
Day & Date	Info Required	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
	Lesson							
	Initials							
	Score (1-5)							
	Lesson							
	Initials							
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	Score (1-5)							
	Lesson							
	Initials							
	Score (1-5)							

Homeroom Teacher's Comments and Recommendations:

Signed by Homeroom Teacher
Date:

Signed by Head of Year
Date: