



# Reward and Behaviour Policy

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## **Purpose**

Knowledge Gate International School (KGIS) is committed to providing educational excellence for the students it serves. The School will be at the leading edge of high quality, inclusive and innovative teaching and learning practice. The School is dedicated to raising aspirations, expectations of success, educational achievement and will empower students to be active global citizens. The School celebrates and develops the unique talents of each member of the learning community, in a secure and happy environment where all members of the school community feel valued and respected, and where effective teaching for learning is able to take place.

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all members of the school community and requires a consistency of practice across the School to ensure that students know the standards of behaviour expected of them.

Therefore, the overarching mission of our Reward and Behaviour Policy is to:

- Recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
- Recognise and celebrate good behaviour and positive attitudes to learning
- To create a learning environment where achievement is respected and valued by all
- Ensure that equality of opportunity is available for all
- Develop understanding, tolerance and respect for all
- Build a community based on justice and a sense of personal responsibility whilst ensuring reconciliation and forgiveness

## **Policy Aims:**

*'At Knowledge Gate International School (KGIS), we will act with courtesy and consideration to others at all times. We will strive to always achieve our best in our learning.'*

Our Reward and Behaviour Policy is designed to support the way in which all members of KGIS can live and work together. It aims to promote an environment that develops our students into confident, well-motivated and hard-working individuals who enjoy learning. We believe that every member of the KGIS community should feel valued, respected and treated as an individual in accordance with our school ethos and the Sultanate of Oman Child Law. Central to this is the expectation that students who attend KGIS will display high standards of behaviour and treat other people as they would wish to be treated, in accordance with our school rules. A behaviour expectation chart is clearly displayed in each classroom.

The objectives of the KGIS Reward and Behaviour Policy are to:

- Ensure the School is a safe and supportive environment for all
- Ensure that all members of the School community are shown respect and show respect for others
- Ensure a positive approach to behaviour through praise and reward for good behaviour
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently
- Ensure that expected standards of behaviour are modelled by the adults working within the School
- Ensure specific programmes are in place to nurture the social and emotional development of all students, and provide extra support to struggling students while ensuring that these students do not disrupt the learning of others

This policy forms part of the overall Safeguarding Policy. It is in place to ensure that all students and adults are made aware of the high expectations of behaviour and the appropriate consequences, when these standards

are not met whilst in the care of the school.

# Code of Conduct: Students

## 1.0. Student Code of Conduct

1.1. The school intends to provide an environment which nurtures individuality and encourages freedom of expression; personal growth and self-confidence. The extent of that freedom is defined by the Student Code of Conduct and the responsibility is placed on the student to enjoy the freedom within the parameters of this Code. The Code's primary objective is to outline the positive behaviours that we expect all students to exhibit to support a positive environment for both learning and for social interaction.

1.2. The code is a partnership between the school and its students. This Code is applicable whilst students are on school premises, at school functions, travelling to and from school, on trips or on any occasion where they are identifiable as students of the school.

The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. By accepting a place and/or renewing enrolment at the school, students and their parents confirm that they have accepted and are bound by this Code, school rules, policies and practices, and that they wholeheartedly support the core values and ethos of the school. At school, the Code is readily available to students via handbooks and displays.

1.3. The Student Code of Conduct can be summarised as follows;

- We expect students to behave in a manner which is conducive to a positive environment for both learning and for social interaction.
- Rules and behaviour agreements are based on respect for all others and their property, and on ensuring that the school maintains an excellent reputation in the community.
- Everyone has a right to feel secure in an environment which enables learning and to be treated with respect. Harassment and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, age, religion, disability or learning needs.
- We expect students to be ready to learn and to participate in school

activities. Students should attend school and all lessons punctually.

- We expect students to show respect for the rights of others, including each other's possessions and the school's property.
- We expect students to behave in a manner that reflects the best interests of the whole community.
- We expect students to behave with academic integrity.
- We expect students to treat all members of the school community with respect and courtesy and to respond positively to the opportunities and challenges of school life.

1.4. It is the responsibility of parents to support the school in enforcing the Code. Parents who enroll their child at the school undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study. Each year upon re enrolment parents

agree to the terms and conditions, one of which is a continual agreement to the Student Code of Conduct and Parent Code of Conduct.

1.5. The school has several support systems in place to meet the needs of all students. These include Form/Class Tutors, meeting with the Year Coordinator or Head of Section/School, support offered by the Nurse and the school referred counselling service.

1.6. In the event of any serious inappropriate behaviours, the school will liaise closely with parents and, if relevant, other statutory and support agencies.

### **Expectations in School and Online**

Students are expected to adhere to the following expectations throughout the School:

- Refrain from play fighting and discourage conflict between other students
- Online platforms, such as Google Classroom, are to be used responsibly and for academic purpose only
- Respect other students, their work and belongings in the classroom and during online learning
- Follow established school routines (e.g. lining up for lunch, lining up for lessons, walking on the right etc.)
- Students should refrain from being on devices, including smart watches unless required by the teacher during lesson time
- Students must not use their mobile phones at any time during the school day
- Students must remove earphones/airpods once they enter the school premises
- Walk, not run, on corridors and around the School buildings
- Only eat in designated eating spaces
- Treat the School with respect and ensure usage of the litter bins that are provided
- Use appropriate language at all times whether in school or learning online
- Be polite to fellow students, all staff and any visitor to the School
- Maintain uniform expectations at all times. Trainers may only be worn for PE or outdoor play and must be changed before entering the building.
- Students can only leave the School following approval being given to a parent who has contacted the School by email or telephone. In all cases of students leaving early, a parent or carer must collect the student from Reception. Students must present a signed (Head of School) Permission Slip to reception and security.

### **Expectations outside the School**

Any incidence of poor behaviour, whilst in school uniform, will be treated in the same manner as if the behaviour had occurred within the School. Students are expected to be responsible citizens in the local community and good representatives of the School, particularly in the following ways:

- Show respect to others
- Wear full uniform in the correct manner on the way to and from the School
- Under no circumstance do something that brings the School into disrepute
- Keep the neighbourhood free of litter
- Use appropriate language in public
- Exhibit good behaviour and manners when travelling to and from the School

- Be punctual
- Only be absent for a genuine reason
- Ensure their online profile is exemplary and conduct themselves in an appropriate manner on any online platform at all times

The following items are strictly prohibited on the School site. Relevant sanctions will be applied for students caught in possession of these items. These items will be confiscated and parents will be asked to come into school to collect them. Items linked to smoking will be confiscated and destroyed, and harmful weapons or illegal substances will be referred to the relevant authorities:

- Nuts
- Chewing gum
- “Tippex” / white-out fluid
- Real or imitation knives, firearms or any type of weapon that could cause harm
- Cigarettes, vaping devices, smoking paraphernalia and e-Cigarettes
- Alcoholic drinks
- Matches and lighters
- Illegal drugs and substances

During school hours, mobile phones are not permitted for any student. Phones brought into school should be switched off and out of sight in the student’s bag.

### **Primary Expectations**

Expectations for behaviour in a **Primary Classroom** are agreed between the class teacher and students at the beginning of term and displayed in a prominent place in the room as a ‘Class Expectations’ to which the students and adults sign their understanding and agreement. The expectations vary depending on the age of the students. Research shows that children are more likely to strive to reach these expectations when they have ownership and are involved in the decision-making, so these will vary from class to class; however, all contracts will cover the same areas:

Expectations for:

- Speaking and listening to others; peers and adults
- Behaviours and attitudes for effective learning in the classroom and online
- Respect for the school environment and the belongings of others
- Trust and responsibility
- A zero-tolerance approach to bullying and cyber-bullying
- Punctuality and appearance
- Movement around the school

### **Secondary Expectations**

**In Secondary classrooms**, students are expected to meet the following expectations:

- Arrive to lessons on time, whether in the classroom or online

- Silently line up and enter the room at the teacher's invitation. At the start of the day, this will happen at the time of the National Anthem. Homeroom Teachers will observe and correct any uniform issues and sanction appropriately.
- Sit where the teacher requires them to sit
- Be ready to learn with the necessary equipment and books for classroom based and online learning
- Exhibit good and respectful body language
- Listen carefully and contribute to class discussions as directed by the teacher – no shouting out
- Join in lessons, respecting the views of others
- Fully participate in learning by active listening, thinking and positively contributing
- Refrain from talking to classmates unless it is part of a class activity
- Stay on task during class and online activities
- Refrain from academic plagiarism
- Follow the School procedure for requesting and going to the toilet
- Refrain from sitting on tables or desks, and from putting feet on chairs
- Come to class in full uniform
- Follow the correct procedure for finishing lessons and exiting the classroom

## Rewards and Sanctions Procedures

At KGIS we have clear, simple to implement, behaviour systems. These systems have explicit expectations linked with rewards and sanctions.

### Positive Reinforcement and Rewards

At KGIS we believe it is essential to reward positive behaviour as this will support our ethos of kindness, co-operation and purposeful learning. Our approach is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

We recognise the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and cooperative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

The School will have an influential reward system for students that provides strong motivation for individuals and groups to meet behaviour and home learning expectations, demonstrate the KGIS core values and competences, produce outstanding work and demonstrate outstanding citizenship.

At KGIS, we strive to celebrate student achievement and positive attitudes to learning through:

- **Regular, formal awards for achievement which demonstrate the School values and competences** (Celebration Assemblies, Award Certificates, House trophies, Praise Postcards, end of year Awards Ceremony and positive communication with parents).
- **Individual and group rewards for regularly meeting expectations** (Celebration Assemblies, Whole House rewards, House Points, Praise postcards, tokens/stickers, written feedback following a piece of work, positive verbal feedback)
- **Special, invitation-only activities for students who consistently meet or exceed behaviour and work expectations** (trips and special events, end of year Awards Ceremony, Principal's breakfast, Unsung Heroes)
- **Recognition** (displaying work around the School, written feedback following a piece of work, 'Seen Doing



the Right thing' prize draw)

## **Sanctions**

### **4.1.**

We recognise that as students grow in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them reflect upon and learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates a non-exhaustive list of behaviours that may take place which show disregard for learning and social interaction, along with suggested sanctions that align with the inappropriateness of the behaviour. These are adjusted whenever necessary such that they give full consideration to students who are on the SEN register or who have disabilities, safeguarding concerns or wellbeing issues. When there is a decision to suspend or exclude a student, these sanctions must be applied in line with local/national legislation e.g. giving parent required notice.

Schools must ensure that all inappropriate behaviours are recorded in iSAMs' discipline manager and tracked using the same categories (low/medium/high/very high/zero tolerance) as defined in the table below (low, medium, high, very high, zero tolerance). Any behaviours that are of a "high" level of disregard or above will remain on the student's permanent record, whilst behaviours that are of a "low" or "medium" level of disregard may be reviewed at the end of the academic year and can be removed from the student's record should the student's behaviours have otherwise been positive. Any behaviours that are of a "very high" or "zero tolerance" level of disregard must be sanctioned in line with the sanctions detailed in the table, including the assignment of the associated demerits, which must also be recorded using the demerit manager in iSAMs. The assignment of demerits associated with lower levels of disregard is optional and schools should implement this only if appropriate to their behaviour management context and systems.

The School has a sanctions policy based on consistent, inevitable and escalating consequences for failing to meet the behaviour expectations. Sanctions will be immediate and effective. These escalating steps are used in conjunction with the School's Code of Conduct and Anti-Bullying Policy.

For students in the Secondary phase, the effectiveness of sanctions depends in part on 'opportunity cost,' which is why it is important to have a clear focus on the rewards outlined above. For example, detentions are more effective if students are missing a desirable activity. Being sent out of a lesson is more effective if the lesson is so interesting that the student does not want to miss it.

Some behaviours will automatically warrant a sanction where others will first elicit a staggered approach – based upon the assertive discipline system i.e. warning followed by a sanction. At KGIS our escalating set of sanctions is designed to minimize internal and external exclusions, and ensure that students are in the classroom engaged in learning at all possible times.

### **Sanctions include:**

- Detentions at break time, lunch time or after school (with 24 hours' notice)
- Reflection Room during break time or lunch time
- Behaviour Chart or Contract
- SLT Homeroom Group
- Community payback
- Internal isolation for a specific period of time
- Fixed external exclusion

### **4.3. Removing students from lessons:**

Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour. Removal from the lesson must only be for a brief time and not for multiple lessons.

Outside of the classroom, the student should be told the reasons for being excluded from the class. The case should be dealt with by the Head of Department. A brief record of the lesson exclusion should be kept, and the form/class tutor should be notified.

### **4.4. Restorative Justice: Students who make mistakes need to be able to restore their wrong doings.**

Restorative Justice can take several forms:

- Parents should be informed of all misdemeanours, so they are aware of their children's behaviour, and they can hold their children to account at home.
- Students should be encouraged to talk about why they have taken part in a negative behaviour.
- Students should take part in a restorative conversation, apologising to students, or staff members who they have upset.
- Students can take part in service learning to show further accountability for their errors. Schools should offer a time and place for this to happen.
- Note – restorative justice should not be used as a sanction. The sanction sits separately.

### **5.0. Special educational needs and disabilities**

The school will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

In collaboration and agreement with parents, we will work with all students to ensure they can manage their behaviour. For some children, additional support may be required to help them with this. For example, working with a play therapist/child counsellor, speaking to their class teacher at regular intervals, working with a Learning Support Assistant.

### **6.0. Specific considerations for Primary School Grade 1-6**

#### **6.1. Rough and tumble play and fantasy aggression**

- Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

#### **6.2. Hurtful behaviour**

- We take hurtful behaviour very seriously. On occasion most children under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label

this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

6.3. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

6.4. We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

6.5. We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

6.6. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

6.7. In the event of serious misbehaviour or serious breaches of discipline the matter can be referred to the Head/Head of Section.

6.8. Exclusions (both temporary and permanent) are applied for serious breaches of school rules and expectations. Only the Head in conjunction with the Board of Governors may exclude a student.

## **7.0. Specific considerations for Early Years School Section**

7.1. The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

7.2. A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

7.3. We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities,

and positive behaviour.

7.4. In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

7.5. Responding to Positive Behaviour

- Give Verbal praise to child and with parent
- Use consistent reassuring Body language-a smile, nod, pat on the back
- Child is given responsibilities and jobs to do
- Care and value is given to children's paintings, drawings, construction and general responses.

7.6. Rewarding Positive Behaviour

- Perseverance, effort, achievement, concentration
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

7.7. Responding to Challenging Behaviour

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred
- Record any physical interventions, where used, on a body map
- Child is given a specific activity to complete until released by adult
- Adult's facial expression, tone of voice, body language
- Reminding of the expectations
  
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

7.8. Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

7.9. Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration and emotional dysregulation. The

emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for others feelings.

7.10. For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with the child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and a written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's pediatrician.

### **Active Involvement of Parents**

KGIS believes strongly in the power of working in close cooperation with parents, and of the rights and desirability of parents being actively involved in the education of their child. KGIS will therefore seek to involve parents actively on behaviour for learning issues.

The effectiveness of sanctions is heightened when students know that home and school are working together to implement the systems in place. It will be a vital part of the parent partnership that education for parents, regarding behavioural standards and expectations in the School, is offered and referred to regularly. Parents must be made aware from the moment of enrolment that the sanctions in place are designed to develop the well-being and social norms of their child, and to ensure schooling and life success.

### **Responsibilities:**

It is essential that all members of the School set high professional expectations and standards to consistently implement this Reward and Behaviour Policy.

### **The role of the Homeroom and Subject teachers:**

It is the responsibility of the Homeroom and subject teachers to ensure that the school rules and guidelines are consistently adhered to, and that individuals within their class behave in a responsible manner both in and out of lesson time.

Teachers should ensure that teaching and learning is consistently of the highest quality, so that students are motivated and inspired to learn. Students are less likely to be 'off task' if planned activities are stimulating, relevant, 'hands on' and they can see that they are making good progress.

It is essential that teachers treat each individual student fairly and that they ensure that the KGIS Code of Conduct is implemented consistently. Teachers should treat all students in their class with respect and understanding.

The Homeroom and subject teachers report to parents at the termly Parent Teacher Consultation meetings, about

general progress and the behaviour of each student in their class.  
Where classes are one hour in duration, teachers must stand outside and wait for their next class to arrive.

### **Teaching Assistants/Learning Support Assistants:**

Our Teaching Assistants are valuable members of staff who are normally class-based. They assist the class teacher in differentiating the curriculum, to ensure that students can access work at their level. They also have a responsibility to ensure that the Reward and Behaviour Policy is consistently adhered to. Where students demonstrate difficult behaviour, the Teaching Assistant will apply a range of positive strategies and will also inform the class teacher either directly during the lesson or immediately after.

### **The Role of the Director of Pastoral:**

It is the responsibility of the Director of Pastoral (DoP), to ensure that the Reward and Behaviour Policy is consistently implemented across the School. The DoP is responsible for ensuring that the health, safety and welfare of all students at KGIS is maintained.

The DoP keeps records of all reported serious incidents of misbehaviour. For repeated or very serious acts of anti-social behaviour, the DoP will liaise with the Heads of School and Executive Principal if a fixed-term suspension or exclusion needs to be applied.

### **The Role of Parents:**

We expect parents to be engaged in their child's learning, and to support our School rules, as set out in the School Terms and Conditions. We inform parents immediately if we have concerns about their son or daughter's welfare or behaviour.

If a parent has concerns about their child's behaviour, welfare or education, they should share this with the School by initially contacting the Homeroom teacher. We expect parents to attend Parent Teacher Consultations and meetings at the School.

If the concern persists, they should contact the Assistant Principal or Head of Pastoral. If these discussions cannot resolve a problem, a formal grievance or appeal process can commence in accordance with our Complaints Policy.

Parents are expected to support the School in ensuring that their child attends regularly, and meets the expected 94% minimum attendance throughout the year. Parents are responsible for informing the School of any absence. Parents should assist the School in promoting punctuality by ensuring their children arrive at school on time, are ready to board school transport on time and are collected promptly (within 15 minutes) at the end of the school day.

### **Monitoring**

The effectiveness and impact of this Policy will be carried out through rigorous monitoring across the School. This includes:

- Maintaining accurate behaviour records in ISAMS
- Monitoring behaviour during lesson observations
- Feedback from students during focused student feedback groups, and via the Student Council
- Student, parent and teacher questionnaires

- Monitoring behaviour during Learning Walks
- Monitoring behaviour at break and lunch times

## 07. POLICIES REFERENCED

*This policy is to be used in conjunction with the below policies:*

- KGIS Anti-Bullying Policy
- KGIS Attendance and Punctuality Policy
- KGIS E-Safety and Acceptable Use of ICT Policy
- KGIS Alcohol and Drugs Misuse Policy
- KGIS Restraint and Safe Handling Policy
- KGIS Uniform and Appearance Policy

**For Primary sanctions, please see Appendix A**

**For Secondary sanctions, please see Appendix B**

**For guidance on the Restraint, Alcohol and Drugs and Uniform policies, please see Appendix C.**



## Appendix A: KGIS Behaviour Procedures (Primary Phase)

	<b>KG1, KG2, Grade 1 and Grade 2</b>	<b>Grades 3, 4 and 5</b>
<b>Level 1</b>	<b>Examples:</b> Calling out, distracting others, being unkind, aggravating others, breaking class rules.	<b>Examples:</b> Persistent disruptive behaviours, shouting out, refusing tasks, distracting others.
	<b>Teacher steps:</b> All students to start on the outer edge of the spider web each day. 1: Verbal warning 2: Student's name remains on outer edge or moves back out if previously moved in <b>Outstanding behaviour:</b> Student moved towards the centre of the spider web, earns a house point and recognition.	<b>Teacher steps:</b> All students to start on the 'Ready to Learn' rung of the ladder each day. 1: Verbal warningsp 2: Student's name moved down the ladder one step <b>Outstanding behaviour:</b> Student moved up the ladder and earns a house point and praise postcard.
<b>Level 2</b>	<b>Examples:</b> Persistent Level 1 behaviour, bad language, damaging property, throwing sand, not using scissors correctly and alleged incidents of bullying.	<b>Examples:</b> Persistent Level 1 behaviour, bad language and alleged incidents of bullying.
	<b>Teacher steps:</b> Student's name remains on outer edge of spider web or moves back out if previously moved in. Incident to be recorded by class teacher. Teacher to communicate to student's parents.	<b>Teacher steps:</b> Student's name is moved down the ladder. Time out in classroom/playground. Incident to be recorded by class teacher electronically on ISAMS
<b>Level 3</b>	<b>Examples:</b> Repeated Level 1 and 2 behaviour, stealing, unwanted physical contact (hitting, kicking, pinching, and biting breaking skin) verbal aggression and bullying.	<b>Examples:</b> Repeated Level 1 and 2 behaviour, stealing, unwanted physical contact (hitting, kicking, pinching, biting breaking skin) verbal aggression, intentional damage to property, bullying.
	<b>Teachers steps:</b> Student's name remains on outer edge of spider web or moves back out if previously moved in. AP/HoP informed, teacher or AP/HoP informs parents depending on the circumstance. Student (verbally) to complete Reflection Review sheets.	<b>Teacher steps:</b> Head of Pastoral is informed, student to spend lunchtime in Reflection Room, teacher or AP/HoP informs parents depending on the circumstance. Student to complete Reflection Review sheets.
	<b>If a child reaches Level 3 on two occasions:</b> Reintegration meeting with student, teacher and AP/HoP. <b>If a child reaches Level 3 on three occasions:</b> AP/HoP initiates a parent meeting; possible ways forward will be discussed. Incident recorded.	

<b>Level 4 Bypass previous levels</b>	<b>Examples:</b> Biting, breaking the skin, violence, physical aggression towards members of staff.	<b>Examples:</b> Biting, breaking the skin, Fighting, dangerous objects, verbal abuse, illegal substances, physical aggression towards members of staff, Truancy and Racism.
	<b>Teacher steps:</b> Head of School is informed and contacts parents. Decision of consequence on case by case basis (child sent home, community service, internal and external exclusion). Parent meeting with teacher/ HoS to put strategies in place to avoid it happening again.	<b>Teacher steps:</b> Head of School is informed and contacts parents. Decision of consequence on case by case basis (child sent home, community service, internal and external exclusion) Parent meeting with teacher/ HoS put strategies in place to avoid it happening again.
	<b>Level 4:</b> Head of School to inform the Executive Principal. Incident recorded.	
<b>Level 5 Bypass previous levels</b>	<b>Examples:</b> Single actions that seriously undermine learning and social interactions: Or: Extreme violent behaviour Possession and/or use of illegal drugs at school Extreme bullying, racism or abuse Selling illegal items Illegal sexual behaviour	
	Immediate expulsion  Inform Inspired Head of Safeguarding (and local police where illegal activity)  Above, plus Board of Governors	



## **Appendix B: KGIS Behaviour Procedures (Secondary Phase)**

- L1 – L4's cannot be 'earned back' as a result of good behaviour later in the lesson
- Students do not necessarily need to progress from L1-L4
- More serious incidents can be entered directly as L3 or L4 as appropriate

### **SLT Homeroom Group**

Students with persistent poor behavior will be asked to join the SLT Homeroom Group each morning. This group will be used to monitor aspects of behaviour, punctuality and attitude. Heads of Department or Heads of Pastoral may refer students to the SLT Homeroom Group when recurring or serious issues concerning behaviour have been raised.

### **Late to school/lesson**

Students who are late to school (after 7:40am), will enter via the Main entrance and have their names written in the late book, administered by a member of the SLT. Any lateness will be challenged, but when there is no good reason, for example, oversleeping, Homeroom teachers must challenge this upon students arrival to Homeroom time and inform their student that this will be recorded as a late. Homeroom teachers must check for patterns of lateness and for Secondary students, follow the sanctions prescribed in the Attendance Policy regarding persistent lateness:

1. If a student is late 3 times in a half term = 1hr detention and thereafter for the 4th and 5th time.
2. If a student is late 6 times in a half term = 90 minutes detention and thereafter for the 7th and 8th time
3. If a student is late 9 times in half term = internally isolated in the Reflection room for a day.

Where Primary students are persistently late in arriving to school, the Head of School will hold a formal meeting with the child, parent and Homeroom teacher all in attendance.

Students who arrive after 7:40am must register at the School Reception. Students will be issued with a late slip, which they must present to the subject teacher. Depending on the reason for the lateness, a detention will also be set for the student. Subject teachers must send a student back to Reception if they do not have a late slip.

It is essential that an electronic subject register is taken at the start of every lesson. This will ensure that the School is able to monitor and reduce truancy from lessons. Heads of School will monitor subject registers to determine any suspected truancy and will pass this information on to the Pastoral Leads, Homeroom teachers and



Heads of Department. If it is found that a student has been truanting then this will be formally recorded as an unauthorised absence. The procedures for dealing with truancy are set out in Section 6 of the *KGIS Attendance and Punctuality Policy*. If a teacher suspects a student on their lesson roll to be truanting then they should contact the Head of School immediately.

Lateness to lessons must be challenged and recorded. Staff must take appropriate action against students who are late without a valid reason and apply the appropriate sanction. Students who are late must have a signed note from a member of staff or a late slip from the School Reception.

### **Consistency**

Students who receive three or more behaviour incidents in any week will receive an after-school detention of one hour with a member of SLT. Further action will be taken against repeat offenders e.g. SLT Homeroom Group, parental interviews.

Any incidents of misbehaviour or misconduct which occurs out of school or in the local community; on the journey to and from school, including school buses and public transport will be treated in the same way as if these were committed within the School.

### **Community Service**

Students may be requested to undertake community service as a means of punishment for inappropriate behavior. If a student is found to be dropping litter, the expectation will be that this student will be required to collect litter from the School grounds. The intention is that all students share a sense of pride in the facilities on offer and take the expected level of care of these.

### **Confiscation of Student's Property**

It is appropriate and acceptable for staff to confiscate a students' property, for example, mobile technology. If students are seen with mobile technology in lessons, or anywhere on the premises during the school day, it will be confiscated. If a mobile phone is confiscated, this will be left at the main reception and the student will be able to collect this at the end of the school day, this information will be recorded. If a mobile phone is confiscated for a third time, the phone will be left at reception and parents will be contacted to come into the School to collect, this information will be recorded. Students will not be permitted to collect a confiscated mobile more than twice, under any circumstances.

Level	Behaviour Type (examples)	Sanction
L1	<ul style="list-style-type: none"> <li>● Repetitive Chatting</li> <li>● Repeatedly Off-task</li> <li>● General silliness</li> <li>● Chewing gum</li> <li>● Poor uniform</li> <li>● Lack of equipment</li> <li>● Use of mobile device without permission</li> <li>● Unauthorised lateness</li> <li>● Incomplete home learning</li> <li>● No PE kit</li> <li>● No Chromebook or laptop device</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal Warning</li> <li>● Name on board</li> <li>● Change of seat (chatting/silliness etc.)</li> <li>● Confiscation (using device)</li> <li>● Email Sent to Parent/Carer - at subject teachers' discretion</li> <li>● Logged on ISAMs</li> </ul> <p><i>Note: confiscated devices to be passed to Reception to be collected by student at the end of the day (<b>first and second confiscation only</b>)</i></p>
L2	<ul style="list-style-type: none"> <li>● Persistent Level 1 behaviour following warning</li> <li>● Second incomplete home-learning/ PE kit</li> </ul>	<ul style="list-style-type: none"> <li>● Logged on ISAMs</li> <li>● Email/Phone call to Parent/Carer from subject teacher</li> </ul>
L3	<ul style="list-style-type: none"> <li>● Third incomplete home learning</li> <li>● Persistent Level 2 behaviour</li> <li>● Persistent poor behaviour which seriously disrupts the learning of others</li> <li>● Serious inappropriate use of language</li> <li>● Disrespectful to staff/peers</li> <li>● Dangerous/reckless behavior during break/lunch</li> </ul>	<ul style="list-style-type: none"> <li>● Loss of lunch break Head of Department or Head of Pastoral detention, logged on ISAMs</li> <li>● Removal from lesson</li> <li>● Email/Phone call to Parent/Carer</li> <li>● Referred to SLT Homeroom Group where appropriate</li> </ul>
L4	<ul style="list-style-type: none"> <li>● Persistent poor behaviour which seriously disrupts the learning of others</li> <li>● Physical or verbal aggression towards another student</li> <li>● Failure to improve after being placed on report</li> <li>● Truanting</li> <li>● Fighting</li> <li>● Smoking (including use of E-Cigarettes)</li> <li>● Theft</li> <li>● Physical or verbal aggression towards a staff</li> <li>● Missing an after-school detention after being given a second chance</li> <li>● Failure to improve as a result of senior leader intervention</li> <li>● Serious misdemeanours e.g. drugs, vandalism, racism, secularism</li> </ul>	<ul style="list-style-type: none"> <li>● 60-minute after school SLT detention, logged on ISAMs, parents notified</li> <li>● Isolation, internal/external exclusion with SLT where appropriate logged on ISAMs, parents notified</li> <li>● Attendance at SLT Homeroom Group for a specified period of time</li> </ul>

L5	<p>Single actions that seriously undermine learning and social interactions:</p> <p>Or:</p> <ul style="list-style-type: none"><li>● Extreme violent behaviour</li><li>● Possession and/or use of illegal drugs at school</li><li>● Extreme bullying, racism or abuse</li><li>● Selling illegal items</li><li>● Illegal sexual behaviour</li></ul>	<p>Immediate expulsion</p> <p>Inform Inspired Head of Safeguarding (and local police where illegal activity)</p> <p>Above, plus Board of Governors</p>
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## **Appendix C:**

### **Physical Restraint**

- Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person.
- If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Staff should be trained in physical restraint techniques. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student.
- Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- Every member of staff will inform the Head of School immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offense and the sanction imposed.
- The school can search and produce listings of these records so that any patterns may be identified by the school.
- We will always inform a parent immediately when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

### **Searching Students and Possessions**

- Subject to the laws of the Country, the school reserves the right to search students and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offense, or to cause personal injury to others or to the student himself/herself, or damage to property.
- The Head of School or staff authorised by them may search a student, provided that the staff member is the same gender as the student being searched and there is another staff member as witness. The school may carry out a search of a student of the opposite gender to the staff member conducting the search and without a witness present but only where the school reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff.
- The school's policy on tobacco, alcohol and drugs can be found below



## **Alcohol, Vape and Tobacco**

- We have extensive health education and PSHE programmes at KGIS that focus upon the potential risks from excessive consumption of alcohol and risks of vaping and smoking. They concentrate on teaching the importance of young people making healthy, informed choices. The programmes involve students of all ages and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies on the topic, and cover the serious risks from abuse of alcohol, tobacco, inhalants and illegal substances. (Please refer to policy on drugs).
- Our Nurse plays an active role in promoting greater awareness about the risks involved and will offer informed medical advice. Students can discuss their individual worries about drinking and smoking with their Form Tutor or another member of the Pastoral Team. They can also refer themselves to the Medical Staff and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together to promote the well-being of your son or daughter.
- We do not allow the students to bring alcohol or tobacco onto the premises, or to consume either substance on the journey to or from school. This rule applies to all school trips and visits, whether in this country or overseas, irrespective of whether students are wearing school uniform at the time.
- Students caught breaching these guidelines on alcohol or who are caught smoking can expect to be suspended and for their parents or guardians invited to the school to discuss the matter. A student may be referred for a session of counselling where we have reason to believe that he or she has issues with either alcohol, inhalants, or tobacco, for example, when there are repeated infringements.

## **Drugs**

- We are committed to promoting a healthy, safe environment, in which good citizenship and respect for the law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the integrity of our community and gives all of our students the understanding and self-confidence to reject illegal drugs and substances. All our staff have been trained in recognising and responding to the symptoms of drug and substance abuse.
- We have extensive health education and PSHE programmes at school that focus upon the potential short-term and long-term risks to health from drug and substance abuse. As with our related programmes concerning alcohol and tobacco, they concentrate on teaching the importance of young people making healthy, informed choices. However, they also include an ethical dimension, designed to instil an understanding of the importance of complying with the criminal law. Our programmes involve students from Grade 6 and continue throughout your child's time at the school. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies on the topic, talks from the Police and cover the serious risks from abuse of illegal substances (and from alcohol and tobacco).
- Our Medical staff play an active role in promoting greater awareness about the risks involved and





will offer informed medical advice. Students can discuss their individual worries about drugs or substances with their Form Tutor or another member of the Pastoral Team. They can also refer themselves to the Medical Staff and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We regularly invite groups of parents and guardians to discussion groups and meetings and are very conscious of the importance of working together in order to promote the well-being of your son or daughter.

- If a student comes forward and voluntarily identifies himself/herself as a drug user and asks for help, or if his/her parents or friends ask for help on his/her behalf we may, depending upon the circumstances and at the discretion of the Head, offer him/her the opportunity to reform his/her habit with the support of a drug testing programme and Counselling at the parents' expense.
  
- We will always investigate rumours about involvement in illegal drugs and substances, including questioning a student, searching his/her room and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.
  
- The normal sanction for possession or involvement with drugs on the campus is expulsion. Alternative sanctions, when there are extraordinary mitigating circumstances, could involve suspension. Any student found offering drugs to another student will be expelled and following consultation with the Governors, the matter may be referred to the police

## **Uniform and Appearance**

- Personal pride is reflected in the students' behaviour, attitudes and attire.
  - o Every Student must wear the school's full uniform at all times
  - o Students should not remodel or deface the uniform in any way.
  - o Students may wear modest amounts of make-up in the secondary school upwards, including nail-varnish
  - o The only jewellery allowed are stud earrings, a simple neck chain worn beneath the uniform, a watch and a wrist bracelet. Facial piercings, ear gauges and barbells are not allowed
  - o Visible tattoos are not allowed whilst in school Uniform
  - o Hair should be worn tidily, of natural colour and styled professionally, inappropriate hairstyles are not allowed.
  
- Whilst it is recognised that this is a difficult area to legislate upon and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance.

