



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

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 unless required by the teacher during lesson time
- 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. Outdoor coats must be removed 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.

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:

- Sweets and fizzy drinks

- Nuts
- Chewing gum
- “Tippex”
- 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 Vision’ 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

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

Active Involvement of Parents

KGIS believes strongly in the power of working in close co-operation 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 Head of Pastoral:

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

The HoP keeps records of all reported serious incidents of misbehaviour. For repeated or very serious acts of anti-social behaviour, the HoP 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:

- 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
- Maintaining accurate behaviour records in ISAMS

Appendix A: KGIS Behaviour Procedures (Primary Phase)

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

Level 4 Bypass previous levels	Examples: Biting breaking the skin, violence, physical aggression towards members of staff.	Examples: Biting breaking the skin, Fighting, dangerous objects, verbal abuse, illegal substances, physical aggression towards members of staff, Truancy and Racism.
	Teacher steps: 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.	Teacher steps: 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.
Level 4: Head of School to inform Executive Principal. Incident recorded.		

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

Level 1 (L1) Formal warning after students have been verbally informed about their behaviour. Name on board and recorded in ISAMS if behavior persists.

Level 2 (L2) This will be issued if there is no improvement following a L1. The subject teacher will contact home to inform parents of behaviour. The event will be recorded in ISAMS, and appropriate sanction issued by the subject teacher.

Level 3 (L3) A lunchtime detention will be issued with the Head of Department or Head of Pastoral, who will contact home. This event will be recorded in ISAMS.

Level 4 (L4) Serious incident – the event will be recorded in ISAMS. A serious incident will normally result in a 60-minute after school detention with SLT member or isolation for a fixed term or permanent exclusion.

CONSEQUENCES

- L1 Formal warning (Teacher action)
- L2 Contact home (Teacher action)
- L3 Loss of lunchtime detention (Head of Department or Head of Pastoral action)
- L4 60-minute after-school detention or exclusion (SLT action)

- 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 7:55am 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"> • Chatting • Off-task • General silliness • Chewing gum • Poor uniform • Lack of equipment • Use of mobile device without permission • Unauthorised lateness • Incomplete home learning • No PE kit • No Chromebook or laptop device 	<ul style="list-style-type: none"> • Verbal Warning • Name on board • Change of seat (chatting/silliness etc.) • Confiscation (using device) • Email Sent to Parent/Carer - at subject teachers' discretion <p><i>Note: confiscated devices to be passed to Reception to be collected by student at the end of the day (first and second confiscation only)</i></p>
L2	<ul style="list-style-type: none"> • Persistent Level 1 behaviour following warning • Second incomplete home-learning/ PE kit 	<ul style="list-style-type: none"> • Logged on ISAMS • Email/Phone call to Parent/Carer from subject teacher
L3	<ul style="list-style-type: none"> • Third incomplete home learning • Persistent Level 2 behaviour • Persistent poor behaviour which seriously disrupts the learning of others • Serious inappropriate use of language • Disrespectful to staff/peers • Dangerous/reckless behavior during break/lunch 	<ul style="list-style-type: none"> • Loss of lunch break • Head of Department or Head of Pastoral detention, logged on ISAMS • Removal from lesson • Email/Phone call to Parent/Carer • Referred to SLT Homeroom Group where appropriate

<p>L4</p>	<ul style="list-style-type: none"> • Persistent poor behaviour which seriously disrupts the learning of others • Physical or verbal aggression towards another student • Failure to improve after being placed on report • Truanting • Fighting • Smoking (including use of E-Cigarettes) • Theft • Physical or verbal aggression towards a staff • Missing an after-school detention after being given a second chance • Failure to improve as a result of senior leader intervention • Serious misdemeanours e.g. drugs, vandalism, racism, secularism 	<ul style="list-style-type: none"> • 60-minute after school SLT detention, logged on ISAMS, parents notified • Isolation, internal/external exclusion with SLT where appropriate logged on ISAMS, parents notified • Attendance at SLT Homeroom Group for a specified period of time
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