



Ripon Grammar School

Respectful Relationships and Behaviour Policy

1. Policy

1.1 The Respectful Relationships and Behaviour Policy is central to the Values of RGS:

- Respect (Moral Integrity, Equality and Inclusivity)
 - Growth (Curiosity, Aspiration)
 - Support (Kindness and Care for others, Empathy, Community Focus)
- (Further detail in Appendix 1)**

1.2 The Respectful Relationships and Behaviour Policy is central to the Vision of RGS:

- We establish a safe and secure school environment for both boarding and day students
- We recognise that physical and emotional wellbeing are the basis of success and individual flourishing
- We consistently pursue high academic performance within the context of a selective grammar school, including outstanding literacy, numeracy and oracy
- We provide a stimulating and world class educational environment- both curricular and co-curricular
- We ensure positive outcomes for life after school through our academic results, an emphasis on personal student development and supportive careers advice
- We value mutual and strong relationships between students and staff
- We recognise that all can play a role through individual leadership in whatever capacity
- We are a community school who see ourselves rooted in the local community and value strong links with our parent body
- We believe membership of the Ripon community is for life through a strong Old Riponian network

1.3 Specifically, this policy aims to:

- Maintain a disciplined and caring environment in which teaching and learning can take place by publishing a school-wide standard of expected behaviour and a common behaviour pathway.
- Encourage students to take responsibility for their own actions and learning.
- Ensure that a system of rewards and sanctions is consistently applied by students, staff, and support staff.
- Maximise quality learning time, creating a culture where achievement is valued.
- Ensure that managing behaviour is the responsibility of all school staff who have responsibility for students.
- Provide a safe and secure environment in which bullying (cyber-bullying), and child on child abuse is dealt with swiftly and effectively so all students are able to thrive both academically and socially.

1.4 Provision for SEND: special educational needs and disability (SEND) code of practice

- RGS recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to

cater to the needs of the student, in addition the school employs teaching assistants to support student behaviours and interventions across the school.

- The school's Special Educational Needs Co-ordinator and Inclusion Manager will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. For example, Early Help, Social Care, CAMHS (Child and Adolescent Mental Health Services), Education Psychology etc.
- RGS will work with parents to create the support plan and review it on a regular basis.

2 Procedures

2.1 The Behaviour Pathway

At times, students will need reminders about our RGS expectations, guidance on good behaviour and on occasion sanctions to impose and reinforce our standards. At all times our aim is to support and encourage, taking account of individual needs.

We follow an **ASK, WARN, SANCTION** pathway so that if behaviour does not meet expectations staff will use the following steps:

1. **Stage 0 - Ask and warn.** A clear verbal warning will be given in the first instance. A reason will be given to the student about the behaviour that is below expectations and the effect this is having on themselves and others. It will also be followed up with instruction about how it can be corrected giving the student an opportunity to change their conduct.
2. **Stage 1 – Sanction.** A negative behaviour code for 'unacceptable behaviour' will be issued if the poor conduct continues. This is the signal that despite the verbal warning the student has chosen to continue with this unacceptable behaviour. This is recorded in Bromcom and will be seen by their form tutor, the Head of Year and parents/carers.
3. **Stage 2 - Sanction.** A departmental detention will be given if the behaviour continues to be unacceptable in a lesson. A student may be moved to another classroom within a departmental area. Further continuation of the poor behaviour will result in a member of the 'On Call' team taking a student out of the classroom and they will be issued with a behavioural incident or 'Stage 2' by the classroom teacher. This will be followed up by the Head of Year / Head of Department and the teacher before the next lesson, so the relationship can be repaired.
4. **Stage 3 – Sanction.** A Thursday afterschool detention for repeated S1 and S2 negative behaviour entries. Failure to meet some expectations will result in a behaviour Incident being issued automatically, without a verbal warning.

For a full list of behavioural Incidents, and their meaning refer to **Appendix 2**.

More serious incidents may result in Stage 4-7 consequences. See **Appendix 3**.

All Negatives should be entered onto the Bromcom system as quickly as possible, and certainly with 24 hours of an event, so that Heads of Year can act quickly. A reason why the behaviour incident is being recorded must also be entered.

Senior Leaders, Heads of Year, Teachers, Students, Parents and Carers can track behaviour when it is logged.

2.2 Interventions

Detention

We believe that good behaviour is an integral part of the learning process and that all individuals have the right to learn and work in an atmosphere of respect, trust, honesty and safety.

Where a student persistently falls below our expectations and receives a number of negative behaviour incidents (Stage 1 and 2) they will be required to attend a 1 hour after school HOY detention on a Thursday night between 4.00 pm – 5.00 pm, supervised by a member of the teaching staff (Stage 3). Parents will be given at least 24 hours' notice.

A further SLT detention (Stage 4) is held on a Friday evening for those who do not attend the Thursday evening, have received a large number of negative behaviour incidents (Stage 1 and 2) or who have behaved in an unacceptable way and behaviour has escalated. If a student misses a Thursday evening detention the detention will be rescheduled to a Friday SLT detention. Failure to attend a Friday SLT detention will result in half a day in the reintegration room.

Should a student receive repeated Thursday evening detentions they will spend a full day in the reintegration room.

If a student receives repeated Friday evening SLT detentions they will spend a full day in the reintegration room.

During a detention students will be given support, assistance and resources to be productive and calm. At the start of every detention students will be encouraged to reflect on the reason(s) they have been given a detention and will explore ways to manage their emotions and take responsibility for their actions. We accept that all young people make mistakes; we want our students to learn from their mistakes and not repeat them.

Sixth Form detentions are run by the sixth form team during lunchtime on a Monday, Wednesday and Friday. Detentions can also take place after school.

School-parent Meeting

If a student's behaviour continues to fall below expectations, despite intervention, then a meeting will be called. The Head of Year will meet with the student and parents/carers so supportive strategies can be agreed.

Reintegration Room

In very rare circumstances poor behaviour may continue despite intervention. Where this occurs, and it is having a prejudicial effect on the education of others, a student may spend some time in our reintegration room. It is hoped that most sessions will be pre-planned, but some will happen following 'on call' or other serious incidents.

The reintegration room is always managed by a member of staff. Here students are present for the whole or part of a day. Students are expected to work in silence throughout their time in the reintegration room.

Students are permitted break and lunchtime but these are at different times from the rest of the school. During these times students are able to use the toilet and purchase a lunch.

Referrals to the reintegration room will be made because a student has generated a high number of negative behaviour incidents. When students are referred to the reintegration room, particularly when this is pre-planned, appropriate work is set by subject teachers.

Behaviour Risk Assessment

Repeated incidents of poor behaviour may result in the creation of a Behaviour Risk Assessment. A meeting with the parent/carers, Head of Year and student will take place and a plan to support the student created. This will be reviewed at the end of a 6 week period. During this time the student will check in to the pastoral centre on a daily basis during the lunchtime break.

Suspension and Exclusion

The decision to suspend or exclude can only be made by the Headmaster (or an appointed deputy in their absence) and must be on disciplinary grounds (Stage 7). A student can be suspended for a fixed period or excluded permanently.

This is used only as a last resort but may be considered if:

- There has been a serious breach or persistent breach of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

The behaviour of a student outside school can be considered grounds for a suspension or exclusion. If a decision to suspend or exclude has been made parents/carers must be notified that day. Student's returning from a fixed period suspension must attend a reintegration meeting with their Head of Year and/or a member of the Senior Leadership Team. All exclusions must comply with 'Exclusions from maintained school, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusions.' (September 2017)

The Headmaster or a deputy head may consider the use of internal seclusion in certain circumstances in preference to suspension. (Stage 6).

Additional Support

Additional support can be provided in a variety of ways. This could include:

- Further support from the Head of Year
- Just B emotional wellbeing support
- WIMT (Wellbeing in Mind Team) referral and support
- Mentoring

Decisions about the nature of this support will be made in partnership with the Pastoral team in conjunction with parents/ carers.

2.3 Guidance on Dealing with Behaviour Matters

All Staff

Dealing with Pastoral Issues

- Students should be asked to remove items of inappropriate uniform and jewellery (Appendix 4).
- Mobile phones can only be used with the permission of staff and in an emergency. At all other times they should be switched off and stored away. All staff should confiscate such items if used inappropriately. (Appendix 5)
- If students persist in wearing inappropriate items or using equipment, the item should be confiscated and passed to the relevant Head of Year (refer to Appendix 4).
- The student must report to the Head of Year (pastoral centre) before leaving school in order to collect the confiscated item.
- Students found smoking or using e-cigarettes (vapes) should be sent to the appropriate Head of Year.

Form Tutor

Registration

- Registration should be a positive experience. This is an opportunity to praise the contributions of students.
- Tutors will ensure all students are properly dressed and they sit and behave in an orderly manner.
- Tutors should ensure registration is properly conducted and follow guidance in the staff handbook.
- The tutor, who may wish to take advice from the Head of Year, should deal with minor pastoral problems.
- The form tutor should monitor behaviour and rewards on Bromcom.
- The form tutor must engage and offer support to their tutees in modifying poor behaviour. When necessary, form tutors may refer the student to the Head of Year. For example:

Identify patterns of reoccurring detentions

Receiving multiple complaints about homework/classwork from staff

Repeatedly causing disruption to the teaching and learning of other students

Continually not wearing uniform correctly or wearing inappropriate jewellery

Head of Department [HOD]

The HOD will deal with incidents within their department/teaching groups and ensure all departmental behaviour issues are recorded using Bromcom

- Classwork/homework
- Refusal to follow instruction in class
- Rudeness to others in class
- Not having the correct equipment in the lesson
- Persistent low-level disruption of learning
- Inappropriate use of computers during lessons
- Report the use of sexist, racist and homophobic language
- Report sexual harassment and inappropriate behaviour towards peers.

HOD may remove student(s) from a lesson and place the student in a colleagues' classroom if the student is causing significant disruption and their behaviour has a negative impact on others.

Department Detentions [Stage 2] Guidelines

- The behaviour of students in lessons and quality of work they produce are initially the responsibility of the HOD.
- Students may be detained by departments at break, lunchtime or at 4.00pm. Parents should be informed of their child's detention by a note in the student's planner/email on Bromcom.
- If a student is detained after school, parents must be informed (Head of Year to arrange). – a minimum 24 hours written notice or verbal confirmation must be provided to parents.
- Record of a departmental detention must be made on Bromcom and agreed by the HOD.
- If a student fails to attend a department detention on two occasions, the HOD must consult with the HOY.
- There is an expectation that departments will organise and run their own lunchtime/after school detentions.
- The RGS Behaviour Pathway should be followed and ***only HODs, in consultation with HOY, can authorise a student to attend 'After School Detention' on Thursday.***

Head of Year [HOY]

The HOY becomes involved at stage S3 or when there are repeated S1 and S2 negative behaviour entries, when monitoring indicates an individual student is causing problems across several departments. They should consider whether the behaviour under review gives cause to suspect that a student is suffering or likely to suffer, significant harm. Where this is the case, they should follow the school's safeguarding policy. The HOY – will deal with a wide variety of referrals and will monitor behaviour on Bromcom in consultation with form tutors and HODs and will/may:

- Contact the parents by email or phone and /or arrange a parental meeting
- Place student on whole school progress report
- Place in pastoral lunchtime detention

- May contact outside agencies
- Withdraw from lessons with permission from a deputy head teacher
- For serious incidents the HOY will conduct investigation, ensure witness statements are collected/written by the student themselves (where possible), as soon as possible after the incident.

After School Detention (Thursday/Friday) Guidelines

- The HOY has authority for 'After School Detention' and their agreement must be sought prior to a student being issued with an 'After School Detention'. 24 hours' notice must be served to the parents by a member of the pastoral team.
- At **Stage S3 and Stage S4** (Refer to Appendix 4) an 'After School Detention' may be employed.
- Detention takes place on Thursday evening from 4.00pm-5.00pm or Friday evening from 4.00 pm – 6.00 pm in room N2 and takes priority over activities.
- Detainees should attend immediately after last lesson. They should present their detention card, duly signed by a parent. A parent/guardian may be sent an email to confirm the date and time of the after school detention.
- HOD who, in accordance with the RGS Behaviour Pathway and consultation with HOY have placed student in 'After School Detention', must ensure that the class teacher has set appropriate work.
- Staff managing detention should ensure an appropriate working environment is established.

The Role of Students

All students who join our school community have committed to meet the highest standards of conduct and are therefore expected to abide by the schools Respectful Relationships and Behaviour Policy.

The fundamental behaviour is set out in Appendix 1, our RGS values and expectations. Students are expected to model these values and expectations in their daily life at school.

Students who chose not to follow these values and the school rules will not only be disadvantaging themselves but others in the school community and will face sanctions as outlined in our Respectful Relationships and Behaviour Policy.

The role of Parents/Carer

Parents and carers have chosen to send their child to Ripon Grammar School because of the ethos and values that are core to our community. In doing so they have entered into a partnership with the school with a shared purpose of creating students with a strong moral compass and a child that cares about others in the community.

Consequently the school expects parents to:

- Work with school staff to promote the positive behaviour of their child, including supporting staff in issuing sanctions in line with our Respectful Relationships and Behaviour Policy
- Speak with respect, kindness and care
- Role model our shared values
- Support the school expectations
- Ensure students come to school every day, on time and ready to learn
- Support learning at home
- Support the school through attendance at parent meetings and school events
- Approach the school early with problems and work with staff to resolve them
- Support good communication between home and school

Parents must sign the Home School Agreement that is located in the front of the student planner.

2.4 Guidance for Boarding Staff

House Tutors

- House tutors have the responsibility of ensuring that the student fulfils the sanction.
- All sanctions must be recorded on the Sanctions Spreadsheet shared on OneDrive by the member of boarding staff issuing the sanction
- If a boarder is given a sanction by a member of staff and continues to misbehave staff should refer the student to the Housemaster or Housemistress who will decide on an appropriate sanction.
- Any sanctions requiring a suspension from boarding must involve Assistant Head teacher [Boarding]
- When students are involved in instances of poor behaviour, duty staff must always ensure that each student writes down their version of what has happened as soon as possible.
- The student must not be allowed to communicate with one another whilst writing their version of events.
- The house tutors should read each of the statements prior to speaking to individual students and if necessary, request assistance in interviewing students.
- House tutors must reflect on what they find prior to allocating an appropriate sanction. It may be necessary to consult with the Housemaster/Housemistress prior to issuing a sanction.
- The House master/mistress must be kept informed and made aware of any sanction.
- Communication between staff is essential. Staff coming on duty must refer to the electronic diary and written records so they are kept informed. The diary must be completed prior to a member of staff going off-duty.

Housemaster/Housemistress

- Housemaster/Housemistress and/or Deputies to conduct an investigation
- Boarders involved in incident to write statements – ensure no collaboration
- Housemaster (HSM)/ Deputy Housemaster (DHSM) - to interview students involved with assistance from house tutors (s) on duty.
- Housemaster (HSM) to consult with Assistant Head Boarding or Headmaster – agree on an appropriate sanction and course of action.
- Inform parents of the incident and outcome of investigation, in the first instance by telephone, followed by a letter written by Housemaster (HSM) .

The Deputy Head Pastoral can be called upon to offer assistance at any stage in an investigation

2.5 Guidance on RGS' approach to Restorative Justice

- **Relationships** – the relationships between students, staff and students, school and home form the foundations of a positive and supportive community in which all students thrive.
- **Responsibility** – students have responsibility to contribute to their community and engender a sense of community amongst students. All students play an important role in creating Ripon Grammar School 21st century – a compassionate and caring community, in which all individuals are valued, able to learn, develop and thrive. The community must be committed to supporting one another irrespective of differences.
- **Repair** – we acknowledge that all people make mistakes but what is important to the community is that we acknowledge and learn from those mistakes. Students learn to accept responsibility and aim to rectify those mistakes. Reconciliation and reparation is an essential part of the behaviour policy. When an individual makes a mistake, we challenge the individual and by a process of education, endeavour to ensure the person understands why their behaviour is unacceptable to the community and the consequences of that negative behaviour on individuals and the community.

- **Reintegration** – the individual or group of perpetrators - must aim to reach out to their community and accept responsibility for their actions and endeavour to right the wrong.

2.6 The power to discipline beyond the school gate

- Ripon Grammar School students are ambassadors for their school and as such are expected to conduct themselves in an appropriate manner; wear their uniform with pride; be polite and courteous to members of the public and show respect to members of the school community and the wider community, whilst travelling to and from school and on school trips. Students' behaviour on buses to and from the school must be exemplary and akin to what is expected whilst in school.
- When school staff witness incidents beyond school of poor behaviour or when instances of poor behaviour are reported to the school, the HOY will investigate and if deemed necessary, impose a relevant sanction on the students concerned.

2.7 The Power to use Reasonable Force and other physical contact

2.7.1 Definitions

- RGS staff are able to use reasonable force as a last resort or when students are in danger from harming themselves or a fellow student. Reasonable force covers a broad range of actions that involve a degree of physical contact with students. Force may only be used either to 'control' or 'restrain'. 'Reasonable in the circumstances' means using no more force than is needed.
- The purpose of the policy is to clarify the situation for adults working with children ("responsible adults") to inform them what is acceptable and prevent any misunderstanding of their intentions. It is accepted that there are situations where it is necessary to physically assist a student in the course of work. An example of this would be a P.E. teacher assisting a student who is doing a difficult manoeuvre or injured, a music teacher who needs to show a student how to play the instrument, a teacher involved in outdoor education who needs to assist a student in a strange environment. Even so any such actions should be done carefully to avoid any misunderstanding. Even well-intentioned physical contact can be misconstrued.
- Types of 'reasonable force' are:
 - Passive Physical Contact* e.g. standing between students or blocking a student's path
 - Active Physical Contact* e.g. leading a student by the arm out of a classroom.
 - Restraint* e.g. physically bringing a student under control - typically used in more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury.
- Where a student is recognised as likely to behave in ways which may require physical restraint, then an individual plan will be prepared on the action to be taken when it becomes necessary.
- Adults are not expected to put themselves into physical danger in any circumstances. If self-defence is necessary then the minimum force must be used. It is for the Head to decide whether circumstances are such that the police should be called.

2.7.2 When reasonable force can be used

- All members of staff have the legal power to use reasonable force to prevent students from hurting themselves or others, damaging property, or causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.
- The force used must be appropriate in the sense that a "reasonable adult" would think it a proportionate or suitable response in the circumstances. It should always be the last resort and in no circumstances be used in anger or to inflict pain. There may be occasions when the responsible adult is angry; in those situations it would be wise to seek help. Any force used must always be the minimum needed to address the situation.
- Staff must not hold students in such a way that they may be injured or prevented from breathing. Students must not be slapped, kicked or punched, held face down to the ground, have limbs twisted, be pulled by hair or ears or tripped. Inappropriate use of restraining furniture, and equipment used in some schools which restrict students movement, is prohibited.

2.7.3 Examples of when the use of physical force might be used as a last resort

- Removal from a classroom after all other sanctions have been employed and student refuses
- Disruption of a school event/trip/visit
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts others
- Prevent a student attacking another student or member of staff
- Restrain a student at risk from harming themselves through physical outbursts.

2.7.4 Procedure if reasonable force is used:

- Ensure that the student is safe and in the care of a senior member of staff
- Member of staff using reasonable force must inform member of the SLT as to the circumstances in which reasonable force was used as soon as possible verbally, followed by a written statement regarding the use of reasonable force as soon as reasonably possible to the time of the incident. The following should be considered in the staff statement:
 - The student's behaviour and the level of risk presented at the time of the incident
 - The degree of force employed
 - The effect on the student or member of staff; and the student's age
- SLT/HOY to obtain a written statement of what happened prior to the member of staff intervening
- If other students were present when the incident occurred, SLT/HOY should request that they write a statement of what they witnessed.
- The use of reasonable force must be recorded using the recording form 'Use of reasonable force'
- Parents of the student should be contacted by the HOY or member of SLT and a decision regarding the student's welfare made. This may involve the use of a sanction, if appropriate.

2.7.5 Procedure for a student complaint regarding use of reasonable force

- In the event of a complaint the normal complaints procedures of the school will be used. There are specific guidelines on the abuse of children which may also come into play and contact may be made with social services.
- All complaints should be thoroughly and speedily investigated by a member of the SLT.
- Where a member of staff has acted within the law, that is they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or civil or public law action.
- The onus is on the person making the complaint to prove that his/her allegations are true.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. SLT must refer to 'Dealing with Allegations of Abuse against Teachers and other Staff', where an allegation of using excessive force is made against a teacher.

2.7.6 Staff Training:

- All responsible adults will be made aware, as part of their induction, of the professional response that is expected in the school in relation to behaviour of students.
- Copies of this policy will be issued to all responsible adults.
- House tutors employed in boarding are trained in the use of reasonable force.
- There are systems in place for recording instances when the use of reasonable force is necessary.

2.8 Rewards

2.8.1 Rewards are used:

- To promote a culture of learning and promote high expectations of behaviour
- To acknowledge high standards of work or behaviour
- To foster a calm ethos

- To recognise significant progress, motivate students and encourage more effective target setting

2.8.2 Rewards in Years 7-11

- A reward system whereby each member of staff will be encouraged to award positive points for good work or significant achievements.
- Teachers who run extra-curricular activities may also issue merits for significant contributions and achievements.
- Where appropriate emails will be sent to parents to inform them of the achievement of their child.
- Certificates of achievement will be presented at award assemblies for a student to take home.
- Additional positive points can be achieved through form activities and form competitions.

2.8.3 Criteria for Rewards

- Students will be awarded positive points using the Bromcom behaviour management system.
- Positive points could be awarded for work, behaviour, significant progress or for outstanding contribution to extra-curricular activities.
- Staff should be wary of awarding positive points to students who routinely misbehave simply for behaving correctly. The positive points could be used to motivate such students by setting targets over a period of time (e.g. 5 lessons) to show sustained improvement.
- Co-curricular achievements (representing school or performing as an individual in either a sporting or cultural capacity, or as a volunteer, in the wider community) will be acknowledged through the award of a certificate.
- Award of certificates will be recorded on Bromcom
- Students can be awarded with a 'Headmaster's Commendation' to celebrate exceptional work in individual subject areas.
- Head's of Year will write to students after reports are issued to praise exceptional attainment and effort.

Positive Event	Points
Excellent work/effort	1
Consistently pursuing excellence	1
Displaying the school values – Respect/ Growth/ Support	1
Environmental care	1
Representing the school (Sport/music/drama/ etc..)	1
Headmaster's commendation	5

2.8.4 Rewards in Year 12-13

- A reward system whereby each member of staff will be encouraged to award positive points for good work or significant achievements, commitment to volunteering, prefect duties and Officer roles
- Teachers who run extra-curricular activities may also issue merits for significant contributions.
- Where appropriate emails will be sent to parents to inform them of the achievement of their child
- Students will be awarded positive points using the Bromcom behaviour management system.
- Positive points could be awarded for work, behaviour, significant progress or for outstanding contribution to extra-curricular activities.
- Staff should be wary of awarding positive points to students who routinely misbehave simply for behaving correctly. The positive points could be used to motivate such students by setting targets over a period of time (e.g. 5 lessons) to show sustained improvement.
- Commendation certificates are awarded to students at each examination point (three times a year) where effort grades are outstanding (all 1 grades) or very good (one 2 is acceptable alongside 1 grades for effort elsewhere.) Letters of congratulation are sent home to keep parents informed.

- The Headmaster meets with students whose performance in reports is outstanding to congratulate them.
- The Headmaster will write individually to students who have done particularly well in A Level examinations.
- The Headmaster's Commendation is occasionally awarded for pieces of work which are identified as outstanding by subject departments.
- As in the other Key Stages, school colours are awarded by various departments to recognise and reward outstanding commitment and contribution (e.g. sport / music / drama / technical etc.)
- Appointments to the post of School Prefect, Head Boy or Head Girl and Deputy Head Boy or Head Girl, as well as Head Boy and Head Girl in the boarding houses, are made during the summer of Year 12 recognising leadership, commitment, reliability and contribution to the community.
- Outstanding performance at GCSE and at A level is rewarded by the presentation of book tokens at the annual 6th Form Prize giving, alongside trophies or prizes for various subjects and extra-curricular activities – such as sport, music and drama, as well as for contribution to the community etc. Likewise, progress over time is recognised by Progress prizes which use ALPS information as evidence.
- Nominations for the Rank Foundation Scholarship arranged by Headmaster (for students who have been disadvantaged by circumstance) which will be done whilst student is Year 11.
- A celebration evening is held for Upper 6th form students and their parents just prior to leaving to share a final farewell, and to celebrate their achievements and contribution to the school.

3 Responsibilities

3.1 Headmaster

- Overall policy formulation and procedure
- Decisions regarding Stage 7/Boarding 7 Sanctions
- Awarding of commendations
- Awarding of School Officer positions

3.2 Deputy Heads

- Implementation of policy
- Decisions regarding Stage 4, 5 and 6 sanctions

3.3 Assistant Head Boarding

- Boarding Policy and procedure
- Decisions regarding Boarding sanctions
- Awarding of boarding rewards/prizes

3.4 Heads of Department and Heads of Year

- Decisions regarding Stage 2- Stage 3 Sanctions
- Awarding of subject prizes
- Awarding of certificates and badges

3.5 All staff

- Vigilance and application of SO interventions
- Decisions regarding Stage 1- Stage 2 sanctions
- Awarding positive points
- Decisions regarding Uniform, chewing gum and mobile phone sanctions

Policy last reviewed 05/09/2025

Appendix 1 - Respect, Growth and Support Expectations

- Respect (Moral Integrity, Equality and Inclusivity)
- Growth (Curiosity, Aspiration)
- Support (Kindness and Care for others, Empathy, Community Focus)

RGS- Every day we expect you to:

Respect	Growth	Support
Show respect and ensure that our school is a place of support and safety regardless of faith, race, gender, sexuality or skin colour.	Be in school and work hard each day.	Show kindness and care for all members of our school community.
Speak to others politely and act with consideration	Strive for excellence in all aspects of life; be aspirant	Ensure our classrooms are 'safe spaces' where mistakes are used to strengthen our learning
Look and listen attentively to the person who should be talking	Take pride in wearing our school uniform correctly	Move calmly and safely around school
Follow instructions the first time	Be ready to learn every day: on time, equipped, on task	Avoid unnecessary physical contact (either in play or intentional)
Contribute positively to all lessons, supporting the learning and progress of all	Embrace the opportunities and challenges each day brings	Use technology responsibly and keep safe online.
Report any behaviour or language that risks the safety or wellbeing of others and yourself	Meet all learning expectations and work-related deadlines	Notice and celebrate the success of others
Look after our resources and our school environment and place litter in bins	Turned off your mobile phone and keep it out of sight so you can fully focus on your learning	Use equipment properly

Every lesson we expect students to:

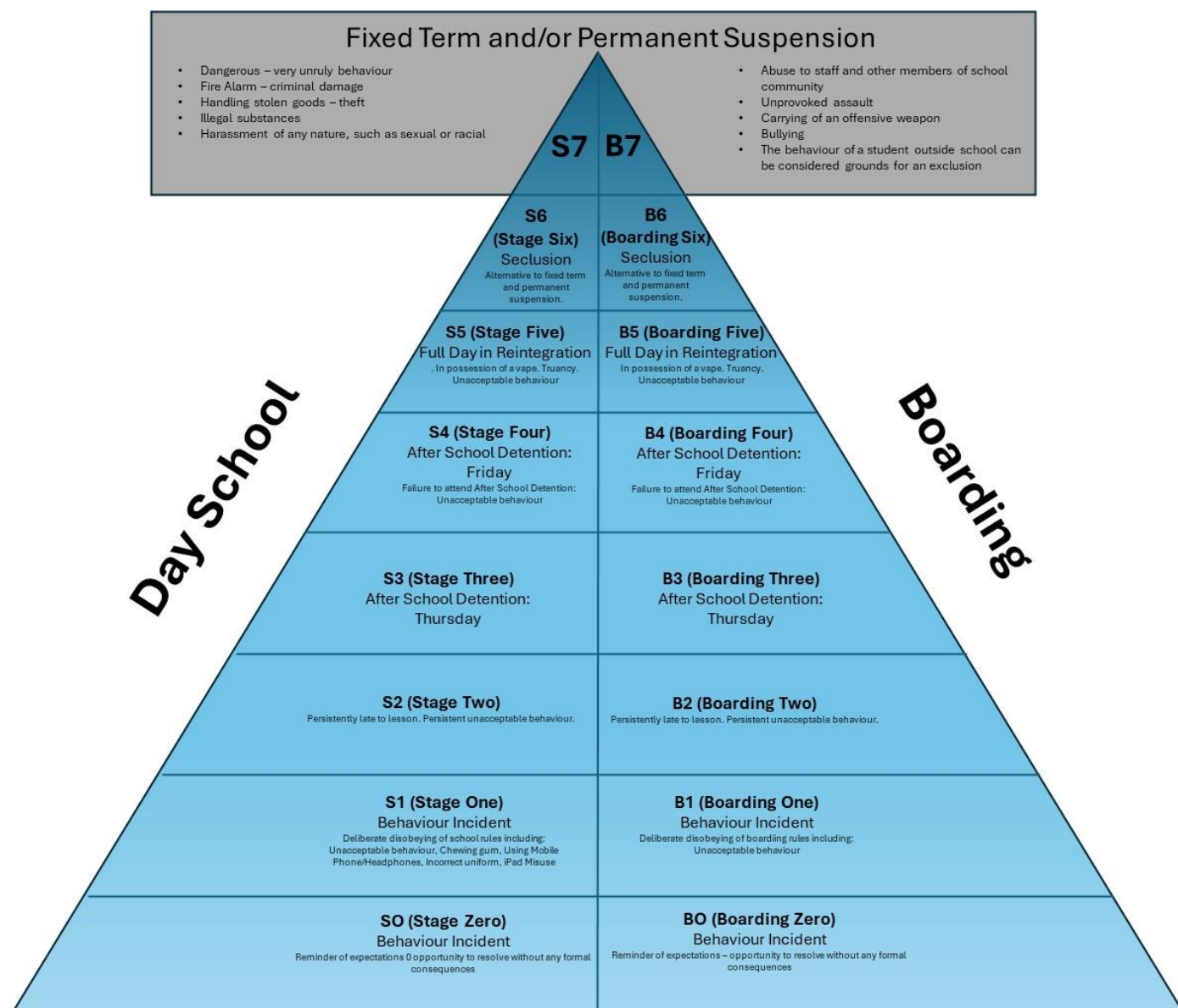
Arrive on time with the correct equipment	
Listen with full attention	
Ask and answer questions	
Stay on task	
Produce your best work and check it	
Act on feedback	
Work well with others	
Meet home learning deadlines	

Appendix 2 – Behavioural Incidents

A behaviour incident will be recorded for any of the following:

	Stage 0 – Reminder of expectations You have behaved in a way that has affected the learning or safety of others. You have been reminded of expectations by staff.
	Stage 1 - Unacceptable behaviour You have behaved in a way that has affected the learning or safety of others, despite being given a verbal warning
	Stage 2 – Continued Unacceptable behaviour You have not taken the opportunity to change your behaviour despite a Behaviour Incident already being recorded. Your behaviour is having a prejudicial effect on the learning of others. On Call staff will attend.
	Incorrect uniform You are not wearing your uniform correctly
	Chewing gum You were seen chewing gum or were in possession of chewing gum. Chewing gum is not allowed in school due to the damage it causes.
	Using your mobile phone/headphones If you have your phone out or have headphones in, they will be confiscated and taken to the pastoral centre to be collected by a parent or carer the following day. If this is repeated, you will be expected to hand them in to the pastoral centre each day.
	Late If you are late to school/lesson your parents/ carer will be contacted and you will be expected to make up the time lost .
	Incorrect Behaviour Repeated poor behaviour and incorrect choices may result in a Thursday HOY afterschool detention or a Friday SLT afterschool detention.

Appendix 3 - Consequences Pyramid



Appendix 4 - Consistency in use of consequences

	KEY STAGE 3		KEY STAGE 4		KEY STAGE 5	
	ISSUE/CONCERN	CONSEQUENCE	ISSUE/CONCERN	CONSEQUENCE	ISSUE/CONCERN	CONSEQUENCE
INCORRECT UNIFORM	Shirts untucked or top button not done up. Ties should be touching the top of the skirt or trouser. Trousers – unacceptable style or material Skirt – too short, altered style. Incorrect footwear.	S1 code (see appendix 2) Persistent uniform issues will result in Head of Year afterschool detention.	Shirts untucked or top button not done up. Ties should be touching the top of the skirt or trouser. Trousers – unacceptable style or material Skirt – too short, altered style. Incorrect footwear.	S1 code (see appendix 2) Persistent uniform issues will result in Head of Year afterschool detention.	Skirt – too short, altered style. Incorrect footwear	Spare uniform may be provided. Reminder provided. Sanction if repeated. Send home from school if repeated despite warning.
MAKE UP (including nail varnish/ acrylic nails)	Any make-up or nail varnish/acrylic nails being worn.	S1 code (see appendix 2) Sent to pastoral centre to be removed (wipes or nail varnish remover will be provided).	Anything more than a discreet make-up and tanning products e.g. mascara, false lashes, contouring, eye shadow or any nail varnish/ acrylic nails.	S1 code (see appendix 2) Sent to the pastoral centre to be removed (wipes or nail varnish remover will be provided).	Anything more than discreet make-up and tanning products e.g. false eye lashes, contouring, coloured eye shadow. Nail varnish in pale, neutral shades may be worn.	S1 code (see appendix 2) Sent to the pastoral centre to be removed (wipes or nail varnish remover will be provided).
JEWELLERY	More than one pair of plain studs/sleepers being worn. Any rings on fingers. Any bangles/ bands on wrists.	Item will be removed. S1 code (see appendix 2) Repeated issues will lead to confiscation of items. Parents to collect at the end of the week.	More than one pair of plain studs/sleepers being worn. Any rings on fingers. Any bangles/ bands on wrists.	Item will be removed. S1 code (see appendix 2) Repeated issues will lead to confiscation of items. Parents to collect at the end of the week.	More than two pairs of plain studs/sleepers being worn. Any rings on fingers. Any bangles/ bands on wrists	Student will be asked to remove the items and take them home. S1 code (see appendix 2) Repeated issues will lead to confiscation of items until the end of the school day.
	Any facial piercings – including those covered by a plaster or maintained with a ‘spacer’ device.	Item confiscated. Reported to Head of Year. Refusal to remove item - Reintegration sanction.	Any facial piercings – including those covered by a plaster or maintained with a ‘spacer’ device.	Item confiscated. Reported to Head of Year. Refusal to remove item - Reintegration sanction.	Any facial piercings – including those covered by a plaster or maintained with a ‘spacer’ device.	Item confiscated.
MOBILE PHONES/ HEADPHONES	Mobile phones may be brought in to school but should not be seen whilst on the school	1 st time confiscated (3 negative points) and returned at the end of the school day	Mobile phones may be brought in to school but should not be seen whilst on the school	1 st time confiscated (3 negative points) and returned at the end of the school day	Mobile phones can be used for study purposes in private study, library, learning centre, SF1,	Request to stop use or remove. Repeated – mobile phone/

	grounds. Headphones should not be worn on the school site.	(collection from the pastoral centre). 2 nd time confiscated (3 negative points) – parents are required to collect from school.	grounds. Headphones should not be worn on the school site.	(collection from the pastoral centre). 2 nd time confiscated (3 negative points) – parents are required to collect from school.	lessons but not in corridors and no headphones should be worn while walking around the school site.	headphones will be confiscated.
HAIRSTYLES	Hair must be of a natural and uniform colour, tidy and out of the eyes. Extremes of hair style are not permitted including but not limited to tramlines complete/partial removal, stepped, etc.	Referred to Head of Year/ Pastoral Deputy. Potential Reintegration sanction	Hair must be of a natural and uniform colour, tidy and out of the eyes. Extremes of hair style are not permitted including but not limited to tramlines complete/partial removal, stepped, etc.	Referred to Head of Year/ Pastoral Deputy. Potential Reintegration sanction	Hair must be of a natural and uniform colour, tidy and out of the eyes. Extremes of hair style are not permitted including but not limited to tramlines complete/partial removal, stepped, etc.	Referred to Sixth Form Team/ Pastoral Deputy. Potential Reintegration sanction

Appendix 5

Mobile phones and electronic devices

Electronic Devices during the Day School [separate rules apply to all boarders during boarding hours and students whose medical need requires access to a smartphone during the day]

Year 7

- **Smartphones/smartwatches are not permitted on site under any circumstances.** Other phones are permitted under the rules set out below.

Year 8-11

- Mobile phones are permitted on school site but must be **switched OFF** and stored safely in a bag or blazer. This rule applies **as soon as a student crosses the school's threshold** and so extends to all outdoor and indoor areas and at all times of the day until the student leaves site.
- There may be **exceptional** circumstances where mobiles may be used **but ONLY with the express permission of school staff**. e.g. photographing work, communicating home in an emergency. [Communication home will normally be undertaken by reception or the Pastoral Centre]
- Students found using mobile phones without staff consent will have their phone confiscated and will serve an appropriate sanction depending on the nature of use. Phones will need to be collected by parents from reception the following day.
- Smartwatches*, tablets and laptops are not permitted on school site. Earbuds must be safely stored away and not seen. Confiscated earbuds will also need to be collected by a parent the following day.
- All students must abide by the ICT Acceptable use Policy

**Smartwatches defined as electronic phones capable of receiving the internet.*

Sixth form

Mobile phones and electronic devices

- Mobile phones may be used in the Sixth Form Centre [including covered porch and rear garden] and in private study with staff permission.
- Students are permitted to bring laptops/tablets into school for use in lessons/private study and in the Sixth Form Centre.
- Students are not permitted smartwatches. (*Smartwatches defined as electronic phones capable of receiving the internet*).
- Photography and filming without permission is not permitted on school site at any time of the school day.
- All electronic devices are banned from public examinations and infringement of these rules will lead to disqualification from at least the examination being taken and possibly all other examinations taken during the same session.

Appendix 6

RGS Learning Behaviours

As well as gaining new knowledge and skills, it is also important that students develop the qualities and behaviours that will support their progress and learning most powerfully. Grouped under the four headings of **Grit, Spark, Independence and Influence** are the habits and behaviours that we hope students will develop and demonstrate while at RGS.

GRIT	RESILIENT AND DETERMINED – Students embrace challenge, roll up their sleeves when the going gets tough and see mistakes as learning opportunities and quickly recover. BRAVE – Students are prepared to try something new, to tackle a challenge, to explore new ideas, perspectives and approaches. They take educated risks. PATIENT AND DISCIPLINED – Students stick at things and persevere, they become absorbed in their work, show self-control and manage distractions. They are prepared to work at things until they achieve their best.
SPARK	CURIOUS AND OPEN-MINDED – Students ask great questions and remain open to new ideas. They're interested in the why and the how, not just the what. CREATIVE AND CONFIDENT – Students are imaginative, they draw inspiration from what they study and have confidence in their ability to create meaningful, valuable work. ELOQUENT AND EXPRESSIVE – Students are eager to share their insights and ideas and they possess the eloquence to do so, both orally and in their written work.
INDEPENDENCE	INDEPENDENT AND SELF-RELIANT – Students take responsibility for their own success, they are resourceful and show initiative, only seeking support when necessary. ORGANISED – Students manage their time, commitments and resources effectively so as to maximise their progress. THOUGHTFUL AND REFLECTIVE – Students show emotional intelligence, they are able to reflect on their own learning and effectively evaluate their work. They know and understand themselves as a learner.
INFLUENCE	COLLABORATIVE – Students work well with others, they help to co-construct meaning and ideas and engage critically and sensitively in whole class discussions. EMPATHETIC AND SUPPORTIVE – Students empathise with and support other learners, they are also able to imitate and learn from those around them. AN INSPIRING AND POSITIVE INFLUENCE – Students contribute positively to the learning of others by consistently demonstrating the qualities and dispositions outlined above.

Appendix 7

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools - Advice for headteachers and school staff – February 2024
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies – July 2023
- Use of reasonable force - Advice for headteachers, staff and governing bodies - July 2013, Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs
- Supporting learners with medical conditions at school, August 2017
- Timpson Review May 2019
- Special educational needs and disability (SEND) code of practice
- Mental Health and Behaviour in Schools 2018