



REIGATE GRAMMAR SCHOOL  
VIETNAM

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## Preparatory School Behaviour Policy

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**Policy Author:**  
**Date Reviewed By Author:**  
**Next Review Due:**

Mr Simon Sharp  
11 November 2022  
30 May 2023

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## Introduction

Reigate Grammar School Vietnam (RGSV) believes that positive behaviour is an essential condition for effective learning and teaching. We believe in fostering an atmosphere of mutual respect, where students take responsibility for their behaviour and learn from their mistakes.

## Aims of this policy

At RGSV we aim to create an environment which is safe, friendly and fair so this policy aims to:

- Define our expectations of students', staff and parents' rights & responsibilities
- Provide a consistent approach to behaviour management in the RGSV Preparatory School
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour
- Summaries the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

## Roles

Overall responsibility for maintaining positive discipline throughout the Preparatory School lies with the Head of Preparatory. The Head of Preparatory and other Pastoral Leaders monitor standards of behaviour and support staff in responding to and resolving behaviour concerns. All academic staff are responsible for upholding high expectations in relation to behaviour.

## Rights

Pupils, Staff and Parents have the right to:

- Feel emotionally, socially and physically **safe**
- To be **respected** and **valued** by others
- To have a **voice** in their school and their opinion **heard**
- To be able to **learn**

## Responsibilities

### Pupils

1. To co-construct and follow the essential agreement
2. To actively participate in their own learning and the learning community whilst supporting the participation and learning of other students
3. To care for and respect themselves, each other and other members of the school community
4. To do the very best that they can

### Parents

1. To safeguard pupil wellbeing
2. To support the teaching staff in their application of the school behaviour policy and classroom agreement
3. Communicate essential information and changes in circumstance with the school and teachers
4. Be knowledgeable regarding the school policies, curriculum and events
5. Contribute to an environment of mutual respect

## Teachers

1. To safeguard pupil wellbeing
2. To fairly apply the school behaviour policy and co-construct and follow the essential agreement
3. To create a safe and purposeful learning environment which fosters mutual respect
4. Keep and communicate official records of behaviour incidents and medical concerns when necessary

## Our Prep school rules

Our RGSV school rules flow from our core rights and responsibilities and from the Learner Profile attributes of the IB PYP, especially those of being caring, principled, open-minded, reflective and taking risks.

Our rules are:

- We are **caring** and **principled**
- We **respect** ourselves, others and our environment
- We **try** our best
- We **take responsibility** for our choices and actions

The four Prep School rules should be displayed prominently in every classroom.

## Classroom essential agreements

At the beginning of the year, each class co-creates an essential agreement that establishes the expectations in the class. This essential agreement is informed by the rights, responsibilities and rules outlined in the School Behaviour Policy and makes clear connections to the IB PYP Learner Profile attributes. It is the cornerstone of behaviour management in the classroom community and should be regularly referred to when applying rewards and consequences.

A copy of the classroom essential agreement should be signed by the teacher and pupils and displayed prominently in the classroom next to the school rules. Copies of the agreement should be sent home to parents. Translations should be made available if asked for in writing by the class parents.

## Zones of regulations

In all classes, staff and children refer to their Zones of Regulation displays to explain their feelings and generate conversations about how to regulate their emotions. Supported by a member of staff, children can discuss what zone they are in and why and what action they could take, if necessary, to change their zone.

## Rewards & Consequences

It is the philosophy of the school that generous amounts of praise are always more effective in developing individuals appropriately as well as developing the community we want, and therefore staff are encouraged to look for things to praise in pupils. Positive verbal feedback is very easy to give and generally highly effective in achieving the response and motivation we seek. There are formal rewards to enhance this 'positive approach' to educating children. We do recognise however, that on occasion, some pupils will fail to meet expectations and we have clearly laid out consequences when this occurs.

## Rewards

### Golden Time

Golden Time is a reward of free time for the pupils who have not broken the school's Golden Rules over a set period of time. The pupils start with the maximum amount of free time of 20 minutes a week. The child's aim is to keep as many of these minutes as possible. If a pupil breaks one of the Golden Rules, they will be given a warning that if they do not correct their behaviour, they will lose a minute. If the pupil does not correct their behaviour and has to be spoken to again, then they will lose one minute of their Golden Time.

The form teacher will check to see how many minutes each pupil in their class has and when the class has Golden Time, they will be allowed that amount of free choice time. Golden Time minutes will be tracked on shared spreadsheets.

### House Points

These are an individual award which then contributes to the overall House totals. House points are given for good work, good effort demonstrating the learner profile attributes, good or kind behaviour, helpfulness, etc., taking into account the individual pupil. It is an important part of our job to motivate and praise the pupils, so giving House points regularly should be the aim.

Recognising and celebrating House achievement is significant in terms of raising pupil attainment, increasing collaboration and creating a climate where success is celebrated and admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved. Our House System and events are a way in which we promote a sense of community and cooperation as well as building relationships across the school.

All teachers are responsible for giving House points. Weekly, the House with the highest total of House points is awarded the House Point Cup.

### Assemblies

Each week, in either a whole school assembly or class based, children will be rewarded with certificates based on their achievements during the week. These 'Stars of the Week' may be linked to foci in Personal, Social and Physical Education (PSPE), good behaviour, work in the curriculum as a whole or linked to the learner profile attributes. Children are also encouraged to bring in certificates, medals, trophies, etc. to be presented. The children are asked to talk about their achievement and as a whole school we celebrate the hard work that has contributed to their award.

### Other Rewards

As it is appropriate to give different awards for different age groups, individual teachers are allowed to give appropriate motivating rewards. These often take the form of stickers or stamps in books.

## Consequences

This section explains the responsibilities and procedures that all teaching and support staff should follow when dealing with disciplinary matters. The school takes a stepped approach to consequences with a clear focus on referring to our rights, responsibilities, rules and classroom agreements and a focus on correcting the behaviour where possible.

<p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>- Talking when an adult is addressing the class</li> <li>- Failure to follow instructions</li> <li>- Running or shouting in the corridor</li> <li>- Minor disagreement with another pupil</li> <li>- Mild inappropriate language ie: shut up</li> <li>- Lack of effort in work or care in presentation</li> </ul>	<p><b>Reminder</b></p> <ul style="list-style-type: none"> <li>• Adult must explain or highlight the rule that has been broken.</li> <li>• No further action <b>(if student responds to advice)</b></li> </ul>
<p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>- <b>Repeat of above behaviour</b></li> </ul>	<p><b>Warning</b></p> <ul style="list-style-type: none"> <li>• Adult has a short discussion to highlight the rule that has been broken.</li> <li>• Adult explains what needs to improve.</li> <li>• 1 minute of golden time lost</li> </ul>
<p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>- Intentional unkind behaviour ie: excluding</li> <li>- Swearing</li> <li>- Mildly inappropriate use of personal device</li> <li>- <b>Aggressive</b> disagreement with another pupil</li> </ul>	<p><b>Warning</b></p> <p><b>All incidents at Stage 3 and above will be logged on an incident sheet and the consequences on the relevant class' spreadsheet</b></p> <ul style="list-style-type: none"> <li>• Adult has a short discussion to highlight the rule that has been broken.</li> <li>• <b>Adult explains what needs to improve.</b></li> <li>• Pupil may be moved within the classroom (if learning is being disrupted).</li> <li>• 5 minutes of golden time lost</li> <li>• Pupil may have time out of playing if the behaviour occurs during break or lunch time</li> <li>• Specialist staff will inform class teachers of behaviour that has reached this stage</li> </ul>
<p><b>Stage 4</b></p> <ul style="list-style-type: none"> <li>- <b>Failure to follow advice at stage 2 or 3</b></li> <li>- Defiant, disruptive behaviour ie: refusal to complete a task or follow instructions</li> <li>- Intentionally hurting another student (minor)</li> <li>- <b>Causing injury or damage</b> due to <b>careless</b> behaviour ie running in the corridor</li> <li>- Spitting</li> </ul>	<p><b>Reflection and Referral</b></p> <ul style="list-style-type: none"> <li>• Adult refers to the rule that has been broken</li> <li>• Following playtime lost- pupil attends reflection room</li> <li>• Reflection form will be completed during lost playtime</li> <li>• Restorative work will be supported as appropriate</li> <li>• Head of Prep may be notified</li> <li>• Parents <b>may</b> be involved at this stage (by teacher or Head of Prep).</li> </ul>
<p><b>Stage 5</b></p> <ul style="list-style-type: none"> <li>- Pupil is regularly missing playtimes or has more than 10 minutes golden time removed in consecutive weeks</li> <li>- Repetitive <b>low level</b> disruption</li> <li>- Intentionally hurting another student</li> </ul>	<p><b>Serious</b></p> <ul style="list-style-type: none"> <li>• Pupil may be sent to work in another classroom. The pupil should have work to complete.</li> <li>• Head of Prep or Pastoral Lead to meet with student</li> </ul>

<ul style="list-style-type: none"> <li>(causing minor injury)</li> <li>- Intentionally damaging property of others</li> <li>- Significant inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Prep will be informed</li> <li>• Restorative work will be supported as appropriate</li> <li>• Parents <b>will</b> be involved at this stage (by teacher <b>or</b> Head of Prep).</li> </ul>
<p><b>Stage 6</b></p> <ul style="list-style-type: none"> <li>• Failure to respond to focused behaviour support or advice (<b>frequent</b> disruptive / defiant behaviour)</li> <li>• Intentionally hurting another student (causing significant injury)</li> <li>• Bullying (allegation)</li> <li>• Hitting out at a member of staff</li> <li>• Intentionally missing lessons (while on site)</li> <li>• <b>Significant</b> destruction of school property</li> <li>• Theft</li> </ul>	<p><b>Serious - Senior Staff Involvement</b></p> <ul style="list-style-type: none"> <li>• Pupil to meet with Head of Prep</li> <li>• Incident report will be required</li> <li>• Parents will meet with the class teacher and/or the Head of Prep</li> <li>• Closer monitoring may be arranged (a daily report)</li> <li>• Internal suspension may be considered (especially were investigation is required)</li> <li>• All allegations of bullying will be thoroughly investigated)</li> <li>• Restorative work will be supported as appropriate</li> </ul>
<p><b>Stage 7</b></p> <ul style="list-style-type: none"> <li>• <b>Persistent</b> defiant / disruptive behaviour</li> <li>• Violent behavior</li> <li>• Possession of dangerous / harmful substances or items</li> <li>• Racism</li> <li>• Bullying (proven, sustained, targeted)</li> </ul>	<p><b>Gross Misbehaviour</b></p> <ul style="list-style-type: none"> <li>• Pupil to meet with Head of Prep and Education Director.</li> <li>• Incident report will be required</li> <li>• Restorative work will be supported as appropriate</li> <li>• Parents will meet with Head of Prep and/or Education Director</li> <li>• Internal suspension may be considered (especially were investigation is required)</li> <li>• Temporary suspension / temporary exclusion will be considered</li> <li>• Permanent exclusion may be considered</li> </ul> <p><b>Incidents at this stage will be dealt with on an individual case basis, once an investigation is complete.</b></p>

**Internal suspensions**

On occasions, it might be necessary to internally suspend during school time (See Stage 6 and 7). Pupils who are internally suspended should be excluded from other pupils for the day, supervised and with work set. They are not allowed to take part in any co-curricular activities and lunch will be brought to them. This would happen if parents were really not able to keep a child at home.

Internal suspension should also be considered in cases where:

- Family circumstances make it impossible or inadvisable to send a child home;
- A longer period of time is required to complete investigations.

Internal suspension should not normally be for more than one day. A note of the reason for the suspension and date must be recorded on a pupil’s file and parents informed, as with any suspension.

## Exclusions / Suspension

The school is developing an exclusions policy which will be updated here when it is approved.

Only the Education Director, or in their absence the Head of Preparatory or other member of the Senior Leadership Team (SLT) has the authority to suspend a pupil from school. This will take place as a group discussion with at least 2 out of the 3 members of the Senior Leadership Team agreeing on a penalty and then with approval from the Chair. This will always be after all evidence has been gathered and all staff concerned have been consulted and after meeting with the pupil's parents. Suspension is not generally regarded as a good form of sanction for Prep-school-aged children and is only to be used if behavioural issues are endangering or compromising other pupils' learning and only after all other options have been tried. Suspension will generally be used as the last major sanction before a pupil is asked to leave or be withdrawn and offsite exclusions tend to be reserved in response to very dangerous activities.

The pupil's class teacher may be asked to advise the Education Director, Head of Preparatory or other member of SLT of Secondary as to the pupil's previous conduct and any mitigating circumstances: in effect, to act as the pupil's advocate. While this may delay a decision, it will allow for a greater degree of justice. The length of suspension should always be proportional to the offence and should be decided (at least initially) without reference to previous offences. Suspensions should normally be a minimum of one day and a maximum of five days.

Once the decision has been taken that suspension is warranted, the parents should be contacted by telephone and given the opportunity to discuss both the offence and the outcome before the decision is published.. The Education Director or Head of Preparatory will write a letter, setting out the nature of the offence and the length of the suspension, and will see the parents and pupil on their return to school.

When the suspension is communicated to parents, the Education Director may issue a final warning, indicating that a similar offence would be liable to lead to the parents being asked to withdraw the pupil, or failing that, the pupil being permanently excluded.

## Anti-bullying

In accordance with the *Human Rights Act 1998* there is a statutory requirement to 'determine measures to be taken with a view to encouraging respect for each other and, in particular, preventing all forms of bullying among pupils'.

At RGSV, bullying of any kind is unacceptable (see Anti-Bullying Policy).

## Physical restraint

In occasional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;

- Be recorded and reported to parents on the same day

### [Students with additional needs](#)

RGSV recognises that not all pupils are alike and that some pupils in school have additional needs. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The Head of Preparatory will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### [Monitoring arrangements](#)

This Behaviour Policy will be reviewed by the Head of Preparatory, Education Director and Board of Management every year. At each review, the policy will be approved by the Head of Preparatory.

### [APPENDIX ONE: OUR ROUTINES](#)

### [APPENDIX TWO: CLASS BEHAVIOUR LOG TEMPLATE](#)

### [APPENDIX THREE: GOLDEN TIME TRACKING SHEET TEMPLATE](#)

### [APPENDIX FOUR INCIDENT REPORT FORM](#)

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**Policy jointly written by RGSV Preparatory Staff and collated by Head of Preparatory Simon Sharp on 11 November 2022.**