



# REIGATE GRAMMAR SCHOOL VIETNAM

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## Wellbeing Policy – Secondary School

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**ISI Code:**

**Policy Author:**

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of Secondary

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**Next Review Due:**

As required

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## Rationale

As a school, RGS Vietnam identifies strongly with the IBO's standards and practices as well as the skills, attitudes and attributes promoted in the IB Learner Profile and Approaches to Learning, and as such the development of these character traits form the core of our educational programme as we strive to prepare students to become responsible world citizens. In doing so, the school actively promotes mutual respect and dignity, care and concern, and the acceptance and celebration of diversity within our community.

We have three school rules:

- Everyone at RGS Vietnam has the right to be safe
- Everyone at RGS Vietnam has the right to learn
- Everyone at RGS Vietnam has the right to be treated with fairness and respect

We place high value on open communication, participation, positive self-regard, teamwork and critically, a sense of belonging and connectedness to the school for all community members. However, as with any community, there exists the need for rules and guidelines to protect the rights of the individual and the group as a whole. The school does not tolerate any form of bullying, harassment or discrimination. The school similarly maintains a zero tolerance policy with issues related to drugs, alcohol and disruptive or dangerous material.

Wherever possible, the principles of restorative justice shall be utilised in instances when a student has contravened this code of conduct with the aim of encouraging them to take full responsibility for the consequences of their actions and to understand that it is often within their power to right a wrong that they may have done. Whenever sanctions are utilised a natural sense of justice expects that these should:

- Be explicit, reasonable, and timely
- Have logical, fair, consistent, and age-appropriate consequences
- Include a variety of prevention and intervention measures
- Provide the opportunity for significant parent/guardian participation when required
- Respond to individual differences among students with insight and sensitivity
- Ensure the opportunity for all students to obtain a high-quality education

Whilst utilised as a last resort, the school maintains the right to temporarily suspend or permanently exclude any student who poses a threat to the welfare of any member of the school community or interferes with their right to learn.

### RGS Vietnam Expectations (Poster)

- Think critically and creatively to find solutions
- Communicate respectfully, and listen at least as much as you speak
- Be confident, and take risks
- Strive for balance in life, school, relationships and hobbies
- Make principled decisions
- Inquire, reflect, and then ask more questions
- Collaborate, and work as a team
- Be open-minded to different ideas and perspectives
- Actively pursue knowledge
- Be caring and empathetic towards others

Each subject teacher uses the above RGS Vietnam expectations to create their 'essential agreements'

### Sphere of Operation

The school is responsible for the wellbeing, welfare and safety of all students during the course of all school-related activities, and as such this policy is inclusive of the journey to and from school,

extracurricular events organised by the school such as field trips, and/or any such occasion where a student may be representing the school.

### **How are the students involved in this process?**

Students in school are made aware of this policy in many ways. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of Homeroom time, lessons, assembly, Student Council and Prefect meetings are used to discuss wellbeing and behavioural issues. The school has separate Anti-Bullying, Digital Citizenship, Academic Honesty, Language and Uniform policies/guidelines, and issues related to these are specifically dealt with through assemblies and Homeroom lessons, as well as on an on-going basis.

### **Policy aims**

At RGS Vietnam we aim to:

- Strive to maintain a positive and supportive school environment with students given recognition for high standards of behaviour
- Ensure that all students are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply both outside the classroom as well as within
- Involve parents at the early stage if a student does not meet our expectations with regard to behaviour in order that we can take a joint approach to resolving any issues
- Allow students the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge students on previous behaviour
- Listen to all points of view before making any judgement concerning undesirable behaviour

### **What rules do we have in school?**

The three rules we have in school are based on the three basic rights we believe in. These are displayed around the school with appropriate examples and are regularly discussed and reinforced with the students.

- Everyone in school has the right to be safe  
*We insist that students do not act in a physical way towards each other. We teach students that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and will be dealt with on an equal level to the initiator. We have to add here that safe is not only being physically safe but also safe from bullying, disrespect etc.*
- Everyone in school has the right to learn  
*We will not allow students to disturb or interrupt other students' learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.*
- Everyone in school has the right to be treated with fairness and respect  
*We expect students to show respect to adults and vice versa. We also expect students to show respect to each other, as we would adults to other adults. We ask that adults and students listen to other people's point of view with respect. Students will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.*

### **Essential aspects of good behaviour**

1. All members of the school community should be made aware of expected standards of acceptable behaviour directed by the IB Learner Profile and Approaches to Learning
2. Approach dealing with several aspects of indiscipline should be consistent, as should be the case of praise for good behaviour

3. There should be clearly defined guidelines, found in the essential agreements, to maintain high standards
4. Courtesy at all levels should be encouraged
5. The entire school community has a key role to play including, teachers, non-teaching staff, parents and children.

### Responsibilities of our children

Every student is responsible for his/her own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility.

They are expected to:

1. Abide by their School Behaviour Policy rules
2. Have a positive approach to their school life
3. Show courtesy and respect at all times towards others
4. Be regular in attendance and punctual
5. Cooperate with their peers and staff
6. Recognise that no poor standards of behaviour will be accepted
7. Develop a sense of community and of caring for each other and for the environment
8. Accept responsibility for a well-ordered community at school and take a positive role in the running of the school
9. Demonstrate a positive image of their school through their exemplary behaviour at and outside school

### Responsibilities of our staff

RGS Vietnam staff are fundamental in creating and maintaining a safe and positive school environment.

They are expected to:

1. Abide by and endorse the rules and regulations and any other policies of the school
2. Encourage an attitude of respect for the environment, and for one another among the RGS Vietnam community
3. Fully collaborate with the school in the elaboration and implementation of behaviour measures
4. Share discussions with implicated teachers and senior leaders in concern for a student's education, welfare and behaviour and any concerns, difficulties or anxieties
5. Have themselves, and encourage in others, to project a positive image of the school at all times
6. Encourage the regular attendance and punctuality of their students.

### Responsibilities of our parents

It is recognised that parental involvement and responsibility are essential and parents are accountable for their children and their behaviour. They have the essential role to strive for their children demonstrating good and acceptable behaviour at all times, recognising that this has a profound effect upon their attitudes at school.

They are expected to:

1. Abide by and endorse the rules and regulations and any other policies of the school
2. Encourage an attitude of respect for the environment, and for one another among their children
3. Fully collaborate with the school in the elaboration and implementation of behaviour resolution measures for their wards

4. Share discussions with teachers and the senior leaders concerning their child's education, welfare and behaviour and any concerns, difficulties or anxieties
5. Encourage their child to project a positive image of the school at all times
6. Ensure the regular attendance and punctuality of their child.

## Procedures

### **Section 1: Parent Declaration & School Agreement**

It is critical that all stakeholders in the school community (students/staff/parents) take the time to familiarise themselves with, and strive to, support the school's aims and expectations in terms of how we each conduct ourselves and the rewards / sanctions that assist the community to maintain its core values.

A Parent Declaration is to be signed upon entry to RGS Vietnam the start of each academic year. This document supports and complements the information available in the student planner and Student/Parent handbook.

### **Section 2: Personal and Social Learning Programme**

The RGS Vietnam PSL programme, incorporating the IB's Learner Profile attributes and Approaches to Learning skills, is taught across the school and aims to develop students' social and emotional learning skills in five key domains:

- self-awareness
- social awareness
- relationship skills
- self-management
- responsible decision making

The programme is delivered between homeroom teachers and topic specialists. A wide range of topics are examined including: friendship, bullying, conflict resolution, assertiveness, self-confidence, mindfulness, study habits, time-management, healthy living and future education & careers.

### **Section 3: Rewards**

The school encourages the use of positive reinforcement whereby students are recognised and where appropriate, rewarded for their positive behaviour, efforts, motivation and punctuality. This recognition can take many forms, and is utilised in a logical, fair, consistent, and age-appropriate manner. In order to encourage good behaviour and study habits, there are a series of informal and formal rewards. Special recognition may be given in a School Assembly, or in the Head of Section's Newsletter. Prizes for competitions are awarded in special assemblies, and subject teachers elect outstanding students to receive exceptional certificates at the end of the year.

A particularly popular form of recognition has been the certificate of merit, awarded each week, and accumulated by students in order to qualify for an individual non-uniform day. Several classes managed to qualify for other treats, including a homeroom time movie treat with popcorn! Responsibility can also be given as a token of recognition: students might be selected as a prefect or house/team captain, or elected as class representative to the Student Council.

### **Section 4: Guiding Principles for Disciplinary Procedures**

However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. Initially students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done generally in private to the student, and not in front of an audience. For the vast majority of students in school, this quiet reminder is enough to

solve the issue. Few students' behaviour is perfect one hundred per cent of the time, and these incidents can be addressed quickly and without any form of punishment.

Guiding principles for all staff when dealing with misbehaviour:

- deal with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- sanctions should always take account of individual needs, age and understanding;
- avoid whole-group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off)
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- wherever possible, encourage the student to take responsibility for their actions, and understand that they have the power to put right harm caused and repair relationships that may have been affected
- never issue a sanction that is humiliating or degrading
- ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- use sanctions in a calm and controlled manner

### **Consistent Behaviour Management Steps for Subject Teachers**

1. Non-verbal reminder

2. Verbal reminder

3. Move student into a different seat (remember that students should be seating in a teacher-produced seating plan)

4. **Pastoral Referral sheet:** record the misdemeanor here.

5. **Reflection sheet:** resolution conversation and subject teacher determined consequence (e.g. note in HW planner or on Managebac, write a letter of apology, detention, call/email parents etc.)

6. **Record and Resolution** form with their Pastoral Leader Head:

- if 3 reflection sheets (1 teacher), or 5 reflection sheets (2+ teachers) in one half-term
- may involve conversation with teachers involved
- targets and strategies set
- progress/improvement reviewed after an agreed interval
- letter with reply slip and record and resolution form sent to parents and copy given to the homeroom tutor.

7. Referred to the Head of Secondary

8. Referred to the Headmaster

\*N.B. Stages 4-7 recorded by the corresponding Pastoral Leader.

### **Guidance for teachers for the completion of reflection sheets**

Reflection sheets are not a punishment. Their purpose is to enable a student to reflect upon the incident that occurred and reflect on their behaviours and culpability so that they can then have a conversation with the teacher about what happened and seek resolution.

They should be completed as soon as possible after the incident/behaviour has occurred (ideally the same day)

Students should complete a reflection sheet and talk with the teacher and other involved students away from their peers.

Students should write in depth about what occurred ensuring that their homeroom tutor and Pastoral Leader can understand clearly what happened (i.e. what exactly was said/done) when they read it.

The teacher and students should all have the opportunity to talk and have their perspectives heard by the other parties as they go through the reflection sheet(s) together.

After this, hopefully all parties agree to how to resolve the situation and (where necessary) that an appropriate consequence will be delivered promptly (detention, letter of apology, call/email parents, etc).

As soon as possible (ideally the same day) the reflection sheet(s) should be photocopied by the subject teacher twice:

- 1x (original) for the teacher involved
- 1x (copy) for the homeroom tutor
- 1x (copy) for the Pastoral Leader Head.

N.B: This is especially important if the behaviour had occurred before as it means the homeroom tutor and Pastoral Leader may wish to informally discuss the incident with the student and reiterate why it wasn't acceptable. Students realising that teachers communicate with one another is a very powerful behaviour management tool!

If the problem persists (three times in one half-term with one teacher, or five times in one-half term with multiple teachers) the student will fill in a Record and Resolution form with the relevant Pastoral Leader or Head of the Secondary School and the teacher(s) may be invited to discuss the situation with that PL and student(s).

### **Receiving a Reflection Sheet- Homeroom Tutors**

Homeroom tutors should keep a record and copy of all reflection sheets, homework, lateness and uniform concern letters so you can keep a track of problem areas.

According to the severity and frequency of the reflection sheets they may wish to discuss what happened with their tutee(s), this would ideally be done away from their peers. HRTs can be a useful 'ear' and advisor to help guide the student away from repeating the undesirable behaviour. Sometimes there is a bigger problem either in or outside of school that can be brought to light with an informal chat.

### **Behaviour**

As previously mentioned, the positive climate at RGS Vietnam is a direct reflection of the behaviour of our school community. Respect for oneself, others and property form the foundation upon which behavioural guidelines are modelled. It is assumed that all members of our school community support these principles and will help to promote desirable behaviour. Most behavioural problems are handled by teachers and administrators in school, and parents are kept well informed. However, the school reserves the right to remove, without refund of fees, any student whose behaviour disrupts the academic programme or exerts a negative influence upon other students. All school rules also apply to extracurricular activities, on the school buses, on field trips, excursions, camps, and at all school-sponsored events.

### **Repeated Misbehaviour**

As a school, RGS Vietnam strives to do its utmost to educate and guide students to acceptable forms of behaviour, going the extra mile for any student in its care. However, if a student demonstrates persistent disregard for the school's efforts, and their behaviour is having a negative impact on the education and rights of their peers, then the student should expect that the school shall take more serious steps to rectify the situation, including that of permanent exclusion from the school.

### Homework

Homework expectations differ from country to country and school to school. RGS Vietnam maintains the belief that homework is a valuable tool to help reinforce activities in the classroom and good study habits. However, parents should not expect that RGS Vietnam students will be completing pages of Mathematics sums or spelling words. Instead, we believe that homework should be a focused, purposeful activity that is a continuation of learning begun at school. Therefore, if assigned homework, the material will be related to work presented in the classroom.

It is important that completing homework, especially with other students, becomes a routine student responsibility. Parents can assist in the development of this important habit by helping their children establish a regular time and place each day for this task. It is also important to note that if a student is having difficulty with the work at home, parents should not do the homework for their child, but should alert the teacher that they were unable to complete the assignment on their own. This will allow the teacher to review the material with the student.

Homework expectations in Secondary School become increasingly complex and parents should begin to see assignments related to class projects, greater expectations in reading and writing tasks, and a variety of topic/subject areas being covered in assignments.

In secondary School, homework tasks are set on the ManageBac platform. Subject teachers, in conjunction with their Head of Department, may send to parents a "Homework Concern" letter if there are any issues.

Academic Honesty also see the school *Academic Honesty Policy*

Academic honesty is encouraged among all of the RGS Vietnam community. Dishonesty, collusion, malpractice and plagiarism, is considered a very serious matter. The first known offence will generally involve the student in a conference with the programme Coordinator or Head of Section and the teacher concerned, and contact will be made with the parents. Further offences will be viewed more seriously and would normally result in the student being removed from school. Examples of unacceptable behaviour may include, but are not limited to:

- Copying or allowing others to copy information from someone else's work, test paper, homework, computer storage device, etc.
- Unauthorised use of study aids
- Unauthorised prior knowledge of an examination or test
- Unauthorised use of school forms and/or letterhead
- Attempting to pass off someone else's work as one's own

### Dangerous Objects

Weapons or toy weapons/objects are not allowed on school grounds. Any student in possession of knives or any other weapons will face serious disciplinary action. Students should not bring any razor blades for shaving purposes to school.

### Smoking, Alcohol and Illegal Drugs

RGS Vietnam maintains a smoke-free, alcohol-free\* and drug-free environment. The possession, consumption or sale of alcoholic beverages\* and illegal drugs is strictly prohibited on the school campus.

Therefore, students are not permitted to:



- Use or be involved with the use or distribution of alcohol, tobacco or illegal drugs at any school-supported activity both on or off campus.
- Use, possess or distribute drugs for non-medicinal purposes. If a student is found to be in breach of this, a recommendation will be made for expulsion.

*\*except by permission of the School Board*

### Harassment/Bullying

It is a basic entitlement of all students to receive their education free from humiliation, oppression, and abuse. As relationships are the foundation of our transient community, RGS Vietnam encourages tolerance, respect and positive social behaviours. Harassment/Bullying takes many forms. It can be physical, verbal, emotional, racial, sexual or cyber. It is an act that:

- Physically harms a student or damages the student's property
- Has the effect of substantially interfering with a student's education
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operations of the school

Harassment, intimidation or bullying can take many forms including:

- Slurs, rumours, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other cyber, written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Therefore, harassment/bullying of any form is not acceptable. The school will intervene directly in situations where bullying is suspected. Counselling, corrective discipline, and/or suspension from school will be used to change the behaviour of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this school.

The possession or sharing of any type of computer generated or visual image without the consent of the individual concerned is against school rules, as is any use of technology such as the internet or social media to harass or bully another member of the school's community.

Bullying is if something is done more than once. If this is the case:

- The child feeling the unwanted behaviours, tells the 'supposed bully' to STOP. There is a physical action that goes with this instruction. We empower students to take action.
- If it continues - the child shares with another student, a teacher or the office staff and explains what happened.
- If the student has shared with another student, they either solve the issue as a team or bring in a teacher or member of the academic leadership for further support.
- If it is deemed that the student was bullying, parents will be advised and the student will be placed on the restorative plan.

RGS Vietnam operates a zero-tolerance policy towards bullying. Harassment and bullying could result in the suspension or dismissal of the student displaying such behaviour.

### Misbehaviour on School Buses

In keeping with the School policies regarding safety, RGS Vietnam considers bus safety a top priority. Because of the need for the bus driver to focus on the road at all times there will be a zero-tolerance for misbehaviour on a bus. All students are expected to comply with the bus rules. It is also an expectation that students will treat the bus interior with respect.

As a bus user, students should always do the following:

- Remain in their seat, facing the front, at all times, with seat-belts worn.
- Stay seated until the bus has come to a complete stop.
- Keep all body parts and possessions inside the bus at all times.
- Food is not to be consumed on the bus.
- All talk on the bus should be at a conversational level.
- Bad language is unacceptable.
- Be kind and considerate of others and their property.
- Remain standing off the road until the bus comes to a complete stop before approaching to board the bus.
- Follow the directions of adults and supervisors on the bus.
- Greet and thank the bus crew and adult supervisors.
- Students will only be dropped off at their own stop unless a different arrangement has been confirmed with the Registrar Department.

Students using the School Bus Service are also bound by the rest of the school's rules and regulations. Students who do not comply with these rules will/could be removed from the bus for one week. If inappropriate behaviour continues, the student will be removed permanently. Use of the school bus is a privilege - not a right.

#### Fighting/Assault

The school will not tolerate physical fighting or assault. Fighting/assault may result in a suspension from school and would therefore require a school-student-parent conference before the student may return to school. Students having difficulties with conflicts are encouraged to seek help from staff as an alternative. Repeated aggressive acts, may lead to the permanent removal from school of the student.

#### Inappropriate Public Display of Affection (PDA), Sexual Exposure or Activity

To maintain a professional learning and working environment, inappropriate displays of affection, including kissing and/or intimate contact are not acceptable behaviours. Similarly, the display of pornographic material is against the school rules (including pictures on personal technological devices). Any inappropriate sexual exposure or activity is viewed very seriously and may result in the student being recommended for expulsion.

#### Damage to School Property or Fire Alarms

Damage to school property is unacceptable. If the damage is not easily corrected by the student, he/she will be expected to meet the cost of replacement or repair, and further disciplinary action would normally be taken. Any misuse or damage to fire alarm call points will have serious consequences and may result in the student being recommended for expulsion.

#### Technological devices (also see the school *Technological Devices & Digital Citizenship Policy & Guidelines*)

As stated in the school's policy, besides a laptop students are not encouraged to bring other technological devices to school. Such devices (e.g. mobile phones, smart watches, etc.) may not be used to communicate while on campus unless directed to do so by a member of staff. Students are reminded:

- If they feel that they must have a mobile phone, it must remain in their backpack, **TURNED OFF** while in school
- Texting and videotaping are not permitted anytime during the school day
- Failure to follow these guidelines may result in confiscation of the device.

Students are to use all technological devices responsibly and only at the school's discretion. Improper and inappropriate use is unacceptable. Any inappropriate use or activity will be viewed very seriously and may result in expulsion.

## Personal Honesty

RGS Vietnam promotes respect for the individual by advocating an atmosphere of trust and respect.

Theft of money or the property of others is unacceptable and may result in immediate suspension or expulsion. The school will emphasize and encourage honest and trustworthy attitudes; therefore, incidents of lying may result in disciplinary action.

Please note that as RGS Vietnam is not liable or responsible for student property then we discourage students bringing valuables to school.

## Attendance and Punctuality

Students are expected to attend school regularly and to be on time in order to receive the maximum benefit from the instructional programme and to develop habits of punctuality, self-discipline, and responsibility. There is a direct relationship between good attendance and school success, therefore we ask parents to make every possible effort to plan family vacations as per the school calendar.

If a child is ill and will not be attending school that day, please call the relevant school office or submit an attendance excusal via ManageBac so that the teacher can be notified. Some illnesses can be very contagious; consequently, we encourage you to keep your children at home if they are ill.

In the case of a medical or emergency situation, the school will work with parents on missed class lessons.

Circumstances beyond the family's control may require a student to be absent for an extended period of time. In such cases the teacher will provide work, for no longer than 2 weeks, for the student to complete while on leave. However, whenever possible, the teacher should be provided with at least one week's notice of the planned leave. Work missed needs to be returned to the teacher as early as possible, and work not made up will affect the student's grade. Students can also contact their class pages on Management to keep up with tasks set by subject teachers.

Any student attending other schools for during periods they are absent will be asked to verify their attendance with official records from that institution.

If a student misses 20 or more days of school throughout the year for a non-recognised reason, e.g. taking an extended holiday, the school reserves the right to refuse them entry into the next grade at the end of the year. This might mean having to repeat that grade level or leave the school completely.

Uniform - also see the school *Uniform & Personal Appearance Policy & Guidelines*

Wearing an RGS Vietnam uniform is a badge of pride. It creates an identity for our school community and is an important part of being an RGS Vietnam student. A school uniform teaches students to dress smartly and take pride in their appearance. At RGS Vietnam, we believe a school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing our students to perform better academically.

Students are required to wear the school uniforms (classroom, PE and house team) when in school or representing RGS Vietnam in school events.

Please note:

- Although students may wear a watch, a simple necklace and/or bracelet, simple stud earrings. Wearing jewellery, especially expensive, is discouraged. For safety reasons, rings should not be worn. We reserve the right to confiscate excessive amounts of jewellery worn.
- "Loud" make-up and nail varnish, false nails and gems are not appropriate for school, and should not be worn.
- Extreme haircuts and styles are not appropriate for school. Long hair must be tied back as directed by the teacher. Any hair dye should not be a significant contrast to the student's natural hair colour e.g. dark hair should not have unnatural highlights, and light hair should not have very

dark streaks. The words “subtle” and “discreet” would best describe acceptable hair dye. ( This was decided after extensive canvassing of parents, students and staff.)

- Outdoor clothing – coats, jackets, hooded tops etc. – should be removed in the classroom.
- Shirts and blouses must be tucked in.

Non-uniform days: On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context e.g. no very short skirts, very short shorts, ripped clothing or T-shirts with offensive slogans.

In the event that a student is not wearing the correct school uniform

- First incidence – teacher/ tutor speaks to student and requests to see student wearing correct uniform the next day
- Second incidence – the student will complete a uniform reflection sheet with the homeroom tutor and a copy will be given to the Pastoral Leader.
- Third incidence – the student will be sent to Pastoral Leader. They will fill in a second “uniform reflection sheet”. Other incorrect uniform items – the student writes a letter of apology, also signed by the parent.
- Fourth incidence – the student will be sent to the Head of Secondary. In addition to the above, a letter will be sent home with a return slip to be signed by the parent. The student must report to the Head of Secondary School the next day in correct uniform, with the signed return slip.

Should the problem persist: We would hope that an RGS Vietnam student would not reach the final stage of this process. However, the school reserves the right to withdraw a student from class for serious non-compliance with the uniform policy. Parents will be asked to collect their child and to ensure the correct uniform is worn before the student is allowed to return.

### **Section 5: Consequences and Sanctions for Inappropriate Behaviours:**

In addition to the ‘Consistent Behaviour Management Steps for Subject Teachers’ previously mentioned, these are the disciplinary measures that may be applied depending upon the situation or circumstances. The school reserves the right to assign consequences. Incidents recorded in a student’s school file may be shared with external agencies, schools and universities.

#### **1. Teachers**

- Talk to the students involved and investigate the incident. The person who did something wrong needs to apologise
- Communicate the incident to the parents either through email or via the ManageBac platform
- Give the student detention under the supervision of the involved teacher during recess or lunch
- Where applicable, the student will need to replace damaged property

#### **2. Pastoral Leader, Programme Coordinator or Head of Section — referring to grave or constant misbehaviour of a student**

- Talk to the student(s) involved and investigate the incident
- Communicate the incident to the parents through email, and if possible with a telephone conversation
- Give the student a longer period of detention or in-school suspension where the student will continue to do classroom work but not with his/her peers. The Pastoral Leader, Head of Section and/or Programme Coordinator will arrange the supervision of this.

#### **3. Headmaster — referring to grave or misbehaviour that persists**

- Talk to student(s) involved and investigate the incident
- Communicate the incident to parents through email

- An official Disciplinary Report form (see next page) will be filled and placed in the student file. The Headmaster will decide the validation length of said form.
- Give the student a temporary exclusion from school for up to 3 days. If a child exhibits dangerous behaviour towards others and the school cannot take responsibility for his/her actions, the Headmaster can propose a permanent exclusion.

**Other guidelines:**

**Loss of privileges:**

Students may be given a warning when a teacher or administrator feels that an infraction of a school rule has taken place. This should be a logical consequence. In addition, if the student abuses a school privilege, he may lose that privilege for a period of one week to one term, depending on the seriousness of the infraction or if there has been a previous warning to the student. Parents will be contacted if a privilege has been revoked.

**Detention:**

School staff may assign detention. This must be logged on ManageBac and the parents informed.

**Performance Charts:**

Students may be placed on a Performance Chart which monitors the student's performance/attitude for a fixed period of time. The student should present the class/subject teacher with this chart at the beginning of each lesson. The class/subject teacher will assess the student's performance, in line with the set target(s) during the lesson. The student is to present the chart to homeroom teacher for their review. Should the use such a Behaviour Modification Agreement fail to result in an improvement in the student's performance, behaviour, and/or effort, more serious sanctions may be utilised by the school.

*AN EXAMPLE OF THE PERFORMANCE CHART CAN BE FOUND AT THE END OF THIS POLICY*

**Internal suspension:**

Students who have a one day in-school suspension will be required to be at school for the entire school day. Parents will be notified in writing, a school-student-parent conference will be held, and the student will not attend classes on that day. The teachers will provide all assignments so the student is required to be in the assigned room/office by 8:00 a.m., with all books and a packed lunch. The student will have their breaks at different times to their peers.

*\*All staff will be notified via email. This will be recorded as PRESENT in the Homeroom register but EXCUSED in the class registers.*

**External suspension:**

In cases of serious infractions, the school reserves the right to remove the student from school. The relevant Head of Section and Headmaster have the authority to suspend a student for up to three days.

When a student is to be externally suspended, the following regulations will be observed:

1. The student will have the opportunity to explain his/her point of view.
2. The parent will be telephoned by the Headmaster, or Head of Section and informed that the student is to be sent home.
3. A written notice of the suspension, the reasons thereof, and the duration will be sent home or handed to the parent on the day of the dismissal.
4. A school-student-parent conference will be held before the student returns to school to agree on targets aimed at remediating the situation.
5. Students are responsible for all work missed during suspension.

**Expulsion:**

Expulsion may result from any criminal behaviour or any action prejudicial to the safety of any members of the RGS Vietnam community, or from a persistent refusal on the part of the student to fulfil his/her academic and behaviour obligation at the school, or to receive sufficient benefit from the school programme in the judgement of the Headmaster. The Headmaster is the only administrator authorised to expel a student. The school reserves the right to expel without refund of fees.

A non-exhaustive list of the sorts of behaviour that may lead to exclusion includes:

- Physical assault causing pain or injury to any member of the school community
- Persistent bullying of another student / Use of intimidation, coercion, or force
- Behaviours dangerous to self or others
- Wilful damage to property
- Repeatedly violating general expectations and classroom rules despite previous (documented) sanctions
- Consistently poor work habits that are having an impact on the student's learning and that of others, despite previous (documented) sanctions
- Use of, and/or possession of a weapon (as deemed by the Head of Section or Headmaster)
- Theft or Extortion
- Belligerent behaviour including swearing, abusive language or racist comments against any member of the school community
- Repeated acts of defiance
- Academic dishonesty
- Excessive truancy or lack of punctuality

When a student is to be expelled from the school, the following regulations will be observed.

1. The student will have the opportunity to explain his/her point of view
2. The parent will be telephoned by the Headmaster and informed that the student is to be sent home
3. A written notice of the expulsion and the reasons thereof will be sent home or handed to the parent on the day of the dismissal

### **Section 6: Record keeping of rewards / sanctions**

In addition to keeping academic records for each individual student, it is also important to maintain an accurate pastoral record as well. This student file should record such items as:

- Rewards, merits and other awards that recognise effort and achievement
- Minutes from Sanctions meetings with the students/ with parents or guardians, particularly when dealing with disciplinary issues
- Written communication between home and school

### **Section 7: Safety & Security Procedures**

A top priority at RGS Vietnam is to provide a safe environment for students and members of the greater school community.

#### ***Students Leaving Campus***

Once registered as on campus, students may not leave the campus without parental and administrative permission.

#### ***Fire Drills***

Fire drills are scheduled at intervals throughout the school year. Classroom teachers and students are given details in their classes with specific instructions regarding fire drill procedures. Each classroom has an evacuation floor plan posted near the exit door.

## Security on Campus

In order to ensure the security, you would expect RGS Vietnam to provide on campus, we are reminding parents and other visitors about our rules concerning people entering the campus.

Unless delivering or collecting children, all visitors should have an appointment to enter the campus. If a visitor does not have an appointment, we cannot guarantee the person they wish to meet is available.

All non-staff entering the campus must wear the visitors badge issued by the security staff. During the school day, visitors will sign in at the guard's booth.

All guests to the campus should report to the Reception area, where they will either wait, or they will gain access to the lobby area, or to a first-floor meeting room. Visitors should not look around the campus without a member of staff accompanying them. This means all areas of the School are off-limits to visitors, unless it had been agreed before the visit that they can go to a named area, or they are with a member of staff.

If a parent wants to take a child out of school during the school-day, they will be asked to wait at Reception, and a member of staff will collect the child from the classroom.

The above rules are relaxed when the School is hosting an event where parents and other adults are invited to enter the campus, but at these times there will still be areas which are marked as being off-limits to our guests. These simple rules are typical of international schools worldwide, and fair and sensible ways to protect children whilst they are on campus.

## Section 8: Student Right to Appeal

To appeal a behavioural or academic decision and/or consequence, a student can submit, to the Headmaster, a written letter of appeal or ask their parent to do so.

- The appeal should include all supporting documentation and explanations.
- Remember to state specifically the reason(s) for the appeal and consider the following before appealing a decision or consequence:
  - whether the facts warrant the consequence
  - (B) if the consequences were appropriate for the behaviour
  - (C) whether school procedures were followed.

The School Headmaster shall review the consequence, along with all of the evidence, and render a decision as soon as possible.

## Section 9: Rules and Routines \*These rules will be posted in different areas of the school.

- The homeroom teachers will also discuss these with their students.
- For the local staff, this document may need to be translated into Vietnamese
- For the parents, this will be posted on the school website with Vietnamese and Korean translations

Area	Rules and regulations
Classroom	<p>*These are in addition to or part of the classroom essential agreements that the teacher creates with the students at the beginning of the year:</p> <ul style="list-style-type: none"><li>• Follow the teacher's instructions</li><li>• Speak respectfully to others</li><li>• Use the community language of English</li><li>• Listen to others and respect their ideas</li><li>• Participate in all activities</li><li>• Respect school and other people's property</li></ul>

	<ul style="list-style-type: none"> <li>● Hands off other people</li> <li>● Technological devices are used in accordance with the class teacher's wishes</li> <li>● Do not enter a classroom without the teacher's permission</li> </ul>
Corridor	<ul style="list-style-type: none"> <li>● Walk calmly at all times</li> <li>● Stay on the right side when other people are passing</li> <li>● Use indoor voices</li> <li>● Hands off other people's belongings and displays</li> <li>● Corridors are out of bounds during breaks except for rainy days</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>● Walk at all times</li> <li>● Sit down when eating</li> <li>● Only touch the food that is in your tray</li> <li>● Use indoor voices, and use the community language of English</li> <li>● Clean up our tray and push in your chair before leaving</li> <li>● Speak respectfully to other children and adults</li> <li>● Technological devices are not allowed in the canteen</li> <li>● Go to the outdoor play area or gym after eating</li> <li>● Bring lunch boxes and water bottles to the gym or outdoor area</li> </ul>
Recess & Lunch Breaks	
<ul style="list-style-type: none"> <li>● Student should not be inside classrooms (with the teacher's permission) nor in the corridors at recess or lunchtimes.</li> <li>● When it's drizzling or raining students go to the gym</li> <li>● When it's 34°C or an API of 200+ then the students go to indoors gym.</li> <li>● The area around the basketball court is out of bounds</li> </ul>	
Outdoor Area	<ul style="list-style-type: none"> <li>● The area around the back of the football pitch is out of bounds</li> </ul>
Gym	<ul style="list-style-type: none"> <li>● Stay on the court at all times</li> <li>● The stage, storage room and second level are out of bounds</li> <li>● No climbing on the portable basketball hoops</li> <li>● Clean up gym equipment when the bell rings</li> <li>● Line up quietly by grade level</li> </ul>
Common play area	<ul style="list-style-type: none"> <li>● Draw, read and/or quiet games</li> <li>● Use indoor voices</li> <li>● Clean up materials before moving on to the next one</li> </ul>
Library	<ul style="list-style-type: none"> <li>● Things you can do: read books, do homework</li> <li>● Sit on the sofa</li> <li>● No eating</li> <li>● No running or shouting</li> <li>● Indoor voices only</li> <li>● Follow instructions from the Librarian</li> <li>● Take care of all property found in the Library</li> <li>● Do not replace the books in the wrong place</li> </ul>



	<ul style="list-style-type: none"> <li>● Leave the Library as tidy as you found it</li> <li>● No playing video games on the school computers</li> </ul>
Bus	<ul style="list-style-type: none"> <li>● Sit down throughout the trip and wear seatbelts</li> <li>● Sit down behind the driver</li> <li>● Use your indoor voice</li> <li>● Be respectful towards all children and adults</li> </ul> <p>*For the TA - he/she needs to ensure that all students have their seatbelts on; if there are seat belts that don't work, this needs to be reported and fixed as soon as possible</p> <p>*Younger children need to be towards the front of the bus</p> <p>*If there are any incidents in the bus, the TA needs to report it to the person in charge, who in turn, will pass the information to the homeroom teacher</p>

\*If a student sees another student breaking a rule, he can remind him/her about following the rules. If that first student persists in breaking the rules, the witness needs to tell an adult so action can be taken.

### **Reviewing of this Policy**

The Secondary Wellbeing policy will be reviewed on a yearly basis.

Created April 2019

Reviewed June 2019

Last Reviewed August 2021

SECONDARY SCHOOL WELLBEING  
- Reflection Sheet

Teacher: .....

Name.....Class.....Date.....

This is how I chose to behave:

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This is how I should have behaved:

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This is how my behaviour has affected other people:

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This is what I will do in future:

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This is how I plan to resolve the situation:

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---

---

Which of our 3 school rules haven't I followed?

Everyone has the right to

---

---

Signed.....

Date.....

**SECONDARY SCHOOL WELLBEING**  
**- Record and Resolution Sheet**

Name..... Class..... Date.....

The reasons why the student has been invited to complete a record and resolution sheet:

.....  
.....  
.....  
.....  
.....  
.....  
.....

Who else is involved:

.....  
.....  
.....  
.....

What the student is going to do now to remedy the situation and move forward:

.....  
.....  
.....  
.....

Date to be reviewed: .....

Review:.....

.....  
.....  
.....  
.....  
.....  
.....

Signed:.....(Pastoral Leader)

Date:.....

Signed: .....(Student)

Date:.....

SECONDARY SCHOOL WELLBEING  
Homework Concerns

Date:

Dear parent(s),

Teachers at RGS Vietnam plan and prepare their teaching very carefully and homework is an integral part of the curriculum. Students are expected to complete homework assignments and hand them in for assessment within a reasonable and agreed time-frame.

Homework provides the opportunity

- to practise independently methods or skills taught in class,
- to allow students more time to complete tasks
- to read, research and prepare for a future lesson
- to promote the habit of independent learning,
- to revise knowledge or skills previously taught.

I am writing to let you know that your son/daughter's homework has been missing/late on several occasions.

So that I know you have received this letter, kindly sign and date the reply slip below and return it to me as soon as possible.

If you would like to see me to discuss this matter, please do not hesitate to make an appointment.

Yours sincerely,

.....

Subject Teacher

.....**cut here**.....

Dear .....,

Following receipt of your letter, I am now aware that..... has neglected to complete homework assignments recently.

Parent's signature.....

Parent's name.....

Date.....

## SECONDARY SCHOOL WELLBEING

### Lateness concerns

Date:.....

Dear parent(s),

I am writing to let you know that it has been noted that you son/daughter has been late to school on several occasions recently, and I ask you speak to him/her about this and help him/her to rectify this tardiness.

All students are expected to commence the school day no later than 8.20 each morning with Morning Registration and Preparation for Learning. At this time, the attendance register is taken, general announcements are made, reply slips are collected, urgent information is communicated to students from teachers and the Student Council, and homeroom tutors can have conversations with students about their progress. Time is allocated for them to visit lockers in order to prepare books and materials for morning lessons before classes commence.

Students who arrive late may not be admitted to their lockers, since they may be disturbing classes; they lose an invaluable opportunity to prepare for the day ahead, and their untimely arrival will often disrupt their first lesson. Punctuality is an important skill in life and we instil this into our students as we prepare them for the 'real world'.

So that I know you have received this letter, kindly sign and date the reply slip below and return it to me as soon as possible.

If you would like to see me to discuss this matter, please do not hesitate to make an appointment.

Yours sincerely,

.....

Homeroom Tutor

.....**cut here**.....

Dear.....,

Following receipt of your letter, I am now aware that..... is disrupting morning procedures due to repeated lateness.

Parent's signature.....

Parent's name.....

Date.....

SECONDARY SCHOOL WELLBEING  
Attendance Concerns

Date:.....

Dear **NAME OF PARENTS OF STUDENT,**

At RGS Vietnam, we recognise the importance of the very clear relationship between regular school attendance and their academic achievement. We believe that with good attendance records students benefit from:

- A continuity of learning
- Maintaining friendships
- Improved examination performance
- Development of good habits for further education and employment

Your son/daughter, **NAME OF STUDENT** currently holds **NUMBER**% attendance (calculated from the beginning of this academic year to the current date). It is of vital importance that **NAME OF STUDENT** takes advantage of his/her education and strives to improve his/her attendance moving forward.

As a school, we recognise that due to illness and other reasons attending school is not always easy or in fact possible for students but we do ask that you support us in improving **NAME OF STUDENT** attendance as the year progresses.

Please be reminded that the front office should be notified of any student absences and reasons for this at your very earliest convenience.

We appreciate your support in keeping absences to a minimum so that we can prepare **NAME OF STUDENT** effectively for their future.

If you would like to see me to discuss this matter, please do not hesitate to make an appointment.

Yours sincerely,

.....  
Homeroom Tutor

.....**cut here**.....

Dear.....,

Following receipt of your letter, I am now aware of..... attendance issues.

Parent's signature.....

Parent's name ..... Date.....

## SECONDARY SCHOOL WELLBEING - Performance Chart

Name:	Date(s):
Agreed targets:	

The student must hand this sheet to each subject teacher at the start of each lesson.  
 In the evening, give it to your parents to sign, then hand it back the Homeroom Tutor each morning.

*Subject teacher comments in relation to target*

	Mon	Tue	Wed	Thur	Fri
1					
2					
3					
4					
5					
6					
7					

*Comments upon completion of week*

Student	Parent	Homeroom Tutor

## SECONDARY SCHOOL WELLBEING - Disciplinary Report Form

Date	
Time	
Place	
Teacher	

Student's Name:	
Description of behaviour:	
Behaviour contrary to school rule(s):	
Agreement between the student and the school and how to improve behaviour:	
Additional notes from the Headmaster/Head of Section/Programme Coordinator/Pastoral Leader:	
Teacher's Signature	Head of Section / Programme Coordinator's Signature
Student's Signature	Parent's Signature
Headmaster's Signature	