



REIGATE GRAMMAR SCHOOL
VIETNAM

Whole School Behaviour Policy

Policy Author:

Educational Leadership Team

Date Approved By Governing Body:

February 2025

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 and so this policy aims to:

- Define our expectations of students', staff and parents' rights & responsibilities
- Provide a consistent approach to behaviour management in RGSV School
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour
- Summarise 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 school lies with the Head of Preparatory and Head of Secondary. The Heads 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 and the rules of the school
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 SCHOOL RULES

Our RGSV school rules flow from our core rights and responsibilities and from the Learner Profile attributes of the IB, 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 school rules should be displayed prominently in every classroom.

CLASSROOM ESSENTIAL AGREEMENTS (in Prep.)

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 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 REGULATION (in Prep.)

In all prep 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 is 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

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.

Rewards (in prep)

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

In the Preparatory section these are individually awarded which then contribute to the overall House totals. House points are given for outstanding work, outstanding effort and for 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.

Rewards (in secondary)

House Points

These are individually awarded to students and contribute to the overall House totals. House points are awarded for: outstanding work/attainment, outstanding effort and embodying the IB learner profile.

In the Secondary section, teachers award house points (50 points per sticker) for outstanding attainment, outstanding effort and embodying the IB learner profile. Students should record their House points on a tracking card (obtained through their form tutor). Once a card has been filled with 500 house points (10 stickers), it is to be deposited into the raffle box (found in the secondary office) which will be drawn occasionally through the year for a special prize during key stage or whole school assemblies and recorded on the pastoral referral form. Tutors are to monitor their tutees' house points on the relevant key stage house points tracker. Once a student has filled 5 cards (achieved 50 stickers/2500 house points) so that a positive postcard/email can be sent from the school. This will happen every 2500 points.

Assemblies

In prep 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.

In secondary each semester there will be a 'Celebration of Success' assembly to give recognition to those students selected for:

- Outstanding attainment Award
- Outstanding Effort Award
- Embodying the IB learner profile

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 or non-uniform days.

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>Stage 1:</p> <ul style="list-style-type: none"> - Talking when an adult is addressing the class - Failure to follow instructions - Running or shouting in the corridor - Minor disagreement with another pupil - Inappropriate language ie: shut up - Lack of effort in work or care in presentation - Using mobile phone without permission in a non-designated area - Incorrect uniform - Late to session 	<p>Staff Action</p> <ul style="list-style-type: none"> ● Adult must explain or highlight the rule that has been broken and remind student of expectations ● No further action, if the student responds to advice. ● Mobile phone will be confiscated and passed to the secondary office for collection at the end of the day. ● Mobile phone 2nd offensive Confiscated and contact with home. ● Mobile phone 3rd offensive confiscated and parents required to come into school to collect cell phone.
<p>Stage 2</p> <ul style="list-style-type: none"> - Repeat of above misbehaviour 	<p>Staff Action</p> <p>All incidents at stage 2 and above will be logged on a pastoral referral form (sec)</p> <ul style="list-style-type: none"> ● Adult has a short discussion to highlight the rule that has been broken. ● Adult explains what needs to improve. ● 1 minute of golden time lost (in prep) ● Move from working/sitting with other students ● Take up to 5 minutes from their break/lunchtime (in sec) ● Mobile phone confiscated and handed to secondary office - students can collect at the end of the day (in sec)
<p>Stage 3</p>	<p>Staff Action</p> <p>All incidents at Stage 3 and above will be</p>

<ul style="list-style-type: none"> - Intentional unkind behaviour e.g. excluding others - Swearing - Aggressive disagreement with another pupil - Plagiarism of a classwork/homework task - Unauthorised use of mobile phone (3rd offence) - Repeated lateness to class/school 	<p>logged on an incident sheet and the consequences on the relevant class (prep)</p> <ul style="list-style-type: none"> ● Adult has a short discussion to highlight the rule that has been broken. ● Adult explains what needs to be improved. ● Pupils may be moved within the classroom (if learning is being disrupted). ● 5 minutes of golden time lost (in prep) ● Pupil may have time out of playing if the behaviour occurs during break or lunch time ● Specialist staff will inform class teachers of behaviour that has reached this stage (in prep) ● Break or lunch detention with teacher (in sec) ● Mobile phone confiscated and handed to the secondary office. Parents to be notified and phone handed back to student at the end of the day
<p>Stage 4</p> <ul style="list-style-type: none"> - Failure to follow advice at stage 2 or 3 - Defiant, disruptive behaviour e.g. refusal to complete a task or follow instructions - Intentionally hurting another student (minor) - Causing injury or damage due to careless behaviour i.e. running in the corridor - Spitting - Repeated plagiarism of homework task - Inappropriate use of technology e.g. Accessing inappropriate websites - Unauthorised use of mobile phone (4th offence) - Truancy (1st offence) 	<p>Staff Actions</p> <ul style="list-style-type: none"> ● Adult refers to the rule that has been broken ● Following playtime lost- pupil attends reflection room (in prep) ● Reflection form will be completed during lost playtime (in prep) ● Restorative work will be supported as appropriate ● Head of Prep/Sec may be notified ● Parents may be involved at this stage (by teacher, Pastoral Lead or Head of Section). ● Mobile phone confiscated, handed to the secondary office and parents asked to come to collect the phone. Short

	<p>discussion with parents highlighting concerns</p> <ul style="list-style-type: none"> ● Closer monitoring may be arranged (a daily report to the tutor)
<p>Stage 5</p> <ul style="list-style-type: none"> - Pupil is regularly missing playtimes or has more than 10 minutes golden time removed in consecutive weeks - Repetitive low level disruption - Intentionally hurting another student (causing minor injury) - Failure to respond to focused behaviour support or advice from tutor - Intentionally damaging property of others - Repeated inappropriate use of technology e.g. accessing inappropriate websites - Plagiarism of a formally assessed piece of work - Repeated truancy 	<p>Staff Actions</p> <ul style="list-style-type: none"> ● Pupil may be sent to work in another classroom. The pupil should have work to complete. ● Head of Prep/Sec will be informed ● Head of Prep/Sec or Pastoral Lead may meet with student ● Closer monitoring may be arranged (a daily report by Pastoral Lead or Head of Prep/Sec) ● Restorative work will be supported as appropriate ● Parents will be involved at this stage (by teacher, Pastoral Lead or Head of Prep/Sec). ● Internal suspension may be considered at this stage
<p>Stage 6</p> <ul style="list-style-type: none"> ● Failure to respond to focused behaviour support or advice (frequent disruptive / defiant behaviour) ● Intentionally hurting another student (causing significant injury) ● Bullying ● Verbally abusing a member of staff ● Repeated truancy ● Significant destruction of school property ● Theft ● Repeated plagiarism of a formally assessed piece of work 	<p>Senior Staff Actions</p> <ul style="list-style-type: none"> ● Pupil to meet with Head of Prep/Sec ● Incident report will be required from reporting teacher ● Parents will meet with Head of Prep/Sec ● Closer monitoring may be arranged (a daily report to Pastoral Lead or Head of Section) ● Internal or temporary suspension may be considered ● Restorative work will be supported as appropriate
<p>Stage 7</p> <ul style="list-style-type: none"> ● Persistent defiant / disruptive behaviour 	<p>Senior Staff Actions</p> <ul style="list-style-type: none"> ● Pupil to meet with Head of Prep/Sec and

<ul style="list-style-type: none"> • Violent behaviour • Possession of dangerous / harmful substances or items • Racism • Bullying (proven, sustained, targeted) 	<p>Education Director/Headmaster.</p> <ul style="list-style-type: none"> • Incident report will be required from reporting teacher • Restorative work will be supported as appropriate • Parents will meet with Head of Prep/Sec and Education Director/Headmaster • Temporary or Fixed term suspension may be considered • Incidents at this stage will be dealt with on an individual case basis, once an investigation is complete.
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INTERNAL SUSPENSION

On occasions, it might be necessary to internally exclude a student during school time (See Stage 6 and 7). Pupils who are internally excluded should be isolated from other pupils for the day, supervised and provided with work set in their missed lessons. 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.

TEMPORARY AND FIXED TERM WITHDRAWAL OF EDUCATIONAL PROVISIONS

Only the Headmaster, or in their absence the Education Director or other member of the Senior Leadership Team (SLT) has the authority to suspend educational provisions for 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 the length of suspension. 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.

Internal suspensions will generally be used as the last major sanction before a pupil is asked to leave or be withdrawn and offsite suspensions tend to be reserved 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'.

Giving Effect to Due Process. The pupil's class teacher may be asked to advise the Education Director, Headmaster or other member of SLT 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, but should be decided with reference to any previous offences. Suspensions should normally be a minimum of one day and a maximum of five days.

Once the decision has been made that a suspension is warranted, the parents should be contacted by telephone and informed of the school's decision. The Education Director/Headmaster or Head of Preparatory/Secondary 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 Headmaster may issue a final warning, indicating that a similar offence would be likely to lead to the parents being asked to the pupil, or failing that, the school may suspend school provision for an extended period of time for the student.

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:

- 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 Section 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 / Secondary, Education Director, Headmaster and Board of Management every year. At each review, the policy will be approved by the BOM.

[APPENDIX ONE: OUR ROUTINES](#)

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

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

[APPENDIX FOUR INCIDENT REPORT FORM](#)

Policy jointly written by RGSV Staff and collated by Headmaster, Patrick Glennon on 28th February 2024.