



REP AND GRAMMAR SCHOOL

Behaviour Policy - Pupils

To be read in conjunction with the Anti-Bullying Policy

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Introduction

All Pupils and Staff at Jeddah Prep and Grammar School (JPGS) are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated. Pupils are expected to show kindness, respect and tolerance, and should understand the impact of their behaviour on the mental health and wellbeing of others. JPGS takes a child centred approach; all systems, processes and policies operate with the best interests of the child at their heart.

The purpose of this policy is to provide pupils, parents and staff with a clear understanding of the expectations, standards and procedures relating to the maintenance of good order in the school. It is essential in the creation of a positive and high-quality learning environment that these expectations – of standards of work, appearance and behaviour – should be shared and supported all stakeholders.

It is inevitable that some aspects of a policy on discipline, in particular those that outline unacceptable behaviour, will be expressed in negative terms. However, the policy, should be viewed as a positive document that will help to ensure the high standards, good behaviour and achievement of the majority are acknowledged and supported and that those who diverge from the accepted standards are encouraged to comply with them.

This policy references the Behaviour in Schools (2022) guidance. Specifically, we observe our duties including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. We will provide appropriate support systems for pupils, liaise with parents and other agencies, manage pupils' transition, and take appropriate disciplinary action against pupils who are found to have made malicious allegations against Staff.

At JPGS, we believe that **positive reward rather than punitive sanctions provides the motivation to succeed**. The expectations and standards of behaviour are defined in detail and should apply not only in school but on trips or external activities where pupils are representing the school. It is the responsibility of all concerned to ensure that standards are upheld and that the pupils gain their entitlements:

- to be valued as highly and equally as other pupils
- to be actively encouraged to achieve and realise or exceed potential
- to foster independence and personal responsibility
- to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect

Pupils will be expected to extend these same entitlements to everyone in the school and wider community. There must be due regard for other pupils' and teachers' entitlements. Above all, we must remember:

- **Pupils attend school to learn**
- **Teachers come to school to teach**
- **Everyone at JPGS must be safe and feel safe**

In the rare exceptions when pupils breach the above, they will be dealt with according to the procedures detailed in this document to ensure that other pupils and staff can proceed effectively with their learning and teaching. Where behaviour is poor, the opportunity to learn is reduced for all pupils within the same group by the teacher's distraction in dealing with the issue.

JPGS does not use corporal punishment.

Promoting Positive Behaviour

JPGS actively fosters an ethos which is motivating, supportive and friendly, which we believe will promote good behaviour and integrity in our pupils. We aim to create an atmosphere where pupils behave with courtesy, consideration and respect for other people, their property and their environment and where pupils can strive for and give their best regardless of their needs. In order to create this atmosphere, we will ensure;

- Pupils' good behaviour is a **whole school responsibility**
- Guidelines on appropriate behaviour etc. and the scale of rewards and sanctions are published and on display in appropriate places
- All incidents and actions are evidenced on Compass.
- The Tutor is main point of contact and parents need to be fully involved

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour:

- **Establishing clear routines** for classroom management
- Words of **encouragement and praise**
- **Reward good behaviour** and work regularly
- **Retaining a sense of humour** and fostering a friendly atmosphere
- **Listening and taking appropriate** action when Pupils express concern.
- Keeping **tutors and parents** updated about pupil progress
- **Effective lesson preparation** to ensure work is matched to the ability of all Pupils within group
- Setting attainable and realistic targets each lesson
- Provision of attractive and user-friendly **learning resources**
- Ensuring that **teaching environments** are attractively maintained

- **Actively involving pupils** in learning which includes **a range of varied and relevant activities**
- Setting appropriate and relevant **homework tasks**
- Providing **constructive feedback** through regular marking and purposeful discussions with
 - Pupils
- Ensuring **records of progress** inform lesson planning
- **Sharing** examples of **good practice** with group and **displaying** quality pupil work
- **Awarding Head's commendations/nominations for 'Pupils of the week'**, broadcasting achievements via the newsletters
- **Do not tolerate bullying or unacceptable behaviour.**

In the administration of these standards, it should be the responsibility of staff to be fair and consistent. At no time should we use language or actions that might be construed as derogatory, disrespectful or sarcastic. Unnecessary confrontation and escalation should always be avoided.

Pupil Expectations

In all circumstances, staff will expect the following from pupils:

- behave with courtesy and consideration for others – all staff, pupils, parents and visitors
- behave in such a way that promotes the mental health and wellbeing of others
- respect others property, their general environment and the fabric of the buildings
- take responsibility for their own actions. This includes refraining from using offensive, vulgar or foul language and behaving in an anti-social manner
- respond co-operatively to instructions from Staff
- dress according to the appearance guidelines and to be smart and well presented
- walk sensibly and quietly on the left-hand side of the corridors
- put rubbish and litter into the bins in and around school
- refrain from chewing gum or spitting

In addition to these general expectations, pupils will abide by the following expectations at each stage of the school day.

Before arriving at school all pupils will:

- eat a nutritious breakfast, setting themselves up for the day
- have complete all 'homework' to a high standard
- be appropriately equipped for all lessons and extra-curricular activities

On arrival to JPGS all pupils will:

- be punctual and arrive in good time (before 07:40)
- wear uniform with pride and always look smart
- speak to Staff members using proper English and in a respectful manner

Walking around school and moving to/ from lessons:

- follow instructions from any member of staff or adult at the first time of asking
- walk quietly and sensibly to and from classrooms
- line up outside classrooms and wait for the teacher
- have the relevant equipment ready for any given lesson
- hold doors open for others
- walk sensibly on the right-hand side of the corridors and stairways

During lessons Pupils will:

- complete classwork and homework to the best of their ability
- listen to, and follow instructions and to remain quiet when asked
- always speak in full sentences and contribute to the lesson positively
- respect the right of other pupils to learn and teachers to teach regardless of their learning, physical or mental needs

During break and lunchtime pupils will:

- use this time to meet with a member of staff, if required
- be polite and respectful to the canteen staff saying thank you after being served
- avoid using 'out of bounds' areas (Science labs) without adult supervision
- only play authorised ball games in the allocated areas
- refrain from engaging in any violent or aggressive behaviour, including play-fighting and to consult their tutor or a member of duty staff if they encounter an issue

At the end of the school day all pupils will:

- attend extra-curricular activities, if applicable
- ensure they have the relevant information to complete their homework to a high standard
- ensure they conduct themselves in the local community with pride, looking smart and behaving sensibly
- attend end of day detentions when required

Rewards

We place a strong emphasis on the celebration of pupil achievement at JPGS. Staff are actively encouraged to reward Pupils throughout the full age range but are reminded that it is a particular responsibility of Staff to apply sanctions fairly and consistently, especially with reference to age, gender and ethnicity, where necessary. The table below outlines the differing levels of reward but there are also a wide range of other prizes given out at the end of each term and at the Celebration of Achievement Day for achievement, effort, performance and citizenship.

House Points

Students will be awarded house points based on the JPGS values they demonstrate. Students are able to earn a maximum of 2 house points per lesson.

<u>House Point 1</u> Good performance in the given value	Resilience 1	Integrity 1	Knowledge 1
<u>House Point 2</u> Exceptional performance in the given value	Resilience 2	Integrity 2	Knowledge 2

House Awards

Students will be awarded a certificate when they hit the threshold of the following house points:

100 House Points	Bronze Award
250 House Points	Silver Award
400 House Points	Gold Award

Teachers and Heads of Department will award House Points to pupils via Compass. Tutors and teachers will play a major role in tracking and celebrating individual pupil achievements and the school will ensure parents are informed in a timely manner.

Lateness

Pupils must be punctual.

School starts at: 7.40am indicated by the bell. Pupils arriving after the 7.43am bell will be marked as late.

The Red Gate will be closed at 7.40am and Prep Pupils must proceed to the Blue Gate to gain access to the school.

The Blue Gate will shut at 7.55am. All Pupils arriving 7.55am must sign at the school reception and will be issued a level zero behaviour which is logged on Compass.

Sanctions

Our principal guideline is: *"Pupils are here to learn, and staff are here to teach"*. Any behaviour that prevents either of these from taking place will be treated as a serious matter and will be managed accordingly.

Concerns, and therefore sanctions, whether of a behavioural or academic nature, progress through five increasingly more serious **levels**. They start with a quiet word from a teacher or tutor, progress through to warnings, reflections, suspensions and finally, *in extremis*, expulsion.

The first point of contact is the tutor in Grammar and class teacher in Prep. They deal with all concerns in the first instance, helping their tutee/pupil and liaising with parents, then the Head of Department, Head of Key Stage, Deputy Head Prep and then the Head of School and finally the Head. If in any doubt, staff should always consult their line manager.

Sanctions

Level 0 incidents that are minor behaviours which have required a warning. Staff will use these to flag concerns and pre-empt a potentially escalating problem. These must be recorded on Compass.

For Grammar only

Level 1 incidents are repetitions of level 0 behaviours and/or one of behaviours which are more serious than a level 0. Teachers will log a level 1 on Compass when these occur. Students will complete a 20-minute detention afterschool the next day. This will be communicated via a push notification from Compass to parents.

Level 2 incidents are continued behaviours from level 1 and/or one-off behaviours which are more serious than level 1. Level 2 behaviours result in the pupils in the Grammar School attending a 40- minute detention the following day or removal from a lesson via the use of a shadow timetable. This will be communicated via a push notification from Compass to parents to inform them of the behaviour, followed by a phone call home from the class teacher.

Level 3 incidents are behaviours which require immediate removal from a lesson without a behaviour level being issued or prior warnings and/or one off-behaviours at level 3. Level 3 behaviours result in the pupils in the Grammar School being immediately removed from a lesson and/or an internal suspension (isolation room). Students will go on Head of Key Stage monitor report (amber) following the suspension. This will be communicated via a push notification from Compass to parents to inform them of the behaviour, followed by a phone call home from the Head of Key Stage.

Level 4 incidents are behaviours which pose a safeguarding threat presenting immediate danger to pupils or staff or repeated level 3 behaviours. Level 4 behaviours result in the pupils in the Grammar School being immediately sent home, followed by an external suspension. Students will go on Head of Grammar monitor report (red) following the suspension. This will be communicated via a push notification from Compass to parents to inform them of the behaviour, followed by a phone call home from the Head of Grammar School.

After School Detentions

On occasion, it may be necessary to keep a Grammar School Pupil in school beyond 2.30 pm in a supervised detention of either 20 or 40 minutes duration. If pupils miss a detention without a valid reason, the Head of Key Stage will escalate to the next level of sanction which may include internal suspension. Parents will be informed via Compass of any detentions issued to arrange transportation.

Prep School Reflection

Children who receive a Level 2 misdemeanour will be required to complete a reflection with their class teacher. If the misdemeanour occurs during a specialist lesson, the reflection will take place with the specialist teacher. Reflections are held during Prep First Break and should be completed on the same day, or the following day if the incident occurs after First Break. The duration of the reflection—5, 10, or 15 minutes—will depend on the severity or frequency of the behaviour.

All Level 3 misdemeanours will result in a reflection with the Head of Key Stage during the second half of lunch.

Parents will be informed of reflections via a notification on Compass.

Appropriate Responses and Action

In addition to the guidance outlined in the levels of response below, further guidance and context is provided below to support teachers taking appropriate action when faced with misbehaviour. No matter how effectively we operate consistent strategies, there will be occasions when pupils' behaviour or standards of work are unacceptable. **Swift and appropriate action should be taken.** Wherever incidents take place, it is imperative that we log all incidents on Compass so Tutors are kept informed and can retain an overview of individual Pupils' progress.

During Lessons

Wherever possible, an incident should be dealt with **at the time it arises** by the member of staff taking the lesson, who will benefit from having dealt with it effectively. Often this will also prevent minor offences escalating and becoming more difficult to deal with. Staff should calmly, but assertively, remind the pupil of our expectations through use of non-verbal and verbal reminders of expectations as well as a verbal warning before resorting to official sanctions. If the difficulty persists follow the guidelines referring to the Tutor, Head of Department (HoD), Head of Key Stage, School SLT or Head as appropriate to the level of the behaviour. In the Prep School all matters go to the class teacher then the Head of Key Stage, Deputy Head of Prep, Head of Prep or Headmaster as appropriate to the level of behaviour.

Outside of the Classroom

Similarly, the member of staff witnessing an incident should, wherever possible, deal with it at the time it arises. This should prevent the situation escalating. If the difficulty persists, staff should consult their line manager (HoD, Head of Key Stage or School SLT).

Removal from lesson or Exclusion

This should only be used if a pupil is persistently disrupting lessons and the usual strategies have not worked and where, despite our best efforts, the indiscipline of the pupil is preventing us from teaching others. In the first instance, and this is likely to be in response to a L2 behaviour or a one-off incident at L3 or L4.

In the Grammar School, the pupil should be sent to the HoD, accompanied by a reliable pupil and with the appropriate work. If this proves difficult, a reliable pupil should be sent to find your HoD or a member of School SLT who should come to your classroom to deal with the situation by removing the pupil. In the Prep School the pupil should be removed with appropriate work in the Pod area. The pupil will be supervised by a member of staff attached to that Pod area.

Parent Meetings

If a Parent meeting is scheduled, the guidelines are as follows;

- Thank parents for coming into school
- Give a progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Devise support strategies
- Agree future targets
- Set a review date
- Document action

After the meeting write a summary letter to ensure all the action points and points of discussion are shared with all parties.

- If a resolution is not reached, continue to seek advice from the Head of School
- In exceptional circumstances it may be necessary to draw up a behaviour contract
- Make a follow up appointment with the parents
- Devise support strategies (may include involvement of outside agencies)
- Set a review date
- Document on Compass

The Head may form the view that a short-term suspension from school may be justified. In this instance Parents will be contacted and asked to collect the pupil promptly from the school. The Head or Head of School will provide a letter explaining the nature of the suspension, its term and the reason for the action being taken. No pupil will be readmitted to school without a readmittance meeting with the Head or Head of School, with the pupil and parents in attendance.

Behaviour / Academic Monitoring Sheets

Behaviour and academic Monitoring Sheets will be used when Pupils' have repeatedly failed to meet our expectations. The Monitoring Sheets are not a sanction as such, but a tool to support Pupils to self-regulate and adjust their approach, attitude, behaviour and/ or effort. Parents will always be informed if a Pupil is being placed on a Monitoring Sheet. They will last for a minimum of two-weeks, or longer if deemed necessary.

Incident Investigation

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. The use of CCTV will be used where possible to support the investigation process.

Pupils are likely to be held in an isolated space until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the Staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This

contact will also be used to inform the Parents of any sanctions being imposed. Any incident which would be considered breaking the law could to be referred to the Police. Following presentation of the findings, they may deem it necessary to speak to both the Parents and Pupils and a behaviour report will be filled in to summarise the incident, findings and actions.

Suspensions and Permanent Exclusions

Internal suspension

Internal suspension can be imposed following an accumulation of detentions or in response to a Level 3 or 4 incident. These will take place in the isolation room.

External suspension

External suspensions can be imposed in response to repeated level 3 or isolated Level 4 incidents.

Permanent Exclusion

The Head has the power in his discretion to suspend or expel any pupil and in the event of expulsion shall invite and give due consideration to representations from the Parents of such Pupil and consult the Board before reaching a final decision.

- Any Pupil who uses, provides or sells drugs to other Pupils on school premises will be permanently excluded
- An accumulation of sanctions, detentions and/ or suspensions may well result in a Pupil being asked to leave the school
- The school will also consider whether permanent exclusion is a suitable response to bullying.
- Permanent exclusion is subject to a right of appeal.

A record of serious sanctions is maintained on Compass.

Prep School Levels of response

Foundation Stage

Stage	Indicators	Outcomes
Level 1 – low level offences.	Not listening to instructions Not adhering to class charter Disruption in lesson Low level disruption	Visual reminder e.g. a stern look Verbal reminder of our Class Charter Given calming down time/space before re-joining the activity

Level 2 – low level offences daily or for a single act of unacceptable behaviour.	Unkindness towards others Inappropriate use of resources Damage of school property Continued poor listening Aggression towards others Continual disruption in lesson Stealing	A restorative conversation will take place with the class teacher and child/ren involved. Children will be invited to suggest ways in which the situation should have been handled and ways in which they can 'make it better'. Pupils will be informed that parents will be contacted regarding the incident Children to complete apology letter/picture if appropriate.
Level 3 – a single act of sufficiently unacceptable behaviour or persistent low-level disruption.	Continued behaviour of the above Severe aggression towards others Wilful and continual damage to school property and/or resources Running away from classroom	Referral to the KS Coordinator. Parent meeting leading to agreed action as deemed appropriate by KS Coordinator. Implementation of a behavioural plan (if appropriate).
Level 4 – a serious one-off offence.	Leaving the school site without permission Causing serious and deliberate injury to others	Referral to the DHP. Parent meeting leading to action deemed appropriate by the DHP.
Level 5 – several serious offences.	Deliberate action that puts the Health and Safety of the school community in danger. Continued refusal to cooperate	Referral to the Headmaster. Parent meeting leading to action deemed appropriate by Headmaster.
Level 6 – continued serious offences.	Continued and wilful ignorance of the above.	Suspension and expulsion.

Years 1 and 2

Stage	Indicators	Outcomes
Level 1 – low level offences.	- Not listening to instructions - Not adhering to class charter - Disruption in lesson - Low level disruption	Visual reminder e.g. a look to show disapproval Verbal warning Given calming down time/space before rejoining the activity

Level 2 – low level offences on a daily basis or for a single act of unacceptable behaviour.	- Unkindness towards others - Inappropriate use of resources - Damage of school property - Continued poor listening - Aggression towards others - Continual disruption in lesson - Stealing	A restorative conversation will take place with the class teacher and child/ren involved. Concern logged on Compass Parent/s to be informed of behaviour at pick up. Asking a child to sit on their own for a short period of time. Children to complete apology letter/picture if appropriate.
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Level 3 – a single act of sufficiently unacceptable behaviour or persistent low-level disruption.	- Continued behaviour of the above - Severe aggression towards others - Wilful and continual damage to school property and/or resources - Running away from classroom	Referral to KS Coordinator and log on concern on Compass Parent meeting leading to agreed action as deemed appropriate by KS Coordinator. Staying in a partner classroom (for ten minutes if they go down to red on the behaviour chart). Implementation of a behavioural plan (if appropriate).
Level 4 – a serious one-off offence.	- Leaving the school site without permission - Causing serious and deliberate injury to others	Referral to the DHP. And recorded on Compass Parent meeting leading to action deemed appropriate by HOP.
Level 5 – several serious offences.	- Deliberate action that puts the Health and Safety of the school community in danger. - Continued refusal to cooperate	Referral to the Head. (recorded on Compass) Parent meeting leading to action deemed appropriate by Headmaster.
Stage 6 – continued serious offences.	- Continued and wilful ignorance of the above.	Suspension and expulsion.

Years 3 to 6

Stage	Indicators	Outcomes
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Stage 1 – low level offences that may be done on a daily basis. Specialists to follow.	- Not listening to instructions - Not adhering to class charter - Disruption in lesson - Low level disruption - Unkindness towards others - Inappropriate use of ICT - Poor standard of work	A restorative conversation will take place with the class teacher and child/ren involved.
Stage 2 – continuing low level offences on a daily basis or for a single act of unacceptable behaviour. Specialists to follow.	- Continued poor listening - Continued unkind behaviour - Aggression towards others (pushing, pulling) - Continual disruption in lesson - Stealing - Careless damage of school property	Parent meeting leading to agreed action deemed appropriate by KSCO. Concern logged on Compass. Children to complete apology letter if needed. Reflection Time (first break) with teacher Concern logged on Compass
Stage 3 – a single act of sufficiently unacceptable behaviour or persistent low-level disruption.	- Continued behaviour of the above - Severe aggression towards others (punching, slapping, kicking, pulling hair) - Continued inappropriate use of ICT - Wilful damage to school property - 3 apology letters completed in 1 term	Referral to DHP and logged on Compass. Parent meeting leading to agreed action as deemed appropriate by DHP.

Stage 4 - several serious offences.	- Deliberate action that puts the Health and Safety of the school community in danger. - Continued refusal to cooperate	Referral to the Headmaster and logged on Compass. Parent meeting leading to action deemed appropriate by Headmaster.
Stage 5 – continued serious offences.	- Continued and wilful ignorance of	Suspension and expulsion.

Grammar School Levels of Response

LEVEL 0 (Concern/Warning) <i>Incidents are minor behaviours that have required a warning. Staff will use these to flag concerns and hopefully, pre-empt a potentially escalating problem. Staff are to log Level 0 on Compass)</i>		
TYPE OF INCIDENT	STAFF RESPONSES & SANCTION	STAFF INFORMED/ACTION
• Failure to follow instructions • Slow to take equipment/books out • Uniform violation • Littering • Missing equipment • Corridor violation • Lack of effort • School work not meeting the required standard of presentation • Talking out of turn • Not speaking English • Incomplete of missing homework • Copying classwork • Eating in the classroom • Being in an out of bounds area	• Non-verbal reminder • Verbal reminder • Verbal warning • Logged on Compass	• Class teacher concerned • Tutor informed
LEVEL 1 <i>Level 1 behaviours are repetitions of level 0 behaviours and/or one-off behaviours which are more serious than a level 0. Teachers will log a L1 on Compass when these occur. If a pupil receives a L1 they will complete a 20-minute detention the following day.</i>		
• Refusal to follow instructions • Dispute with another pupil (mild teasing) • Unkindness • Inappropriate language • Lateness to lesson without a note from staff • Copying homework / plagiarism • Breaking the rules in an assessment or internal examination • Chewing gum or in possession of gum • Having unauthorised items in school	• Teacher logs a level 1 on Compass • 20-minute after school detention the next day	• Tutor informed • Parents informed • Students informed • Written or verbal apology

• Being in possession of a mobile phone		
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LEVEL 2

Level 2 incidents are continued behaviours from level 1. It could also be a one-off behaviour which is more serious than a level 1. L2 behaviours result in a 40 minute detention the following day, or removal from a lesson via the use of a shadow timetable.

• Rudeness to a member of staff • Failure to attend a level 1 (20-minute detention) • Cheating in a test or in an external examination • Lying or trying to conceal or misrepresent the truth • Using a mobile phone • Dangerous behaviour • Disrupting an exam, assembly or any formal event	• Appropriate words of reprimand • 40-minute after school detention the next day • Removal from the lesson – following a shadow timetable • Behaviour or academic report • Withdrawal of privileges	• Class teacher and HoD concerned • Tutor informed • Parents informed • Students informed • Head of Key Stage informed • Written or verbal apology
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LEVEL 3

Level 3 incidents are behaviours that need immediate removal from a lesson, without prior warnings of a lower-level report and/or when a one-off behaviour which is more serious than a L2 occurs.

• Abuse against a person with a certain protected characteristic • Abusive language to a member of staff • Vandalism • Possession of vapes and/or cigarettes • Theft • Failure to attend level 2 (40 minute) detention • Violent Behaviour	• Immediate removal from the lesson • Internal suspension (isolation room) • Amber HOKS monitor report after the suspension	• HOKS and HOG concerned • Tutor informed • Parents informed • Students informed • SLT informed • Written or verbal apology
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LEVEL 4

Level 4 incidents are behaviours that pose a serious safety risk to other students of staff, or a high-level one-off incident occurs. A L4 is also issued when there is a repetition of L3 behaviours.

• Truancy • Fighting • Bullying • Serious vandalism • Smoking / Vaping • Setting off the fire alarm • Inappropriate conduct • Assaulting a member of staff	• Referral to SLT • Suspension from school (student sent home) • Reintegration meeting – targets will be set to support improvement • Red HOG monitor report after the exclusion	• HOKS and HOG concerned • Headmaster concerned • Tutor informed • Parents informed • Students informed • SLT informed • Written or verbal apology
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Sanctions for Misuse of IT and Electronic Equipment in School

This section should be used in conjunction with the E-Safety and Acceptable Use of IT policy.

LEVEL 0		
TYPE OF INCIDENT	RESPONSE	STAFF / ACTION
- Minor misuse of IT - Using forbidden programmes in lessons - Failure to complete satisfactory work using an electronic device	- Quiet Word - Quiet reminder - Reprimand - If in lesson kept behind or return at break/lunch	- Teacher concerned - Level 0 issued on Compass
LEVEL 1		
- Misuse of technology that disrupts learning of oneself during lessons. - Sharing passwords, setting up a bogus account, taking pictures of other people without permission, internet history should not be deleted for periods when devices are used in school, having mainstream material and games that are age inappropriate in school.	- Appropriate words of reprimand - Level issued on SIMS - Inform Tutor/ HoD - Department reflection - IT behaviour report	- Teacher concern logged on SIMS - Tutor/ HoD informed - Tutor/ HoD speaks with tutee - Tutor/ HoD speaks with Parents - Written or verbal apology - Confiscation of the device (to be locked in the school safe, if deemed appropriate by SLT)
LEVEL 2		
- Misuse of technology that disrupts the learning of others (sharing or showing others in a lesson material not related to the learning in the classroom) - Minor 'fraping', obtaining passwords of others without consent, one off use of threatening or offensive language, photographing or filming another person without permission with the intention to cause distress (unless it is to be used as evidence to show a senior Staff member. - Deliberately sharing someone else's private information, sharing mainstream material and games that are age inappropriate in school.	- Appropriate words of reprimand - Inform Tutor/ HoD - Thursday reflection/Letter to Parents - IT behaviour report - Withdrawal of privileges	As Level 1 & 2 plus; - Verbal contact with SLT/ Tutor/ HoD informed and intervention with Pupil and Parents - Verbal contact with SLT - Written or verbal apology - Potential confiscation or restriction of any device including laptop.
LEVEL 3		

• Misuse of technology that contravenes the System Security including the use of VPN/ proxy sites or other methods of circumventing the school security system including accessing Staff or Guest wireless networks. • Serious misuse of technology such as viewing inappropriate material (pornography, gambling websites etc.) Frape, obtaining Staff passwords, knowingly introducing a virus into school, deliberate damage to school hardware or another Pupils hardware, threatening or offensive language, photographing or filming a member of Staff without permission (unless it is to be used as evidence to show a senior member of Staff).	• Inform Tutor • Referral or exclusion to • HoD • Internal suspension Letter to Parents • IT behaviour report • Removal of break and lunch times and potentially other privileges	As Level 1, 2 & 3 plus; • SLT informed • SLT speaks with pupil • Verbal contact with Head Reasonable precautions for the return to use depending on the offence including the ability of the school to carry out random spot checks of the equipment
LEVEL 4		
• Misuse of technology or serious misuse of technology that breaks the law or use of technology that has a serious negative impact on other Pupils and/ or Staff. For example, attempting to access administrator rights for the school system, installation of spyware, key loggers or hacking programmes etc. • High level incidents of cyber bullying	• Referral to SLT • Exclusion from lesson to • SLT • Tutor/ HoD informed • Head informed • Internal suspension • External suspension • Letter to Parents • Meeting with Parents • IT behaviour • Possible expulsion	As Levels 1, 2, 3 & 4 plus; • Head informed on paper • Head speaks with Pupil • Head speaks with Parents

Please note the use of IT for bullying will require the use of the Anti-Bullying Policy in conjunction with this document. A repeat infringement at any level may lead to the level above being applied. Plagiarism and breaking copyright will be treated seriously and will be addressed by the Head of School.

Mobile Phone

Pupils should not bring a mobile phone to School. If a child is caught with a mobile phone there are three levels of response:

1. The phone is confiscated and handed to reception in an envelope with the pupil's name on for safe keeping, to be collected by their parent at their convenience.
2. The phone is confiscated and handed to reception in an envelope with the pupil's name on for safe keeping, to be collected by their parent at their convenience. The pupil is issued with a level 1 behaviour if they were caught in possession of the phone. This will result in a 20-minute afterschool detention.
3. The phone is confiscated and handed to reception in an envelope with the pupil's name on for safe keeping, to be collected by their parent at their convenience. The pupil is issued with a level 2 behaviour if they were caught using their phone. This will result in a 40-minute afterschool detention.

CCTV

CCTV is installed around the school site to ensure the safety of all pupils, staff and visitors.

Remote Learning

Whether pupils are learning at school or via remote learning, the JPGS Behaviour Policy will be followed by all staff when dealing with incidents of poor behaviour. Equally, the School would always continue to promote positive behaviour and reward students, where applicable. Any amendments to this policy and our overall approach would be communicated to pupils, parents and staff in advance of any extended periods of remote learning.

Searching Pupils

School staff can search a pupil for banned items. The Headmaster and the School SLT may search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These include:

- knives or weapons
- alcohol and illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

The member of staff carrying out a search:

- May not require a pupil to remove any clothing other than outer clothing
- Must be of the same sex as the pupil and may carry out the search only in the presence of another member of staff who is also of the same sex as the pupil
- A pupil's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of Staff

If, during a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

For further guidance on JPGS's Policy on Conducting a Search, please refer to Appendix B.

Appendix A: JPGS Policy on Use of ICT and Device Policy

Use of Information and Communication Technology & Student ICT Acceptable Use Agreement

All pupils and parents must understand and abide by the: Use of Information and Communication Technology & Student ICT Acceptable Use Agreement - Appendix 1, they must also ensure that they understand and abide by the: Additional Agreement for Personal Devices and Mobile/Smartphones.

No Mobile Phones

Pupils are not permitted to bring in mobile / smart phones including electronic devices. JPGS is no longer collecting pupil devices at the school gate / reception for safekeeping. Pupils are expected to keep their mobile / smart phones including electronic devices at home.

Appendix B: JPGS Policy on Conducting a Search

Staff have the power to search a pupil or their possessions if they have reasonable suspicion the Pupil is, or is likely to, commit a criminal offence, to cause personal injury or damage to property or that they have an item that is identified against the school rules. Any items that pose a threat or are in breach of the school rules, discovered in a search may be seized. Seized items should be appropriately dealt with to remove the risk of harm the item posed and should maintain the law. Cigarettes may be disposed of, but other items may be returned to parents or other appropriate adults. The Head and authorised staff can search for any item banned by the school which has been identified as an item which may be searched for.

No pupil, their belongings or their personal space will be searched at JPGS unless a member of the SLT or a member of Staff authorised by the Head has grounds for suspecting that a pupil is in possession of a prohibited item. The Head reserves the right to enact the use of specialist search dogs to make searches of the school buildings. The school community will be informed in a timely manner but not necessarily be given the exact timings.

As a matter of best practice, however, the school will request that the Pupil gives consent before any search takes place and will consult with parents of pupil. Any search will endeavour to protect the dignity of the Pupil and will be conducted, where possible, by two members of staff of the same sex as the individual and in private. There is no prohibition on requesting a pupil to remove his/her outer clothing (with due regard to an appropriate degree of privacy).

Guidance on Conducting a Personal, Property or Personal Search

These should only be carried out if staff suspect that the pupil is in possession of an item that is illegal or is against the school rules and then only with the expressed permission of a member of the SLT or a member of staff authorised by the Head.

However, a member of staff may ask a pupil to turn out their pockets etc. and this should be done in the view of at least one witness who should be an adult preferably their tutor, Head of KS or HoD. As no physical searches are carried out by JPGS staff, requests to turn out pockets can be made by staff of the opposite sex to the pupil. In some circumstances a pupil may be asked to turn out their pockets with another pupil as a witness, for example, if a pupil is suspected of smoking or is caught in or just after the act.

Parents should always be informed when a search has been carried out.

Staff must never:

- Touch the pupil forcibly
- Search the pupil's person which includes clothing and pockets
- Remove the pupils clothing (even a coat)

If a pupil refuses to comply with the request to turn out their pockets, they should be taken under supervision to a member of the SLT. If they still refuse, then parents should be contacted and asked for their support.

Property search (Pupils' Belongings)

Searching school property and searching personal property are seen differently in DfE guidance.

Searches can be made for any item that is considered a threat to the pupils, the property of the school or if the possession of which are against school rules. Searches may also be carried out

to find missing or stolen property belonging to either the School, Staff or other Pupils. Searches can only be carried out if there is reasonable suspicion that an item will be discovered and the reason for the search should be recorded appropriately and parents informed following any search no matter the outcome. Searches may involve the use of specialist dogs should the Head authorise their use.

Searches should be proportionate to the value or the risk. Staff should be aware of the potential of being accused of always selecting to search the same pupil(s) and the extent of the search should be proportionate to the likelihood of the item being found. Searches should be carried out in the view of an adult witness, and the outcome of the search should be recorded.

It is standard procedure at JPGS for pupils to be aware of any search being carried out and consent should be sought from them. If permission is not granted, then the parents should be asked for permission.

Searches of School Property

Searches of school property may be required when there is suspicion that stolen items are being concealed or if materials that are either illegal or the possession of which are against school rules are being hidden. Suspicion may be raised through changes in behaviour, information from peers or other individuals or from observations.

A record of the suspicions and how they have been raised prior to starting the process will be logged and retained. It may be necessary to shut an area down while communication is made with other Staff. Staff should try not to give any suspicions away at this stage.

When carrying out a search, staff will:

- Explain the suspicions to the individual or group with a witness present
- Explain that the staff want to carry out a search of their area and belongings
- Ask for their permission. If this is given, the consent form will be signed and the search carried out with the individual present in the presence of a witness and, if the pupil chooses an identified advocate of their choosing. The advocate may be another pupil.
- If consent is not given, then the individual or group as required will be isolated and a member of the SLT or the Head must be informed. Parents should be contacted and permission to search should be sought from them after explaining the circumstances.

Following the search, the consent forms, details of the how the search was conducted, and any items removed should be bagged together and stored securely until they can be passed onto the Head or the designated member of the SLT.

JPGS Search Consent Form

Please record the reason for the search including details of the source and level of suspicion. If there is a reason for anonymity, please write this on another sheet and attach.

I understand that there is cause to suspect that there is an item(s) that may be concealed in my private space or property or that Staff want to eliminate my property and space from an investigation. I consent to the search being carried out.

Name: [OBJ]

Date:

Signature:

List any items found in the search below (recorded by the adult witness)

Record details of the process of the search, the outcomes and who is dealing with the outcomes below.

Staff signature:

Date :

Appendix C – JPGS Sport Code of Conduct

Student Name: _____

Class: _____

Introduction

This contract outlines the expected behaviour of students representing Jeddah Prep and Grammar School while participating a school representative team/s. It aims to promote a positive and respectful environment, emphasizing sportsmanship, teamwork, and personal development.

1. Sportsmanship and Fair Play:

- Students will exhibit good sportsmanship at all times, showing respect to opponents, officials, and teammates.
- Students will refrain from engaging in unsportsmanlike conduct, such as taunting, trash-talking, or using inappropriate language or gestures.

- Students will adhere to the rules and regulations of the sport, displaying fair play and integrity.

2. Teamwork and Cooperation:

- Students will actively participate in team activities, practices, and games, demonstrating commitment to the success of the team.
- Students will support and encourage teammates, fostering a positive and inclusive team environment.
- Students will be open to constructive feedback from coaches and strive to improve their skills and performance.

3. Personal Conduct and Responsibility:

- Students will maintain good personal hygiene and arrive at practices and games prepared and punctual.
- Students will abide by all applicable school and team policies, including academic eligibility requirements.
- Students will refrain from engaging in any behaviour that may bring discredit to themselves, the team, or the school, bullying, or cheating.

4. Respect for Facilities and Equipment:

- Students will take proper care of school facilities and equipment, treating them with respect and reporting any damage or malfunction to the coach or appropriate staff.
- Students will follow the guidelines for equipment use and properly store all personal belongings.

5. Social Media Guidelines:

- Students will use social media responsibly and respectfully. They should avoid posting inappropriate, offensive, or potentially harmful content about themselves, teammates, coaches, opponents, or the school.
- Students should be mindful that their online behaviour reflects on the team and school, and exercise good judgment while using social media platforms.

Consequences for Violations

Violations of this contract may result in disciplinary actions, including but not limited to verbal warning, written warning, suspension from game(s), removal from the team, or other appropriate consequences, as determined by the coach and school administration.

Acknowledgment

I, [Student's Name] _____, have read and understood the above contract. I agree to abide by the rules and expectations outlined within. I am aware that failure to adhere to this contract may result in disciplinary actions.

Signature: _____

Date: _____

Year Groups	Clothing	Footwear	Appearance/Hair	Accessories
<u>7 to 11</u>	<u>Girls</u> Grammar School Tie White JPGS Shirt/Blouse Navy Blue Formal Trousers/Skirt (below the knee) (not khaki or jeans type) Black or Blue Belt White socks may be worn with skirt			A watch is permitted One pair of plain stud earrings is permitted No other jewellery/accessory is permitted
	<u>Boys</u> Grammar School Tie White JPGS Shirt Navy Blue Formal Trousers (not khaki or jeans type) Black or Blue Belt Black, dark blue or dark grey plain socks	Formal black leather or faux dress/formal shoes. Socks must be visible above the shoe	Hair that is shoulder length or longer should be kept tidy by means of hair tie or hair band that is white or navy blue in colour and discreet in nature	Make up or nail varnish should not be worn in school A JPGS school jumper is optional and permitted
<u>12 & 13</u>	<u>Girls</u> Sixth Form Tie Blue JPGS Shirt/Blouse Navy Blue Formal Trousers/Skirt (below the knee) Black or Blue Belt White socks may be worn with skirt	Trainers, boots, canvas or casual shoes with branding visible are not permitted except during PE lessons or if they are playing in the sports pitch at break/lunch time.	Hair should not be artificially coloured and natural Beards and facial hair must be trimmed and tidy	A watch is permitted One pair of plain stud earrings is permitted No other jewellery/accessory is permitted Make up or nail varnish should not be worn in school A JPGS school jumper is optional and permitted
	<u>Boys</u> Grammar School Tie Blue JPGS Shirt Navy Blue Formal Trousers (not khaki or jeans type) Black or Blue Belt Black, dark blue or dark grey plain socks			JPGS Sixth Form Jackets are optional and permitted

Appendix D – JPGS Uniform Policy and Guidelines

Grammar School Uniform

All JPGS pupils are required to wear the approved school uniform. We expect high standards of work and behaviour from our pupils, and we believe that these are helped by high standards of dress and appearance. We expect all parents to support our simple and practical requirements.

All JPGS pupils

Must wear sensible leather shoes with plain white, navy blue or black socks that must be visible above the shoe.

Hair that is shoulder length or longer must be kept tidy by means of navy blue or white hair tie or hair band that is discreet in nature.

School shirts should be tucked into skirt or trousers and should have the top button fastened. Ties should be neatly tucked under collar of the school shirt.

Make up or nail varnish should not be worn in school.

Uniform and Appearance

Personal appearance is just as important as the uniform pupil's wear. A smart personal appearance helps focus pupils on their work and thereby supports learning. Correct and smart school uniform must be worn both at school and when engaged in off-campus school activities. The only exceptions are certain field trips and creative arts or sporting activities for which school uniform would be unsuitable. Such instances are agreed between the activity organiser and the Head.

Standards of Appearance**Skirts**

Girls' skirts must be at least knee length and must not be altered in any way without the written permission of the Head.

Trousers

Trousers must be worn on the waist not the hip. Alterations to trousers, except for the length of the leg require the written permission of the Head.

Shirts

Shirts must be always tucked securely into trousers or skirts.

The top buttons of shirts must be fastened, and tie knots should cover the top button.

Long-sleeved shirts must be buttoned at the cuff.

Shirts must not be altered in any way without the written permission of the Head.

If a vest or other garment is worn under the shirt, it must not be visible through the shirt, at the neck or at the sleeves.

Shoes

School shoes should be black sensible leather or faux dress/formal shoes. Socks must be visible above the shoe, trainers, boots, canvas or casual shoes with branding visible are not permitted.

Sock should be visible above the shoe.

Shoes with sports-style soles or stitching, platform soles may not be worn.

Shoes should be kept well-polished.

Uniform Disciplinary:

In line with the JPGS Behaviour Policy and Sanction levels of response, should a pupil be observed not following the school's guidelines and regulations the below escalation of consequences will be followed:

Uniform Disciplinary
1. Tutor to phone home on the first instance 2. If there is no improvement, the tutor has a parent and student meeting. A student will go on a uniform report for 2 weeks. 3. If no improvement, HOKS has a parent & student meeting 4. If no improvement, HOG has a parent & student meeting

Medical shoes:

1. If students claim they have a medical need for wearing different shoes, the tutor needs to contact the parents to ask them to provide the Nurse with medical evidence.
2. The nurse updates the child's medical record which will appear on Compass.
3. The students must wear insoles or orthopedic shoes (parents have a 2-week deadline to buy them).
4. If after two weeks a student comes into school in the incorrect shoes, the student goes into isolation for the day. HOKS to ring home and find out why the parents have not purchased the shoes. If there is no valid reason, the child stays at home until they have the correct shoes. If they need an extended deadline due to the shoes being specifically made, then the HOKS agree on a date.

Shoes

A student arrives at school in the incorrect shoes with no note or no valid reason.	Tutor to phone parents to find out why.
If the parents suggest they need to buy the shoes.	The tutor agrees to a deadline and makes a note on Compass.
If they do not meet the deadline, the student goes into isolation.	HOKS contacts parents. Logged as the equivalent of level 3 behaviour.
If the student has school shoes but chooses to wear the incorrect shoes, they must arrive at school the next day in the correct ones. If they	HOKS to contact parents. Logged as the equivalent of a level 3 behaviour.

do not do this, the student goes into isolation for the day.	Students do not return to school until they come in the correct shoes.
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Physical Education

White JPGS polo shirt.

Navy blue/black shorts and same for tracksuit bottoms.

Sport trainers.

All jewellery and valuables to be handed in to the PE teacher.

Girls' hair

Below shoulder length hair must be tied back for science and PE lessons.

Headbands should be discreet, light blue, white or blue in colour.

Girls' jewellery

A watch is allowed, no ear studs are permitted during PE lessons.

No other jewellery is permitted.

Boys' Hair

Medium to long length hair must be always tied back and should be off the collar and ears.

Shorter hair must not be below collar length and should not be in pupils' eyes.

No hair accessories permitted.

Boys' jewellery

Only a watch is allowed to be worn.

No other jewellery permitted.

Appendix – E – Grammar School Monitoring Sheets

Monitoring Sheets

The standards of behaviour and attitudes to study of most pupils at JPGS is good, however there are occasions where school rules are broken, behaviour is unacceptable or schoolwork is unsatisfactory. The consequences of continued breach of school rules and regulations are outlined below:

Persistent Level 1 and Level 2 behaviours	<u>After School Detentions of 20-40 minutes</u> White monitoring sheet – daily supervision by tutor targeting relevant behaviours identified The white monitoring sheet will last 2 weeks. The white monitoring sheet must be signed by the class teachers, the form tutor and the parents. The form tutor will decide at the end of the two weeks if the student has passed or not. They will make contact home with the parents at the end of the two weeks.
Persistent Level 2 and Level 3 behaviours	After School Detentions of 40 minutes Internal Suspension Amber monitoring sheet – daily supervision by HOKS targeting relevant behaviours identified The amber monitoring sheet will last 2 weeks, or a time frame decided by the HOKS. The amber monitoring sheet must be signed by the class teachers, the HOKS and the parents. The HOKS will decide at the end of the time frame if the student has passed or not. They will make contact home with the parents at the end of the two weeks.
Persistent Level 3 and Level 4 behaviours	Internal Suspension External suspension Red monitoring sheet – daily supervision by HoS targeting relevant behaviours identified The red monitoring sheet will last 2 weeks, or a time frame decided by the HOG. The red monitoring sheet must be signed by the class teachers, the HOG and the parents. The HOG will decide at the end of the time-frame if the student has passed or not. They will make contact home with the parents at the end of the two weeks.

After being placed on a Tutor Monitor Sheet pupils that meet the required targets will be taken off the Monitor Sheet, if pupils acquire up to 4 crosses for their targets the Tutor Monitor Sheet continues for another week. If the number of crosses exceeds 4 the monitor sheet is escalated to amber (HOKS Monitor sheet). The pupil will be monitored for a period

of 2 weeks with the HOKS, if there is no improvement after 2 weeks it will then further escalate to Head of Grammar

Persistent Behaviour in a Lesson:

If behaviour concerns are isolated to a particular subject, the student will be placed on a **Curriculum Report**, which is monitored by the **subject teacher** with support from the **Head of Department (HOD)**.

- If the student's behaviour **does not improve**, the subject teacher and HOD must meet with parents/carers and put appropriate support strategies in place.
- If concerns continue despite departmental intervention, the issue will be **escalated to the SLT link** for further action and monitoring.

Homework:

Students are expected to complete all homework on time and to the required standard. A student will be placed on a **Homework Report** if they repeatedly fail to submit homework punctually or if the work consistently falls below expectations.

- **Across Multiple Subjects:**
Where concerns arise in several subjects, the **Form Tutor** will contact parents/carers and place the student on a Homework Report. If the student fails to improve, the matter will be escalated to the **Head of Key Stage**, and subsequently to the **Head of Grammar** if necessary.
- **In a Single Subject:**
Where concerns relate to only one subject, the **Class Teacher** and **Head of Department** are responsible for contacting parents/carers and monitoring the student through a subject-specific Homework Report.

Lateness to Lessons and to School:

Lateness to School

Students are expected to arrive at school on time each day. Persistent lateness will result in the student being placed on a **Punctuality Report**, monitored daily.

- In the first instance, parents/carers will be required to meet with the **Form Tutor**.
- If punctuality does not improve, the issue will be escalated to the **Head of Key Stage**, followed by the **Head of Grammar** if concerns persist.

Lateness to Lessons

Students have **three minutes** to move between lessons. For example, if Period 2 begins at **08:55**, a student arriving at **08:58** is considered late. Late arrival will be recorded on Compass as a **Level 1 behaviour**.

- **Persistent Lateness Across Multiple Subjects:**

Students who are repeatedly late to lessons across the timetable will be placed on a **Punctuality Report**, initially monitored by the **Form Tutor**. If there is no improvement, this will be escalated to the **Head of Key Stage**, and subsequently to the **Head of Grammar**.

- **Persistent Lateness in One Subject:**

Where lateness occurs repeatedly in a single subject, the **Class Teacher** and **Head of Department** are responsible for contacting parents/carers and monitoring the student accordingly.

Date of Issue: Dec 2025 (Updated)	Reviewer: Headmaster, SLT
Date for Review: Sep 2026	Approved: Board of Governors