JEDDAH PREP AND GRAMMAR SCHOOL

Behaviour Policy - Pupils

To be read in conjunction with the Anti-Bullying Policy

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Introduction

At Jeddah Prep and Grammar School (JPGS), we are committed to fostering a safe, inclusive and supportive learning environment in which every member of our community feels valued, respected and empowered to thrive. Guided by our core values of Resilience, Integrity and Knowledge, we strive to cultivate a culture of excellence where every pupil is inspired to achieve their full potential and contribute positively to the school community.

We believe that outstanding learning flourishes in an environment where high expectations, positive relationships and strong moral values underpin every aspect of school life. We expect all pupils to demonstrate kindness, integrity, respect and tolerance, recognising that their words and actions have a significant impact on the wellbeing, dignity and success of others. Through developing resilience, pupils learn to persevere when faced with challenge, embrace opportunities for growth and take responsibility for their own learning. A commitment to knowledge encourages curiosity, intellectual ambition and active engagement, whilst integrity shapes the way in which pupils conduct themselves within our diverse school community.

As a child centred school, the welfare and best interests of every pupil are at the heart of all decisions, systems and practices. We are committed to providing an environment in which every pupil feels safe, supported and able to flourish both academically and socially.

This policy sets out the school's expectations, principles and procedures for promoting positive behaviour and maintaining a safe, respectful and purposeful learning environment. It provides pupils, parents and staff with a clear understanding of the standards of behaviour expected across the school and the shared responsibility we all have in nurturing a culture of excellence founded upon Resilience, Integrity and Knowledge.

Creating and sustaining a culture of excellence is a shared responsibility. Pupils, parents, staff and the wider school community are all expected to uphold the school's highest standards of work, appearance and behaviour, demonstrating our core values through their daily actions, decisions and relationships.

While certain aspects of a behaviour policy must necessarily address unacceptable behaviour and the consequences of failing to meet expectations, this policy should be

viewed as a positive framework that promotes excellence. Its primary purpose is to recognise, encourage and celebrate the exemplary standards demonstrated by the vast majority of pupils, whilst providing clear guidance, appropriate support and consistent intervention for those whose behaviour falls short of the school's expectations. Our approach seeks not only to address behaviour but also to develop the character, resilience and personal responsibility that enable pupils to make positive choices throughout their lives.

This policy is informed by the Behaviour in Schools guidance (2022 and 2024) and reflects the school's commitment to fulfilling its legal and pastoral responsibilities. In particular, the school recognises its duty to make reasonable adjustments for pupils with special educational needs and disabilities (SEND), ensuring that expectations and responses are fair, proportionate and appropriate to individual needs. Where appropriate, the school will work in partnership with parents, external agencies and other professionals to provide effective support, facilitate successful transitions and promote positive outcomes for all pupils.

We are committed to fostering a professional, respectful and supportive working environment in which all members of staff can carry out their duties with confidence, dignity and mutual respect. Our Behaviour Policy is designed not only to promote high standards of conduct amongst pupils, but also to ensure that staff are able to focus on delivering outstanding teaching, supporting pupils, working collaboratively with parents and providing an exceptional standard of education and service to the wider school community.

At Jeddah Prep and Grammar School, we believe that positive relationships, high expectations and meaningful recognition provide the strongest foundation for promoting exemplary behaviour. Whilst clear and consistent consequences remain an important aspect of behaviour management, our approach is centred on encouragement, restorative practice and the development of self-discipline. We are committed to recognising and celebrating pupils who consistently uphold and exemplify our values of Resilience, Integrity and Knowledge through a meaningful and consistent programme of rewards and recognition.

We seek to empower pupils to demonstrate resilience in overcoming challenges, pursue knowledge with enthusiasm, act with integrity in all that they do and show respect towards themselves, others and the wider community. The standards and expectations outlined in this policy apply not only within the school but also

whenever pupils represent the school, including during educational visits, residential trips, sporting fixtures and all other school related activities.

Together, we share a collective responsibility for maintaining these exceptional standards and ensuring that every pupil benefits from an exceptional learning environment in which they feel safe, respected and inspired to achieve their full potential academically, socially and personally. Through our shared commitment to Resilience, Integrity and Knowledge, we prepare our pupils to become confident, compassionate and principled young people who make a positive contribution both within school and beyond.

Pupils are expected to demonstrate our core values of Resilience, Integrity and Knowledge, and Respect in all aspects of school life and to extend these principles to every member of the school and wider community. Every individual has the right to be treated with dignity, courtesy and respect, and all members of the school community share a responsibility for protecting these rights.

Above all, we recognise that:

- Every pupil has the right to learn in a safe, calm and purposeful learning environment.
- Every teacher has the right to teach without disruption.
- Every member of the JPGS community has the right to feel safe, respected and valued.

In the rare instances where behaviour falls below these expectations, the school will respond in accordance with the procedures outlined in this policy. Our aim is to restore positive behaviour, minimise disruption to learning and ensure that all pupils and staff are able to teach and learn in a safe, respectful and calm environment.

We recognise that inappropriate behaviour affects not only the individual concerned but also the wider learning community. Disruption to learning reduces opportunities for all pupils to engage fully in lessons and may impede the progress of others. Through clear expectations, consistent intervention and positive partnerships, we seek to ensure that every classroom remains a place where learning can flourish.

Promoting positive behaviour

At Jeddah Prep and Grammar School, we actively foster a culture of excellence that is welcoming, supportive and purposeful. Through our core values of Resilience,

Integrity and Knowledge, we seek to develop pupils of strong character who demonstrate exemplary behaviour, take pride in their achievements and contribute positively to the school community.

We are committed to creating an environment in which every pupil feels safe, valued and inspired to achieve their full potential. We expect pupils to conduct themselves with courtesy, consideration and respect towards others, their environment and school property, whilst demonstrating resilience in the face of challenge, integrity in their actions and a genuine commitment to learning. We believe that every pupil, regardless of their individual needs or starting point, should be supported and encouraged to strive for excellence.

To promote and sustain these high standards, the school will ensure that:

- Promoting positive behaviour is a shared responsibility across the whole school community.
- Behaviour expectations, rewards and consequences are clearly communicated, consistently applied and displayed appropriately throughout the school.
- All behaviour incidents, interventions and recognition are accurately recorded on Compass to ensure consistency, accountability and effective communication.
- Form Tutors serve as the primary point of contact for pupils and parents, working in close partnership with families to promote pupils' wellbeing, personal development and positive behaviour.

The consistent implementation of high-quality teaching, positive relationships and clear expectations is fundamental to creating a culture of excellence. The following strategies underpin our approach to promoting exemplary behaviour and fostering an exceptional learning environment. When applied consistently by all staff, they contribute to a calm, purposeful and inclusive school where every pupil is encouraged to flourish.

To achieve this, staff will:

- Establish clear routines and consistently apply high expectations for learning and behaviour.
- Build positive relationships through encouragement, praise and meaningful recognition of pupils' efforts, achievements and conduct.
- Consistently recognise and celebrate pupils who uphold and exemplify the school's values of Resilience, Integrity and Knowledge.
- Foster a welcoming, respectful and supportive classroom environment where pupils feel safe, valued and confident to participate.

- Listen carefully to pupils, respond appropriately to their concerns and promote their wellbeing.
- Maintain effective communication with Form Tutors and parents to ensure a collaborative approach to supporting pupils' academic progress, behaviour and personal development.
- Plan engaging, well-structured lessons that provide appropriate challenge and support for all pupils, ensuring learning is matched to individual needs and abilities.
- Set ambitious yet realistic learning objectives that encourage resilience, independence and continuous progress.
- Provide stimulating, accessible and high-quality learning resources that enhance pupils' engagement and enjoyment of learning.
- Maintain attractive, organised and purposeful learning environments that reflect high standards and promote pride in the school.
- Deliver engaging lessons that actively involve pupils through a range of varied, relevant and appropriately challenging learning experiences.
- Set purposeful and appropriate homework that reinforces learning and supports continued progress.
- Provide timely, constructive and developmental feedback through effective marking, verbal feedback and purposeful dialogue with pupils.
- Use assessment and progress data to inform planning and ensure teaching meets the needs of all learners.
- Celebrate excellence by sharing examples of outstanding work, recognising pupil achievement and promoting success through displays, assemblies, newsletters and Headmaster's commendations.
- Promote a culture of kindness, inclusion and mutual respect by addressing bullying and all forms of unacceptable behaviour promptly, consistently and in accordance with this policy.

In implementing these expectations, all staff are expected to act professionally, fairly and consistently. Positive behaviour is best promoted through respectful relationships, clear communication and high expectations. Staff must always model the standards expected of pupils, treating every individual with dignity, courtesy and respect. Language or actions that could reasonably be perceived as derogatory, disrespectful or sarcastic are unacceptable. Wherever possible, unnecessary confrontation and escalation should be avoided through calm, restorative and proportionate responses that support pupils in making positive choices and maintaining positive relationships.

Expectations of All Pupils

To promote a safe, respectful and purposeful learning environment, all pupils are expected to demonstrate the highest standards of conduct at all times. Guided by our core values of Resilience, Integrity and Knowledge, pupils are expected to:

- Demonstrate courtesy, kindness and consideration towards all members of the school community, including staff, pupils, parents and visitors.
- Contribute positively to a safe, inclusive and supportive environment that promotes the wellbeing and mental health of others.
- Treat the property of others, school resources and the wider environment with care and respect.
- Take responsibility for their actions and choices, acting with honesty, integrity and accountability at all times. This includes using appropriate language and refraining from offensive, abusive or inappropriate behaviour.
- Respond respectfully and cooperatively to the reasonable instructions and guidance of all members of staff.
- Wear the school uniform with pride, adhering to the school's appearance expectations and presenting themselves in a smart and professional manner.
- Move calmly, sensibly and considerately around the school, including walking quietly on the right-hand side of corridors.
- Take pride in the school environment by disposing of litter responsibly and helping to maintain a clean and welcoming campus.
- Refrain from chewing gum, spitting and any behaviour that detracts from the safety, cleanliness or positive atmosphere of the school.

These expectations apply throughout the school day and whenever pupils represent Jeddah Prep and Grammar School. In addition to these whole school expectations, pupils are expected to adhere to the specific routines and expectations that apply at each stage of the school day.

Expectations Throughout the School Day

The school day presents pupils with many opportunities to demonstrate our core values of Resilience, Integrity and Knowledge. The following expectations support the creation of a calm, purposeful and respectful environment in which every member of the school community can thrive.

Before Arriving at School

Pupils are expected to:

- Eat a nutritious breakfast to ensure they are physically and mentally prepared for the day ahead.
- Complete all homework to the highest standard and be ready to build upon their learning.
- Arrive fully equipped with the books, resources and equipment required for lessons and extracurricular activities.

Arrival at School

Upon arrival at JPGS, pupils are expected to:

- Arrive punctually and be on site before 7.40 a.m., ensuring they are ready to begin the school day promptly.
- Wear their school uniform with pride and present themselves in a smart and professional manner.
- Communicate respectfully with all members of staff, always using appropriate and courteous language.

Moving Around the School

When moving to and from lessons, pupils are expected to:

- Follow the reasonable instructions of any member of staff promptly and respectfully.
- Walk calmly, quietly and sensibly throughout the school.
- Line up outside classrooms in an orderly manner and wait quietly for their teacher's instruction.
- Arrive at lessons with the correct equipment and resources ready for learning.
- Show courtesy by holding doors open for others whenever appropriate.
- Walk sensibly on the right-hand side of corridors and stairways to promote safety and orderly movement throughout the school.

During Lessons

Pupils are expected to:

- Participate fully in lessons and complete all classwork and homework to the best of their ability.
- Listen carefully, follow instructions promptly and remain attentive when others are speaking.

- Contribute positively to learning by speaking confidently, using full sentences where appropriate and engaging respectfully in discussion.
- Respect every pupil's right to learn and every teacher's right to teach, recognising and valuing the diverse learning, physical and emotional needs of others.
- Demonstrate resilience by persevering when faced with challenges and seeking support appropriately when required.

During Break and Lunchtime

Pupils are expected to:

- Use break and lunchtime responsibly and seek support from a member of staff whenever necessary.
- Demonstrate respect and good manners by treating catering staff and all members of the school community with courtesy, including thanking staff for their service.
- Remain within authorised areas and only enter specialist facilities, such as Science laboratories, under appropriate supervision.
- Play only authorised games in designated areas and always follow the guidance of staff.
- Refrain from aggressive behaviour, rough play or play fighting, and seek assistance from a Form Tutor or member of duty staff if they experience or witness any concerns.
- Take pride in the school environment by clearing away all food, litter and personal belongings after break and lunchtime, ensuring that tables are left clean and all rubbish is disposed of responsibly.

At the End of the School Day

Pupils are expected to:

- Attend scheduled extracurricular activities where applicable.
- Ensure they have all the information, resources and equipment required to complete homework to the highest standard.
- Continue to represent Jeddah Prep and Grammar School with pride by behaving respectfully and responsibly within the local community.
- Attend any scheduled detention session promptly where required.
- Leave the school site promptly, calmly and safely at the end of the school day. Pupils should not congregate unnecessarily within the school grounds or car

park and should follow all staff instructions to ensure the safe departure of all members of the school community.

Rewards and Recognition

At Jeddah Prep and Grammar School, we believe that recognising and celebrating positive behaviour is fundamental to fostering a culture of excellence. We are committed to acknowledging pupils who consistently uphold and exemplify our core values of Resilience, Integrity and Knowledge, as well as those who exceed the school's expectations through their conduct, effort, achievement and contribution to the wider school community.

Positive behaviour and achievement are recognised daily, both within lessons and across the wider life of the school. Through timely praise, meaningful recognition and consistent encouragement, we seek to motivate pupils to develop positive habits, strengthen their character and take pride in their accomplishments.

The school's reward system provides regular opportunities to celebrate pupils' successes. House Points are awarded consistently to recognise pupils who demonstrate exemplary behaviour, academic commitment, resilience, kindness, leadership and service to others. These achievements are celebrated through a range of whole school and phase specific recognition systems, ensuring that pupils' efforts and successes are valued and shared with the wider school community.

House Points

At Jeddah Prep and Grammar School, House Points form an integral part of our Rewards and Recognition Programme. They are awarded to celebrate pupils who consistently demonstrate and exemplify our core values of Resilience, Integrity and Knowledge in their learning, conduct and contribution to the wider school community.

House Points are awarded throughout the school day and provide meaningful recognition of pupils who uphold the school's expectations and positively contribute to our culture of excellence.

Awarding House Points

Pupils may be awarded a maximum of two House Points per lesson for demonstrating one or more of the school's core values.

School Value	1 House Point – Meeting Expectations	2 House Points – Exceeding Expectations
Resilience	Demonstrates perseverance when faced with challenge, remains focused, responds positively to feedback and completes tasks without giving up.	Demonstrates exceptional perseverance by embracing challenge, independently overcoming obstacles, showing determination beyond expectations and inspiring resilience in others.
Knowledge	Participates actively in learning, completes work to a high standard, contributes appropriately and demonstrates a secure understanding of lesson content.	Demonstrates exceptional curiosity by making insightful contributions, applying knowledge independently, asking thoughtful questions and producing work of an outstanding standard.
Integrity	Acts honestly, takes responsibility for their actions, follows school expectations and consistently makes respectful and ethical choices.	Demonstrates exemplary integrity by showing honesty even when difficult, accepting responsibility without prompting, acting as a role model and consistently doing the right thing.

House Points will be awarded consistently and in accordance with the school's Reward System to ensure that pupils are recognised for demonstrating the values of Resilience, Integrity and Knowledge, through their learning, conduct and contribution to the wider life of the school.

House Points	Award
100	Bronze
200	Silver
400	Gold

House Awards

The House Award programme provides meaningful recognition for pupils who consistently uphold and exemplify the school's values, celebrating sustained excellence in learning, conduct and contribution to the wider school community.

Attendance expectations

At Jeddah Prep and Grammar School, we believe that every day at school matters. The evidence is clear: even a small number of missed school days can have a significant impact on a pupil's academic achievement, personal development and future opportunities.

How Attendance Affects Academic Achievement

Research by the UK Department for Education highlights the strong relationship between attendance and attainment.

The relationship is particularly significant during the secondary years. Year 11 pupils with near-perfect attendance have almost twice the odds of achieving a Grade B or above in English and Mathematics IGCSEs compared with similar pupils whose attendance is between 90–95%. In practical terms, missing just ten additional school days can halve a pupil's chances of achieving these important grades.

Attendance Opens the Door to Higher Education

Excellent attendance is about far more than examination results. Strong attendance enables pupils to develop the knowledge, skills and habits required to succeed in higher education and beyond.

Pupils who attend school consistently are more likely to:

- Achieve the IGCSE and A Level grades required for entry to leading universities.
- Access competitive university courses, including Medicine, Engineering, Law and Business.
- Develop the resilience, discipline and study habits expected by universities.
- Maximise their opportunities to secure places at prestigious universities in the UK, and around the world.

We are committed to ensuring that every pupil attends school every day so that they can maximise their learning, fulfil their potential and achieve the very best outcomes. We recognise that excellent attendance is achieved through a strong partnership between the school, pupils and parents.

To support this, we will:

- Intervene early by identifying pupils whose attendance begins to decline and providing timely support before patterns of absence become established.

- Work in partnership with parents, maintaining regular communication and focusing on supporting each pupil's wellbeing, engagement and sense of belonging within the school community.
- Monitor attendance daily and share attendance information regularly with parents so that they are fully informed of their child's attendance record and any emerging concerns.

Our whole-school attendance target is 95% or above. Where a pupil's attendance falls below 95%, early intervention will begin with the Form Tutor. If attendance does not improve, concerns will be escalated through the appropriate pastoral and senior leadership teams, working collaboratively with parents to identify barriers to attendance and implement appropriate support.

Together, we can ensure that every pupil benefits from the continuity of learning, develops positive lifelong habits and is fully prepared to access the world's leading universities.

Excellent attendance is one of the strongest predictors of academic success and plays a vital role in ensuring that every pupil fulfils their potential and is well prepared to access the world's leading universities.

Punctuality

is a fundamental expectation at our school and reflects our commitment to excellence, respect and responsibility. Arriving on time ensures that every pupil is ready to learn from the very start of each lesson, minimises disruption to others and helps establish positive habits that support academic achievement, personal development and future employment. In line with the expectations of the UK Department for Education, we believe that good punctuality is a shared responsibility between the school, parents and pupils and is essential in fostering a culture of high expectations and success.

Challenging Poor Punctuality

The school day begins at 7:40 a.m., signalled by the first bell. Pupils are expected to be in school, prepared for learning, before this time. Any pupil arriving after the 7:43 a.m. bell will be recorded as late.

Pupils who arrive after the 7:43 a.m. bell without a valid reason will receive a Level 1 behaviour log and will be required to attend a 20-minute lunchtime detention on the same day. The standard detention will run from 12:55 p.m. to 1:15 p.m., allowing

pupils sufficient time to eat their lunch before returning to lessons. Pupils who arrive late after the detention has begun will receive a Level 1 behaviour log, and their 20-minute detention will commence from the time of their arrival to ensure the full detention is completed.

The Blue Gate will close promptly at 7:55 a.m. Pupils arriving at or after 7:55 a.m. must enter the school via Reception, where they will be required to sign in. Reception staff will record a Level 1 behaviour incident for lateness on Compass. Pupils arriving after 7:55 a.m. without a valid reason will also be required to attend a 20-minute lunchtime detention on the same day.

Repeated lateness will be monitored and may result in further intervention and sanctions in accordance with the school's Behaviour Policy. Parents may also be contacted where punctuality becomes a recurring concern.

Pupils who arrive at or after 7:55 a.m. will receive a 20-minute lunchtime detention on the same day. Failure to attend the detention without a valid reason will be treated as non-compliance and will result in further sanctions in accordance with the school's Behaviour Policy.

Punctuality to Lessons

Punctuality is an essential expectation at Jeddah Prep and Grammar School (JPGS) and reflects the values of responsibility, respect and readiness to learn. Pupils are expected to arrive at every lesson on time, fully prepared and ready to engage in learning from the moment the lesson begins.

At the end of each lesson, teachers will dismiss pupils promptly, and pupils are provided with a three-minute transition period to travel to their next lesson. A bell will signal the end of the lesson, followed by a second bell three minutes later to indicate the start of the next lesson.

Pupils must arrive before the second bell. Teachers are expected to close their classroom doors once the second bell has sounded. Any pupil arriving after this time, without a valid reason, will be recorded as late to lesson.

Late arrival to a lesson will result in a Level 1 behaviour incident and a 20-minute after-school detention on the following school day. Repeated lateness will be regarded as persistent poor punctuality and will result in further follow up.

Where poor punctuality persists despite intervention, parents or guardians will be invited to meet with the school to agree appropriate strategies to support the pupil in meeting the high standards of punctuality expected at JPGS.

Behavioural Consequences

Our Behavioural Consequences are designed to promote accountability, reinforce high expectations and support pupils in making positive behavioural choices. Consequences are applied fairly, consistently and proportionately, taking into account the context of each incident.

Where appropriate, restorative conversations and pastoral support will accompany behavioural consequences to encourage reflection, personal growth and the development of positive behaviours.

Our guiding principle is simple: "Pupils are here to learn, and staff are here to teach." Any behaviour that disrupts learning, prevents effective teaching, or undermines the safety, wellbeing or respectful culture of the school will be addressed promptly and appropriately.

Behavioural concerns are managed through a graduated framework of five levels, with consequences becoming progressively more serious where behaviour persists or the severity of the incident warrants it. Responses range from a reminder or restorative conversation, through formal warnings, reflections and suspensions, to permanent exclusion in the most serious or exceptional circumstances.

The Tutor is the first point of contact for behavioural concerns. They will address concerns in the first instance, support the pupil and, where appropriate, liaise with parents. If further intervention is required, concerns are escalated through the appropriate line management structure: Head of Department (where applicable), Head of Key Stage, Deputy Head, Head of School and, ultimately, the Headmaster.

Behaviour Levels and Consequences

Level 0

Level 0 incidents relate to low-level behaviours that require a reminder or warning but do not significantly disrupt learning. These incidents provide staff with an opportunity to reinforce expectations, identify concerns early and prevent behaviour from escalating. All Level 0 incidents must be recorded on Compass.

Level 1

Level 1 incidents relate to repeated Level 0 behaviours or single incidents of a more serious nature. Staff will record the incident on Compass, and pupils will receive a 20-minute after-school detention on the following school day. Parents will be notified via a Compass push notification.

Level 2

Level 2 incidents relate to repeated Level 1 behaviours or single incidents of greater severity. Pupils will receive a 40-minute after-school detention on the following school day or, where appropriate, be removed from lessons using a Shadow Timetable. Parents will be notified via a Compass push notification, followed by a telephone call from the class teacher.

Level 3

Level 3 incidents involve serious misconduct requiring the immediate removal of a pupil from a lesson, with or without prior behaviour levels, or a single incident warranting a Level 3 consequence. Pupils may be removed from lessons and/or placed in Internal Suspension (Isolation). Following the consequence, pupils will be placed on a Deputy Head Monitoring Report (Grey). Parents will be informed via a Compass push notification, followed by a telephone call from the Head of Key Stage.

Level 4

Level 4 incidents involve behaviour that presents a significant safeguarding risk to pupils or staff, or persistent Level 3 behaviour despite previous interventions. Pupils will be required to leave school immediately and may receive an External Suspension. Following their return, pupils will be placed on a Head of Grammar Monitor Report (Red). Parents will be informed via a Compass push notification, followed by a telephone call from the Head of Grammar School.

After School Detentions

On occasion, it may be necessary for a Grammar School pupil to remain in school beyond 2:30 p.m. to attend a supervised 20-minute or 40-minute after-school detention.

Parents will be notified of all after-school detentions via Compass to enable appropriate transport arrangements to be made. Pupils are expected to attend promptly and remain for the full duration of the detention. The detention period

begins when the pupil arrives at the designated detention room. Pupils who arrive late will be required to remain until they have completed the full detention time.

Failure to attend a detention without a valid reason will result in the matter being escalated by the Head of Key Stage to the next level of behavioural consequence, which may include an internal suspension.

Assessment and Examination Malpractice

All pupils are expected to conduct themselves appropriately and professionally during all assessments and examinations, whether internal or external. Pupils must familiarise themselves with and comply fully with all assessment and examination rules, regulations and instructions provided by teachers, invigilators and the examination board. They are expected to work independently, maintain silence where required, follow all instructions promptly, and demonstrate honesty, integrity and respect throughout the assessment process. Maintaining a calm, orderly and professional examination environment is essential to ensuring that all pupils are able to perform to the best of their ability and that assessments accurately measure each pupil's knowledge, understanding and skills. Compliance with examination procedures also protects the quality, reliability and integrity of the school's assessment processes and enables the school to obtain accurate and meaningful assessment results.

Any breach of assessment or examination procedures, including cheating, copying, collusion, plagiarism, the use or possession of unauthorised materials or electronic devices, communicating with other candidates, or failing to follow the instructions of a teacher or invigilator, will be treated as a serious matter. This applies equally to internal assessments, mock examinations and formal school examinations. Such conduct undermines academic integrity, compromises the reliability of assessment outcomes and may disadvantage other pupils who have completed their assessments honestly. All pupils are expected to demonstrate the highest standards of honesty, integrity and personal responsibility and to comply fully with all assessment and examination regulations.

Where a pupil is found to have breached assessment or examination rules, the school will investigate the matter fairly and consistently and apply appropriate consequences in accordance with the JPGS Behaviour Policy. A serious or deliberate breach may result in a significant behavioural sanction, including internal or external suspension, depending on the nature and severity of the incident. Repeated breaches, or a serious

incident that demonstrates a continued disregard for assessment and examination regulations, may result in the school determining that the pupil will not be permitted to sit future external examinations at the JPGS examination centre. In such circumstances, parents will be advised that they are responsible for making arrangements for their child to sit the relevant examination at an alternative registered examination centre or other approved venue, subject to the requirements and procedures of the relevant examination board. Where the incident relates to a Cambridge International examination, the school will also comply with any applicable Cambridge International malpractice procedures and requirements.

Behaviour Concern Log

At Jeddah Prep and Grammar School**,** we hold our pupils to high standards of conduct because we believe that character, self-discipline and consideration for others are essential to a proper education. Our first responsibility is to maintain a safe, calm, respectful and purposeful environment in which every pupil is able to learn without unnecessary interruption.

A Behaviour Concern Log is therefore not a routine disciplinary measure, nor is it the first response to poor behaviour**.** Staff will always seek, in the first instance, to address concerns through clear expectations, appropriate classroom management and restorative approaches. Only where these measures have been exhausted will a Behaviour Concern Log be issued.

Used in this way, the system provides a consistent, measured and proportionate response when expectations are not met. More importantly, it gives pupils an opportunity to reflect upon their conduct, take responsibility for their choices and develop the self-discipline and good judgement expected of a JPGS pupil.

Behaviour Concern Log

Level Zero
Lateness
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
Incomplete or missing homework
Copying classwork
Eating in the classroom
Being in and out of bounds area
Misuse of IT
Level 1
Failure to attend intervention
Slow to take equipment/books out - repeated behaviour
Uniform violation - repeated behaviour
Littering - repeated behaviour
Missing equipment - repeated behaviour
Corridor violation - repeated behaviour
Lack of effort - repeated behaviour
School work not meeting the required standard of presentation - repeated behaviour
Talking out of turn - repeated behaviour
Misuse of water / Water fighting
Misuse of IT
Level 2
Rudeness to a member of staff
Failure to attend level 1 (20 minute) detention
Cheating in a test or in an internal examination
Lying or giving no essential or irrelevant the truth
Using a mobile phone
Dangerous behaviour
Disrupting an exam, assembly or any formal event

Refusal to follow instructions - repeated behaviour
Dispute with another pupil (mild teasing) - repeated behaviour
Unkindness - repeated behaviour
Inappropriate language - repeated behaviour
Lateness to lesson without a note from staff - repeated behaviour
Copying homework / plagiarism - repeated behaviour
Breaking rules in an assessment or internal examination - repeated behaviour
Chewing gum or in possession of gum - repeated behaviour
Having unauthorised items in school - repeated behaviour
Being in possession of a mobile phone - repeated behaviour
Repeatedly eating or drinking in the Sixth Form Centre
Damaging school property
Taking item(s) without permission Misuse of water / Water fighting- repeated behaviour
Misuse of IT
Level 3
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 (45 minute) detention
Violent behaviour
Inappropriate behaviour of a sexual nature
Misuse of IT
Level 4
Assaulting a member of staff
Bullying
Fighting
Inappropriate contact

Serious vandalism
Smoking / Vaping
Setting off the fire alarm
Serious inappropriate behaviour of a sexual nature
Serious physical assault
Truancy
Misuse of IT

Behaviour and Academic Monitoring Sheets

Behaviour and Academic Monitoring Sheets are used to support pupils who have repeatedly fallen short of the school's behavioural or academic expectations. They are not intended as a behavioural consequence, but as a structured intervention to help pupils develop self-regulation, improve their attitude, behaviour, effort and organisation, and make sustained positive progress.

Parents will always be informed when a pupil is placed on a Monitoring Sheet and will be encouraged to work in partnership with the school to support improvement. Monitoring Sheets will remain in place for a minimum of two weeks, or longer where continued support is considered necessary.

Incident Investigation

The school is committed to investigating all behavioural incidents fairly, thoroughly and impartially. Where appropriate, all pupils directly involved, including the alleged victim(s) and alleged pupil(s) involved will be asked to provide a written statement outlining their account of the incident. Witnesses may also be identified and invited to provide written statements to support the investigation. Where available and appropriate, CCTV footage may be reviewed as part of the investigation.

While an investigation is ongoing, pupils may be supervised in a designated area away from lessons where this is necessary to ensure the safety and wellbeing of those involved, preserve the integrity of the investigation or minimise further disruption.

Parents will be informed as soon as reasonably practicable once the member of staff leading the investigation has established a clear understanding of the incident. They will be updated on the outcome of the investigation and any behavioural consequences or support measures implemented.

Where an incident is suspected to involve a criminal offence, the school may refer the matter to the relevant law enforcement authorities. A written behaviour incident report will be completed to record the incident, the evidence considered, the findings of the investigation and any actions taken.

Suspensions and Permanent Exclusion

Internal Suspension

An Internal Suspension may be issued in response to repeated behavioural concerns, an accumulation of behavioural consequences, or a Level 3 or Level 4 incident. During an Internal Suspension, pupils will work under supervision in the school's designated isolation room and will be expected to complete all assigned classwork. Work will be provided for each lesson the pupil would ordinarily attend to ensure continuity of learning and minimise disruption to their academic progress.

External Suspension

An External Suspension may be imposed in response to repeated Level 3 behaviours or a serious Level 4 incident. The duration of the suspension will be determined by the Headmaster, taking into account the nature, severity and circumstances of the incident.

Permanent Exclusion

Permanent exclusion is an exceptional measure and will be exercised only in the most serious circumstances. It is expected to be used extremely rarely and only after appropriate interventions and support have been considered, unless the nature or severity of the incident requires immediate action to safeguard the welfare of pupils, staff or the wider school community.

The Headmaster has the authority to permanently exclude a pupil where there has been a serious breach of the school's Behaviour Policy, or where the continued attendance of the pupil would seriously affect the education, safety or welfare of others, or the orderly running of the school. Before reaching a final decision, the

Headmaster will invite and give due consideration to any representations made by the parents and will consult the Board of Governors.

Permanent exclusion may be considered in circumstances including, but not limited to:

- Persistent, serious misconduct despite previous interventions and behavioural consequences.
- Repeated internal or external suspensions demonstrating that previous interventions have not resulted in sustained improvement.
- Serious acts of violence, bullying, harassment, discrimination or behaviour that poses a significant safeguarding risk to pupils, staff or members of the wider school community.
- Any other serious breach of the school's Behaviour Policy where the Headmaster considers permanent exclusion to be a reasonable and proportionate response.
- Possession, use, supply or sale of illegal drugs on the school site or during school activities.

Parents have the right to appeal a decision to permanently exclude their child in accordance with the school's Appeals Procedure. A record of all serious behavioural incidents, behavioural consequences, suspensions and permanent exclusions will be maintained on Compass.

Appropriate Use of Information Technology (IT)

Technology plays an important role in teaching and learning at our school. Pupils are expected to use all school-owned and personal electronic devices responsibly, safely and respectfully at all times. The use of technology should support learning, uphold the values of the school and contribute positively to the school community.

All pupils are expected to:

- Use technology only for educational purposes during lessons unless otherwise directed by a member of staff.
- Respect the privacy of others by not accessing, sharing or distributing another person's information, images or accounts without permission.

- Keep passwords secure and never share login details or attempt to gain unauthorised access to another user's account or school systems.
- Use the internet responsibly and access only appropriate, school-approved content.
- Treat all electronic devices and school IT equipment with care and report any faults or damage immediately.
- Demonstrate honesty and academic integrity by avoiding plagiarism, respecting copyright and acknowledging the work of others.
- Communicate respectfully online and refrain from any behaviour that could cause harm, distress or offence to others.

Behavioural Consequences

Misuse of technology will be addressed using the school's Behaviour Levels and Consequences Framework (Levels 0–4). Consequences will be proportionate to the nature and severity of the incident and may include:

- Behavioural warnings and formal behaviour records on Compass.
- Withdrawal of IT or device privileges.
- After-school detentions.
- Confiscation of personal devices where appropriate.
- Internal or external suspension for serious breaches.
- Permanent exclusion in the most serious circumstances.

Examples of unacceptable use include, but are not limited to:

- Using technology in a way that disrupts teaching or learning.
- Accessing inappropriate or prohibited websites or applications.
- Circumventing the school's network security, including the use of VPNs, proxy services or unauthorised networks.
- Accessing another person's account or attempting to obtain passwords without permission.
- Recording, photographing or filming pupils or staff without permission.
- Sharing private, offensive or inappropriate material.
- Cyberbullying, harassment or threatening behaviour using electronic devices.
- Installing unauthorised software, malware or hacking tools.
- Deliberately damaging school IT equipment or interfering with the school's network or systems.

The school reserves the right to investigate any suspected misuse of technology and, where appropriate, to examine school-owned devices, network activity and user accounts in accordance with the school's policies and applicable legal requirements.

Repeated breaches of this policy will normally result in escalation to the next Behaviour Level. Where the seriousness of an incident warrants it, the school reserves the right to apply a higher Behaviour Level immediately without first issuing lower-level consequences.

Incidents involving cyberbullying will also be managed in accordance with the school's Anti-Bullying Policy. Cases involving plagiarism or breaches of copyright will be treated seriously and investigated by the Head of Department.

Sanctions for the Misuse of IT and Electronic Equipment

This part of the behaviour policy should be read in conjunction with **the school's E-Safety and Acceptable Use of IT Policy.** It sets out a graduated framework of responses to the misuse of technology by pupils. Each level incorporates the sanctions of the levels below it and adds further measures. Where the level of an incident depends on its seriousness, frequency or context, the appropriate level is determined by the Tutor, Head of Department or SLT as set out below.

Type of incident
Level 0
Using forbidden programs or apps during lessons
Low-level off-task use of a device
Failure to complete satisfactory work when using a device
Level 1
Sharing passwords or setting up a bogus account
Photographing others without permission
Deleting browsing history on school devices
Possessing or using age-inappropriate games or material
Using AI tools to complete work dishonestly (e.g. passing off AI-generated work as their own)
Sharing or showing others material unrelated to the lesson
Gaining unauthorised access to another person's account or impersonating them online
Obtaining another person's password without consent

One-off use of threatening or offensive language
Photographing or filming another person without permission with intent to cause distress
Deliberately sharing another person's private information
Sharing age-inappropriate material or games
Level 2
Contravening system security including using VPNs, proxy sites or other methods to circumvent the school's filtering or monitoring
Accessing staff or guest wireless networks
Viewing seriously inappropriate material (e.g. pornography, gambling)
Obtaining staff passwords
Knowingly introducing malware or a virus into the school network
Deliberate damage to school hardware or another pupil's hardware
Threatening or offensive language
Photographing or filming a member of staff without permission
Level 3
Misuse of technology that breaks the law or has a serious negative impact on other pupils and/or staff
Attempting to gain administrator rights to the school system
Installing spyware, key-loggers or hacking software
Creating or sharing nudes or semi-nudes
Creating or distributing AI-generated or manipulated (deepfake) images of pupils or staff
High-level or persistent cyberbullying

NOTE: all incidents are logged on Compass.

Mobile Phones and Smart Devices

At Jeddah Prep and Grammar School (JPGS), we are committed to providing a calm, purposeful and distraction-free learning environment in which every pupil can thrive. To support this, the school operates as a mobile phone and smart device-free environment.

Pupils are not permitted to bring mobile phones, smart watches or any other smart technology with similar functionality onto the school site. This includes any device capable of making or receiving calls, sending or receiving messages or notifications,

accessing the internet, recording audio or video, taking photographs, or communicating through wireless or mobile networks.

This policy applies throughout the entire school day, including before school, during lessons, between lessons, breaktime, lunchtime and at the end of the school day whilst pupils remain on the school site.

If a pupil is found in possession of a mobile phone, smart watch or any other prohibited smart device, the device will be confiscated immediately and taken to Reception for safekeeping. The device will only be returned to the pupil's parents, who must collect it in person from Reception. Devices will only be returned to a pupil's parents and will not be returned directly to pupils or released to drivers, nannies or any other third party.

Sixth Form Use of Personal Devices

At Jeddah Prep and Grammar School, we recognise that Sixth Form pupils are developing greater independence, responsibility and readiness for further education and employment. In support of this, Sixth Form pupils may use iPads and laptops for educational purposes in designated areas, including the Sixth Form Common Room, Library and classrooms, where permitted by the member of staff responsible.

However, mobile phones and other smart devices, including smart watches, are not permitted on the school site for any pupil, including Sixth Form pupils. Sixth Form pupils are therefore not permitted to bring, possess or use these devices during the school day.

The use of iPads and laptops remains subject to the school's Behaviour Policy and expectations for responsible use of technology**.** Pupils are expected to use devices appropriately, safely and primarily to support their learning. Any misuse may result in appropriate sanctions in accordance with the school's Behaviour Policy.

This approach enables our Sixth Form pupils to develop independence, responsibility and digital literacy within clear boundaries, while maintaining a focused, purposeful and distraction-free learning environment across the school.

This policy is designed to:

- Maximise learning and eliminate unnecessary distractions.
- Promote positive behaviour and pupil engagement.

- Protect pupils' privacy and wellbeing.
- Prevent cyberbullying, unauthorised photography, filming and inappropriate communication.
- Encourage positive face-to-face interaction within the school community.

At Jeddah Prep and Grammar School, we believe that a mobile phone and smart device-free environment enables pupils to remain fully engaged in their learning, strengthens relationships and supports the high standards of behaviour and academic excellence expected of every member of our school community.

Closed-Circuit Television (CCTV)

Jeddah Prep and Grammar School operates a Closed-Circuit Television (CCTV) system throughout the school site to promote the safety, security and wellbeing of pupils, staff and visitors, to protect school property, and to assist in the prevention and investigation of incidents.

CCTV footage may be reviewed where there is a legitimate safeguarding, welfare, disciplinary or security concern, or where it is required as part of an investigation. Access to CCTV footage is strictly controlled and limited to members of the Senior Leadership Team and other authorised members of staff where it is necessary for the purposes of an investigation.

To protect the privacy and safeguarding of all members of the school community, CCTV footage will not be routinely viewed by, or released to, pupils or parents.

All CCTV footage is processed, stored and retained securely in accordance with the school's data protection procedures and the Saudi Personal Data Protection Law (PDPL). Footage will not be shared with or distributed to any third party except where there is a lawful basis to do so, including when required by law or requested by the relevant Saudi authorities or law enforcement agencies.

The use of CCTV is proportionate, supports the school's safeguarding responsibilities, and is intended solely to maintain a safe, secure and respectful learning environment for all members of the school community.

Behaviour During Remote Learning

Jeddah Prep and Grammar School is committed to maintaining the same high standards of behaviour, conduct and respect whether pupils are learning on the school site or through remote learning.

During any period of remote learning, all pupils are expected to comply with the school's Behaviour Policy, Acceptable Use of Technology Policy and Online Safety Policy.

Expectations for behaviour, attendance, punctuality, participation, dress, communication and academic integrity remain consistent with those expected during face-to-face learning.

Staff will continue to promote positive behaviour through praise, recognition and rewards, whilst addressing any incidents of inappropriate behaviour in accordance with the school's Behaviour Policy. Behaviour incidents that occur during live online lessons, virtual meetings, or through the misuse of school digital platforms or communication systems will be investigated and managed in the same manner as incidents occurring on the school site.

Parents are expected to support the school by ensuring that pupils have an appropriate learning environment at home, attend scheduled online lessons punctually, engage positively with learning and use school technology responsibly.

Where remote learning is implemented for an extended period, the school will communicate any temporary amendments to its procedures or expectations to pupils, parents and staff in advance. Any such amendments will remain consistent with the school's safeguarding responsibilities and the requirements of the Saudi Ministry of Education.

Searching Pupils

Jeddah Prep and Grammar School is committed to maintaining a safe, secure and orderly environment for all pupils, staff and visitors. Where there are reasonable grounds to believe that a pupil is in possession of a prohibited item, or an item that may pose a risk to the safety, welfare or good order of the school, an authorised

member of the Senior Leadership Team may authorise a search of the pupil's possessions.

Searches will always be carried out respectfully, proportionately and with due regard for the dignity, privacy and wellbeing of the pupil, in accordance with the school's safeguarding responsibilities and the applicable laws and regulations of the Kingdom of Saudi Arabia.

A search may also be authorised where there are reasonable grounds to believe that a pupil:

- is in possession of an item prohibited by school rules;
- may commit, or is likely to have committed, a criminal offence;
- may cause harm to themselves or others; or
- may cause damage to school or personal property.

Prohibited Items

The school may search for and confiscate prohibited items, including but not limited to:

- Knives, weapons or any item that could be used to cause harm.
- Illegal drugs or controlled substances.
- Stolen property.
- Tobacco products, cigarettes, electronic cigarettes (vapes), shisha devices and related materials.
- Fireworks or explosive materials.
- Indecent images or materials.
- Any item prohibited by Saudi law or by the school's policies.
- Any item that may threaten the safety, wellbeing or discipline of the school community.

Conducting a Search

When carrying out a search, the following procedures will apply:

- Searches will only be undertaken where there are reasonable grounds to suspect that a pupil is carrying a prohibited item.
- Searches must be authorised by the Headmaster or a designated member of the Senior Leadership Team.

- Wherever appropriate, the pupil's cooperation will be sought before the search takes place.
- Searches will be conducted by a member of staff of the same gender as the pupil whenever practicable.
- A second member of staff will be present throughout the search as a witness.
- School staff will not physically search a pupil. Staff may ask pupils to voluntarily empty their pockets, open bags or present items for inspection.
- Searches of bags, lockers, desks and other possessions under a pupil's control will normally take place in the pupil's presence.
- All searches will be conducted in private wherever possible to protect the dignity and privacy of the pupil.

If a pupil refuses to cooperate with a reasonable request to present their belongings for inspection, the matter will be referred immediately to a member of the Headmaster. Parents will be informed, and the school will determine the appropriate course of action in accordance with its Behaviour Policy and safeguarding responsibilities.

Confiscation and Further Action

Any prohibited item discovered during a search may be confiscated and retained by the school.

Items that present an immediate risk to health, safety or security will be secured and dealt with appropriately. Where an item is believed to be illegal, dangerous or may constitute evidence of a criminal offence, the school will retain the item and, where appropriate, notify the pupil's parents and refer the matter to the relevant Saudi authorities or law enforcement agencies.

Where appropriate and lawful, confiscated items that do not constitute illegal items may be returned to parents.

Recording Searches

A written record will be maintained of any authorised search, including:

- the reason for the search;
- the staff members present;

- the outcome of the search;
- any items confiscated; and
- any subsequent action taken.

School Uniform and Appearance

At Jeddah Prep and Grammar School, the school uniform is far more than a dress code; it is a visible expression of our values, identity and commitment to excellence. As a British international school, we believe that a smart and professional appearance reflects self-respect, discipline and pride in belonging to our community.

Wearing the school uniform promotes equality, strengthens a sense of belonging and creates a purposeful learning environment where the focus is on academic achievement rather than individual appearance. It establishes high expectations from the moment pupils arrive at school, reinforcing the habits of responsibility, discipline and professionalism that underpin success in education and beyond.

Every pupil is expected to arrive at school wearing the full approved JPGS uniform, correctly and neatly presented, and to maintain these standards throughout the school day. The same high standards of dress apply whenever pupils represent the school, including educational visits, competitions and other official events, unless otherwise instructed.

Parents play a vital role in supporting these expectations by ensuring that their child attends school each day in the correct uniform and fully prepared to learn.

At Jeddah Prep and Grammar School, we believe that how pupils present themselves influences how they think, behave and learn. A smart appearance promotes confidence, self-discipline and respect for others, while reinforcing the high standards of behaviour, conduct and academic excellence that define our school. Wearing the school uniform with pride demonstrates a pupil's readiness to learn and their commitment to upholding the values and reputation of the school.

Uniform Requirements

The following uniform requirements apply to all pupils and must be worn correctly and consistently throughout the school day.

Years 7–11

Girls

- Grammar School Tie
- White JPGS school shirt
- Navy blue formal skirt (minimum knee length) or navy-blue formal trousers (not khaki or jean-style)

Boys

- Grammar School Tie
- White JPGS school shirt
- Navy blue formal trousers (not khaki or jean-style)
- Black or navy-blue belt

Years 12–13 (Sixth Form)

Girls

- Sixth Form Tie
- Blue JPGS school shirt
- Navy blue formal skirt (minimum knee length) or navy-blue formal trousers

Boys

- Sixth Form Tie
- Blue JPGS school shirt
- Navy blue formal trousers (not khaki or jean-style)
- Black or navy-blue belt

Standards of Appearance

The following expectations apply to all JPGS pupils.

Shirts and Ties

- School shirts must be clean, neatly pressed and tucked into trousers or skirts at all times.
- The top button of the shirt must be fastened.
- Ties must be worn correctly, with the knot neatly positioned beneath the collar.
- Long-sleeved shirts must be buttoned at the cuffs.

- If an undershirt or vest is worn, it must not be visible through the shirt, at the neck or at the sleeves.

Trousers

- Trousers must be navy blue, formal in style and worn on the waist.
- Khaki, jean-style, tight-fitting or fashion trousers are not permitted.

Skirts

- Skirts must be navy blue, formal in style and at least knee length.

Footwear

- Pupils must wear black leather, formal school shoes.
- Trainers, boots, canvas shoes, casual footwear or shoes with visible branding are not permitted, except during PE lessons or when using the sports pitches at breaktime or lunchtime.
- Shoes with sports-style soles, platform soles or decorative stitching are not permitted.
- Shoes must be kept clean and polished.

Hair and Personal Appearance

- Hair must be neat, clean and appropriate for a professional learning environment.
- Hair must be of a natural colour. Extreme hairstyles, shaved patterns, fashion styles or artificial colouring are not permitted.

Jewellery and Cosmetics

- A non-digital wristwatch may be worn.
- One pair of plain stud earrings may be worn.
- No other jewellery is permitted.
- Make-up, nail varnish, acrylic nails and false eyelashes are prohibited.

Any jewellery that does not comply with the School Uniform Policy will be confiscated by a member of staff. The item will be securely stored and given to Reception, where it will be available for collection by a parent.

Optional Uniform Items

- A JPGS school jumper may be worn.

- Sixth Form pupils may also wear the approved JPGS Sixth Form jacket, but it must be removed during lessons.

Uniform Compliance

All pupils are expected to arrive at school wearing the full approved JPGS school uniform. High standards of uniform are an essential part of the school's culture and contribute to a purposeful, professional and respectful learning environment.

Pupils who arrive at school without the correct uniform or who fail to comply with the School Uniform Policy will report to Reception on arrival. Parents will be contacted and asked to bring the correct uniform to school as soon as reasonably possible or arrange for the appropriate uniform to be purchased.

Where a pupil repeatedly fails to comply with the School Uniform Policy, the matter will be addressed in accordance with the school's Behaviour Policy and may result in further disciplinary action. The school will work in partnership with parents to ensure that uniform expectations are consistently met.

Appearance and Uniform Standards

Pupils are expected to maintain a neat, clean and professional appearance throughout the school day in accordance with the School Uniform and Appearance Policy.

Where a pupil fails to meet the school's uniform or appearance expectations (for example, an untucked shirt, incorrect tie, inappropriate footwear or non-compliant hairstyle), they will be reminded once to rectify the issue immediately. A Uniform Concern will be recorded on Compass.

If the pupil fails to comply following the initial reminder, or the same issue is repeated, a Level 1 Behaviour Incident will be issued, together with a 20-minute detention.

Persistent failure to comply with the School Uniform and Appearance Policy will result in further disciplinary action in accordance with the school's Behaviour Policy. Where appropriate, parents will be contacted, and the matter will be referred to the relevant Head of Key Stage or a member of the Senior Leadership Team.

Medical Footwear

In exceptional circumstances, pupils may be permitted to wear medical footwear where there is a genuine medical need. This arrangement will normally be temporary unless a longer-term medical requirement has been agreed with the school.

Parents should inform the school in advance and provide appropriate medical evidence. Wherever possible, parents are expected to purchase medical footwear that closely comply with the school's Uniform Policy. Many manufacturers provide medical or orthopaedic shoes that are consistent with formal school footwear.

Any exception to the School Uniform Policy will be considered on an individual basis by the Headmaster or a designated member of the Senior Leadership Team.

Trainers and Casual Footwear

Pupils are not permitted to wear trainers, canvas shoes, boots or casual footwear to school, except where specifically authorised by the school for Physical Education, sporting activities.

The school expects all pupils to wear sensible black leather formal school shoes that comply with the School Uniform Policy. Formal school shoes are widely available and are designed to provide both comfort and support throughout the school day.

Pupils who arrive at school wearing non-compliant footwear will report to Reception, and their parents will be contacted and asked to bring the correct footwear to school as soon as reasonably possible or arrange for compliant footwear to be purchased.

Physical Education (PE)

At Jeddah Prep and Grammar School (JPGS), we are committed to providing a broad and balanced curriculum that enables every pupil to achieve academic success while developing physically, socially and emotionally. Physical Education plays an essential role in promoting lifelong health, wellbeing, teamwork, resilience and self-discipline.

As a British international school, Physical Education is a compulsory part of the curriculum, and all pupils are expected to participate fully in every lesson unless they have a valid medical exemption authorised by the school.

To maximise learning time and minimise disruption, pupils are permitted to attend school wearing the approved JPGS PE kit on the days they have timetabled PE lessons. They may remain in their PE kit throughout the school day. This arrangement reduces

the time spent changing, increases learning time and ensures that pupils are comfortable and fully prepared to participate in all planned activities.

Pupils are permitted to wear the JPGS PE kit throughout the school day, provided they are wearing the full approved PE kit correctly and in accordance with the School Uniform and Appearance Policy.

Participation

Pupils are expected to participate fully in all PE lessons unless they have a medical exemption authorised by the school. Pupils who are temporarily unable to take part in practical activities may still be required to attend the lesson and participate in an alternative capacity, such as observation, analysis, coaching or officiating, at the discretion of the PE teacher.

Sports Code of Conduct

Participation in sport at Jeddah Prep and Grammar School is a privilege that carries with it the responsibility to demonstrate the school's values of Resilience, Integrity and Knowledge. All pupils are expected to represent themselves, their teammates and the school with pride, respect and professionalism at all times, both on and off the field of play.

Sportsmanship and Fair Play

Pupils are expected to:

- Demonstrate excellent sportsmanship, showing respect towards opponents, officials, coaches, teammates and spectators at all times.
- Play fairly, honestly and with integrity, adhering to the rules and spirit of the game.
- Accept decisions made by officials respectfully and without argument.
- Refrain from unsporting behaviour, including taunting, intimidation, gamesmanship, inappropriate language, offensive gestures or any form of discrimination.

Teamwork and Commitment

Pupils are expected to:

- Attend training sessions, fixtures and team meetings punctually and prepared.
- Demonstrate commitment, resilience and a positive attitude towards training and competition.

- Support, encourage and respect teammates, contributing to an inclusive, positive and collaborative team environment.
- Accept constructive feedback from coaches and use it to improve their performance and personal development.
- Place the interests of the team above individual recognition.

Personal Conduct and Responsibility

Pupils are expected to:

- Always display exemplary behaviour when representing the school, both on and off the school site.
- Maintain high standards of personal hygiene, appearance and punctuality.
- Comply with all school policies, including the Behaviour Policy, Uniform Policy and academic expectations.
- Demonstrate honesty, self-discipline and responsibility in all sporting activities.
- Refrain from bullying, cheating, abusive behaviour, violence, vandalism or any conduct that may bring themselves, their team or Jeddah Prep and Grammar School into disrepute.

Respect for Facilities and Equipment

Pupils are expected to:

- Treat all school facilities, sports venues and equipment with care and respect.
- Use equipment safely and only for its intended purpose.
- Return equipment promptly after use and report any damage, defects or safety concerns to the coach or a member of staff immediately.
- Respect the facilities and equipment of other schools and sporting venues.

Social Media and Digital Conduct

Pupils are expected to:

- Use social media and digital platforms responsibly, respectfully and in accordance with the school's Acceptable Use of Technology Policy.
- Refrain from posting, sharing or commenting on content that is offensive, discriminatory, abusive, misleading or damaging to themselves, teammates, staff, opponents or the reputation of the school.
- Never post photographs, videos or recordings of pupils, staff or sporting events without appropriate permission.
- Recognise that their online behaviour reflects both on themselves and on Jeddah Prep and Grammar School and act accordingly.

Representing Jeddah Prep and Grammar School

When representing the school at fixtures, tournaments or sporting events, pupils are ambassadors for Jeddah Prep and Grammar School. They are expected to uphold the highest standards of behaviour, respect and professionalism at all times, demonstrating the school's values through their conduct, attitude and commitment. Failure to meet these expectations may result in disciplinary action and, where appropriate, suspension or removal from school sports teams and extracurricular sporting activities.

PE Kit Expectations

On timetabled PE days, pupils must:

- Arrive at school wearing the full approved JPGS PE kit.
- Wear only the official JPGS PE uniform.
- Wear appropriate sports footwear as specified by the school.
- Ensure that their PE kit is clean, presentable and in good condition.
- Wear the PE kit correctly throughout the school day.

Pupils are not permitted to change any item of the approved PE kit with alternative sportswear, branded clothing or casual clothing.

Failure to Wear the Correct PE Kit

Pupils who arrive at school on a timetabled PE day without the correct PE kit will not be permitted to remain in non-compliant sportswear.

Where possible, parents will be contacted and asked to bring the correct PE kit to school or arrange for the appropriate uniform to be purchased.

Failure to comply with the PE uniform requirements may also result in sanctions in accordance with the school's Behaviour Policy.

PE Kit

All pupils are required to wear the approved JPGS PE kit for all Physical Education lessons and school sporting activities.

The approved PE kit consists of:

- White JPGS PE polo shirt.
- Navy blue or black JPGS PE shorts or navy blue or black JPGS tracksuit bottoms.
- Appropriate sports trainers.

PE kit must be clean, in good condition and always worn correctly.

Hair

To ensure the health and safety of all pupils during practical activities:

- Hair that is shoulder length or longer must be kept securely away from the face during PE lessons.
- Hairstyles must not obstruct vision or create a health and safety risk during physical activity.

Jewellery

For health and safety reasons:

- All jewellery must be removed before participating in PE lessons.
- A watch may only be worn if permitted by the PE teacher and where it does not present a safety risk.
- Pupils who are unable to remove jewellery for medical or religious reasons must inform the PE teacher before the lesson.
- No responsibility can be accepted by the school for jewellery or valuables brought to PE lessons.

Valuables

Pupils are strongly advised not to bring valuables to PE lessons. The school cannot accept responsibility for items that are not handed in or stored appropriately.

PE Changing Rooms

Pupils are expected to use the changing rooms in a safe, respectful and responsible manner. Changing rooms should be used solely for changing for PE and sporting activities, and pupils are expected to change promptly and appropriately, without unnecessary disruption or delay.

Pupils must respect the privacy, dignity, personal space and belongings of others at all times. Rough or inappropriate physical behaviour, including pushing, chasing, wrestling, play fighting or any other behaviour that could cause harm or make another pupil feel uncomfortable or unsafe, is strictly prohibited.

Inappropriate language, bullying, intimidation, filming or photographing, and the use of mobile phones or other electronic devices are not permitted in the changing rooms. Pupils must follow all instructions given by PE staff, keep the changing facilities clean and tidy, and report any concerns, inappropriate behaviour or safeguarding issues to

a member of staff immediately. Any failure to comply with these expectations will be addressed in accordance with the school's Behaviour and Safeguarding Policies.

Monitoring Reports

At Jeddah Prep and Grammar School (JPGS), we are committed to supporting every pupil in making positive choices and developing the attitudes and behaviours required for success. Whilst most pupils consistently meet our expectations, there may be occasions when a pupil's behaviour or attitude to learning falls below the standards expected. Where such concerns persist, they may have a negative impact on both the pupil's own learning and the learning of others.

To provide structured support and early intervention, the school uses a system of Monitoring Reports. These reports enable staff to monitor a pupil's behaviour, attitude to learning and engagement daily, whilst providing regular feedback and clear targets for improvement.

Where a pupil demonstrates low-level disruption or consistently falls below expectations in one or more lessons, they may initially be placed on a White Tutor Report or a Department Report, depending on the nature and frequency of the concern. These reports are intended to provide focused support, encourage reflection and reinforce positive behaviours.

Where a pupil responds positively and demonstrates sustained improvement, they will be removed from the report. However, where concerns continue or there is insufficient improvement, the pupil may be moved to the next stage of the monitoring process in accordance with the school's Behaviour Policy.

The purpose of Monitoring Reports is not punitive, but to provide pupils with the guidance, accountability and support required to achieve lasting improvements in behaviour and attitude to learning.

Parental Partnership

The success of the Monitoring Report system relies upon a strong partnership between the school and parents. Open communication and consistent expectations are essential in supporting pupils to make positive behavioural choices.

Pupils are responsible for presenting their Monitoring Report to the relevant member of staff at the end of each school day for review and signature. The report must then be taken home and signed by a parent or guardian before being returned to school the following day.

Daily parental review provides an important opportunity to recognise success, discuss any concerns and reinforce the school's expectations. This shared approach enables both the school and parents to monitor progress closely; celebrate improvements and intervene promptly where further support is required.

By working together, we ensure that pupils receive consistent guidance and encouragement both at school and at home, enabling them to develop the self-discipline, responsibility and resilience expected of all members of the JPGS community.

Monitoring Report Stages

Report Type	Report to	Reason for Report	Duration
White Monitoring Report	Form tutor	Persistent **Level 1** and/or **Level 2** behaviours that require closer monitoring and support.	2 weeks
Amber Monitoring Report	Head of Key Stage	Persistent **Level 2** and/or **Level 3** behaviours despite previous interventions.	2 weeks
Purple Monitoring Report	Deputy Head	Persistent **Level 3** and/or **Level 4** behaviours, or serious concerns requiring intensive monitoring and senior leadership intervention.	2 weeks
Red Monitoring Report	Head of Grammar	Issued following an External Suspension, or where a pupil is returning to school after a serious breach of the Behaviour Policy requiring close monitoring and reintegration support.	2 weeks
Curriculum Report	Head of Department	A pupil may be placed on a Curriculum Report where there are persistent concerns regarding their attitude to learning, quality of work, effort,	2 weeks

		organisation or academic progress within a particular subject or across the curriculum.	

Review and Outcome

The outcome of the review will result in one of the following actions:

Successful Completion

Where a pupil has demonstrated sustained improvement and has consistently met the agreed behavioural targets, they will be deemed to have successfully completed the Monitoring Report and will be removed from the monitoring process. Their progress should be recognised and celebrated, reinforcing the positive behaviours and attitudes expected of all pupils at JPGS.

Monitoring Extended

Where a pupil has shown improvement but has not yet demonstrated sufficient consistency, the Monitoring Report may be extended for a further agreed period. This will provide additional time for the pupil to embed positive behaviours, demonstrate sustained progress and continue receiving appropriate support.

Escalation to the Next Stage

Where there has been insufficient improvement, or where behavioural concerns continue despite support and intervention, the pupil may be escalated to the next stage of the Monitoring Report process. This ensures that additional support, increased accountability and greater involvement from Senior Leaders are provided where necessary.

Further Intervention

Where appropriate, the review may identify that the pupil requires additional support or intervention beyond the Monitoring Report process. This may include pastoral support, mentoring, a Behaviour Contract, referral to external agencies where appropriate, or further disciplinary measures in accordance with the school's Behaviour Policy.

Communication of Outcomes

Parents will be informed of the outcome of every review. The member of staff responsible for the Monitoring Report will communicate the decision, celebrate successes where appropriate, discuss any ongoing concerns and agree the next steps in partnership with the pupil and their family. The aim of every review is to ensure that pupils receive the guidance, support and accountability necessary to make sustained improvements in their behaviour and attitude to learning.

PREP SCHOOL BEHAVIOUR POLICY

A positive, nurturing and age-appropriate approach to helping children learn, grow and thrive.

Our Prep School Approach

The Prep School at Jeddah Prep and Grammar School is a warm and caring community where every child is encouraged to excel, grow in confidence and develop a lifelong love of learning. We promote independence, curiosity and enthusiasm so that children become confident, kind-hearted and inquisitive learners.

Our behaviour approach reflects the Prep School's three core values: Resilience, Integrity and Knowledge. These values guide how children learn to make good choices, treat others with kindness and take increasing responsibility for themselves and their learning.

The purpose of this policy is to provide children, parents and staff with a clear, consistent and age-appropriate approach to behaviour. Our priority is to create a safe,

happy and purposeful environment where children can learn, develop positive relationships and feel valued.

The approach is deliberately different from that used with older pupils. Children aged 3–10 are still developing their emotional regulation, communication, social understanding and independence. Behaviour is therefore treated as an opportunity to teach, guide and support, while maintaining clear boundaries and high expectations.

The school works in partnership with parents and recognises that understanding a child's needs is essential to helping them succeed. This is consistent with JPGS's wider commitment to placing children at the centre of practice and removing barriers to learning.

What Good Behaviour Looks Like

- We are kind, friendly and respectful to everyone.
- We listen when someone else is speaking.
- We follow instructions and classroom routines.
- We use gentle hands, safe feet and appropriate language.
- We look after our school, our resources and other people's belongings.
- We try our best and take pride in our learning.
- We tell the truth and take responsibility for our choices.
- We include others and help people who need support.
- We walk safely around school and use spaces appropriately.
- We ask an adult for help when we are worried, upset or unsure.

Our Behaviour Values

Value	What this means for children
RESILIENCE	We keep trying, learn from mistakes and do not give up when something is difficult.
INTEGRITY	We do the right thing, tell the truth, show kindness and take responsibility for our choices.
KNOWLEDGE	We listen, learn, ask questions and use what we know to make good choices.

Promoting Positive Behaviour

Positive behaviour is taught and reinforced every day. Adults should model the behaviour they expect and provide clear routines, simple instructions, encouragement and praise.

- Use specific praise to recognise effort, kindness, resilience and positive choices.
- Use reminders and visual cues that are appropriate to the child's age and stage of development.
- Give children opportunities to reflect, repair relationships and try again.
- Celebrate achievements through House Points, praise, certificates and other appropriate recognition.
- Maintain calm, predictable and consistent routines.
- Listen to children and take their concerns seriously.
- Work closely with parents when a child needs additional support.
- Consider the child's individual needs and make reasonable adjustments where appropriate.

Rewards and Recognition

JPGS places strong emphasis on recognising positive behaviour, effort, achievement and citizenship. House Points are used to celebrate children who demonstrate our values.

- House Points may be awarded for demonstrating Resilience, Integrity and Knowledge.
- Children may receive recognition for exceptional effort, kindness, improvement, achievement and contribution to the school community.
- Recognition may include certificates, celebration assemblies, class recognition, House recognition and other age-appropriate rewards.
- Recognition should be meaningful, specific and focused on the behaviour or value being demonstrated.

Awarding House Points

Pupils may be awarded a maximum of two House Points per lesson for demonstrating one or more of the school's core values.

School Value	1 House Point – Meeting Expectations	2 House Points – Exceeding Expectations

Resilience	Demonstrates perseverance when faced with challenge, remains focused, responds positively to feedback and completes tasks without giving up.	Demonstrates exceptional perseverance by embracing challenge, independently overcoming obstacles, showing determination beyond expectations and inspiring resilience in others.
Knowledge	Participates actively in learning, completes work to a high standard, contributes appropriately and demonstrates a secure understanding of lesson content.	Demonstrates exceptional curiosity by making insightful contributions, applying knowledge independently, asking thoughtful questions and producing work of an outstanding standard.
Integrity	Acts honestly, takes responsibility for their actions, follows school expectations and consistently makes respectful and ethical choices.	Demonstrates exemplary integrity by showing honesty even when difficult, accepting responsibility without prompting, acting as a role model and consistently doing the right thing.

House Points will be awarded consistently and in accordance with the school's Reward System to ensure that pupils are recognised for demonstrating the values of Resilience, Integrity and Knowledge, through their learning, conduct and contribution to the wider life of the school.

Each class has a Star Pupil of the Week: The pupil with the highest number of Value Points that week. Gold, Silver and Bronze certificates are awarded at the end of each half term.

House Points	**Award**
100	Bronze
200	Silver
400	Gold

House Awards

The House Award programme provides meaningful recognition for pupils who consistently uphold and exemplify the school's values, celebrating sustained excellence in learning, conduct and contribution to the wider school community.

Attendance expectations

At Jeddah Prep and Grammar School, we believe that every day at school matters. The evidence is clear: even a small number of missed school days can have a significant impact on a pupil's academic achievement, personal development and future opportunities.

We are committed to ensuring that every pupil attends school every day so that they can maximise their learning, fulfil their potential and achieve the very best outcomes. We recognise that excellent attendance is achieved through a strong partnership between the school, pupils and parents.

To support this, we will:

- Intervene early by identifying pupils whose attendance begins to decline and providing timely support before patterns of absence become established.
- Work in partnership with parents, maintaining regular communication and focusing on supporting each pupil's wellbeing, engagement and sense of belonging within the school community.
- Monitor attendance daily and share attendance information regularly with parents so that they are fully informed of their child's attendance record and any emerging concerns.

Our whole-school attendance target is 95% or above. Where a pupil's attendance falls below 95%, early intervention will begin with the class teacher. If attendance does not improve, concerns will be escalated through the appropriate pastoral and senior leadership teams, working collaboratively with parents to identify barriers to attendance and implement appropriate support.

Together, we can ensure that every pupil benefits from the continuity of learning, develops positive lifelong habits and is fully prepared to access the world's leading universities.

Excellent attendance is one of the strongest predictors of academic success and plays a vital role in ensuring that every pupil fulfils their potential and is well prepared to access the world's leading universities.

Punctuality

is a fundamental expectation at our school and reflects our commitment to excellence, respect and responsibility. Arriving on time ensures that every pupil is ready to learn from the very start of each lesson, minimises disruption to others and helps establish positive habits that support academic achievement, personal development and future employment. In line with the expectations of the UK Department for Education, we believe that good punctuality is a shared responsibility between the school, parents and pupils and is essential in fostering a culture of high expectations and success.

Challenging Poor Punctuality

The school day begins at 7:40 a.m., signalled by the first bell. Pupils are expected to be in school, prepared for learning, before this time. Any pupil arriving after the 7:43 a.m. bell will be recorded as late.

The Red Gate will close promptly at 7:55 a.m. Pupils arriving at or after 7:55 a.m. must enter the school via Reception, where they will be required to sign in. Parents may also be contacted where punctuality becomes a recurring concern.

Responding to Behaviour

When behaviour is not appropriate, the first response should normally be to teach and redirect. Adults should consider the child's age, developmental stage, understanding and individual needs.

Responses should be calm, proportionate and consistent. A child should understand what behaviour needs to change and what they can do differently next time.

- Non-verbal reminder or visual cue.
- Clear, simple verbal reminder.
- Opportunity to make a better choice.
- Short calming or regulation time where appropriate.
- Restorative conversation with an adult.
- Repairing harm, such as an apology, helping to restore an area or putting something right.
- Parent communication when behaviour is repeated or more serious.
- Referral to the appropriate Prep leader when additional support or a more significant response is required.

Prep School Behaviour Levels

The following levels are based on the Prep-specific behaviour framework in the school's Behaviour Policy.

Early Years / Foundation Stage

Level	Examples	Age-appropriate response
Level 1 – Reminder	Not listening; not following the class charter; disruption; low-level behaviour that affects learning or play.	Visual or verbal reminder; adult helps the child understand the expected behaviour; short calming/regulation time if needed before returning to the activity.
Level 2 – Support and Repair	Repeated low-level behaviour; unkindness; inappropriate use of resources; damage to property; continued poor listening; aggression; continual disruption; taking something that does not belong to the child.	Restorative conversation to help the child understand what happened and how to 'make it better'; parents informed where appropriate; apology, drawing or other age-appropriate repair activity. A Prep Concern logged on Compass
Level 3 – Significant Concern	Persistent behaviour from above; severe aggression; wilful and repeated damage; running away from the classroom.	A Prep Level 1 Concern logged. Referral to the Key Stage Coordinator; discussion with parents; agreed support plan where appropriate.
Level 4 – Serious Incident	Leaving the school site without permission; causing serious and deliberate injury to another person.	Immediate referral to the Deputy Head of Prep; parents contacted; appropriate safeguarding and behaviour action taken.
Level 5 – Serious and Repeated Concern	Deliberate behaviour placing the safety of the school community at significant risk;	Referral to the Head of Prep/Headmaster; meeting with parents; individual support and action plan.

	continued refusal to cooperate despite support.	

Years 1 and 2

Level	Examples	Age-appropriate response
Level 1 – Reminder	Not listening; not following the class charter; disruption; low-level disruption.	Visual reminder; clear verbal reminder; calming/regulation time where appropriate before rejoining the activity.
Level 2 – Support and Repair	Unkindness; inappropriate use of resources; damage to school property; continued poor listening; aggression; continual disruption; taking something that does not belong to the child.	Restorative conversation during reflection with teacher; Prep Concern recorded on Compass where appropriate; parents informed; short period of sitting separately if needed; apology or repair activity where appropriate.
Level 3 – Significant Concern	Persistent behaviour from above; severe aggression; wilful and repeated damage; running away from the classroom.	Referral to the Key Stage Coordinator; Prep Level 1 concern logged on Compass; parent meeting and agreed action; individual behaviour support plan where appropriate.
Level 4 – Serious Incident	Leaving the school site without permission; causing serious and deliberate injury to another person.	Referral to the Deputy Head of Prep; incident recorded; parents contacted; appropriate action taken.
Level 5 – Serious and Repeated Concern	Deliberate behaviour placing the safety of the school community at significant risk; continued refusal to	Referral to the Headmaster; parents contacted; individual support and action plan.

	cooperate despite support.	

Years 3 to 6

Stage	Examples	Age-appropriate response
Stage 1 – Reminder and Reset	Not listening; not following the class charter; disruption; low-level disruption; unkindness; inappropriate use of resources or ICT; poor standard of work.	Reminder and restorative conversation with the class teacher; clear expectation and opportunity to reset. Specialist teachers follow the same approach.
Stage 2 – Repeated Concern	Continued poor listening; continued unkind behaviour; pushing/pulling; continual disruption; taking something that does not belong to the child; careless damage to property.	Parent communication; agreed action; Prep Concern logged on Compass; reflection during break where appropriate; apology or repair activity if needed.
Stage 3 – Significant Concern	Persistent behaviour; severe aggression such as punching, slapping or kicking; continued inappropriate ICT use; wilful damage; repeated failure to repair behaviour.	Referral to the Deputy Head of Prep; Lunch time Reflection in the HOP Office; Prep Level 1 concern logged on Compass; parent meeting and agreed action; individual behaviour support plan where appropriate.
Stage 4 – Serious Incident	Deliberate behaviour placing the health and safety of the school community in danger;	Referral to the Head of Prep/Headmaster; parents contacted; appropriate action taken.

	continued refusal to cooperate despite significant support.	
Stage 5 – Continued Serious Concern	Continued and wilful refusal to meet expectations despite support and intervention.	Senior leadership review, parent meeting and further action in line with the school's procedures.

Date of Review: September 2026	**Reviewed and approved by:** Headmaster, BoG
Date of next review: August 2027	