



JEDDAH PREP AND GRAMMAR SCHOOL

Behaviour Policy - Pupils

To be read in conjunction with the Anti-Bullying Policy

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Introduction

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

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

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

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

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

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

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

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

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

JPGS does not use corporal punishment.

Promoting positive behaviour

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

- Pupils' good behaviour is a **whole school responsibility**
- guidelines on appropriate behaviour etc. and the scale of rewards and sanctions are published and on display in appropriate places
- all incidents and actions are evidenced on SIMS
- the Tutor is main point of call and Parents need to be fully involved

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

- **Establishing clear routines** for classroom management
- Words of **encouragement and praise**
- **Reward good behaviour** and work regularly
- **Retaining a sense of humour** and fostering a friendly atmosphere
- **Listening and taking appropriate action** when Pupils express concern.
- Keeping **Tutors and Parents** updated about Pupil progress
- **Effective lesson preparation** to ensure work is matched to the ability of all Pupils within group
- Setting attainable and realistic targets each lesson
- Provision of attractive and user-friendly **learning resources**
- Ensuring that **teaching environments** are attractively maintained
- **Actively involving Pupils** in learning which includes a **range of varied and relevant activities**
- Setting appropriate and relevant **homework tasks**
- Providing **constructive feedback** through regular marking and purposeful discussions with Pupils

- Ensuring **records of progress** inform lesson planning
- **Sharing** examples of **good practice** with group and **displaying** quality Pupil work
- **Awarding Head's commendations/nominations for Pupils of the week**, Broadcasting achievements via the newsletters
- **Do not tolerate bullying or unacceptable behaviour.**

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

Pupil Expectations

In all circumstances, Staff will expect the following from Pupils:

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

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

Before arriving at School all Pupils will:

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

On arrival at JPGS all Pupils will:

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

Walking around school and moving to/ from lessons:

- follow instructions from any member of Staff or adult at the first time of asking

- walk quietly and sensibly to and from classrooms
- line up outside classrooms and wait for the teacher
- have the relevant equipment ready for any given lesson
- hold doors open for others
- walk sensibly on the right-hand side of the corridors and stairways

During lessons Pupils will:

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

During break and lunchtime Pupils will:

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

At the end of the school day all Pupils will:

- attend extra-curricular activities, if applicable
- ensure they have the relevant information in order to complete their homework to a high standard
- ensure they conduct themselves in the local community with pride, looking smart and behaving sensibly
- attend Thursday reflection, where required. Grammar School Pupils should report to the Sixth Form Common Room for Thursday reflection

Rewards

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

LEVEL 1 House Points (1)
Academic House Points can be awarded by any teacher for very good work (in class, homework, practical/ performance work, tests, marked progress, special effort). Non-academic House Points can be awarded by any member of Staff for considerate and helpful behaviour towards others or around the school.
LEVEL 2 Star Pupil (2)
Academic – awarded by HoD for an exceptional piece of work or outstanding contribution in practical or performance work. Non-Academic – awarded for excellent contribution to competitive house competitions, Charity fundraising or other extra-curricular achievements.
LEVEL 3 Pupil of the Week (3)
Academic – awarded on a weekly basis in each class for the Pupil showing outstanding contribution to learning that week in that subject. For example – Best exam score, Excellent Essay or Project, consistently outstanding in lessons. Nominations are emailed home and celebrated in key stage assemblies. Non-Academic – awarded to the Pupil who consistently demonstrates the relevant value (as per JPGS Values) of the week in the classroom.

Teachers and Heads of Department will award House Points to Pupils via SIMS. Tutors and Teachers will play a major role in tracking and celebrating individual Pupil achievements and the School will ensure Parents are informed in a timely manner.

Lateness

All pupils must be punctual at all times.

School starts at: 7.40am there will be a warning bell at 7.35am indicating the need for pupils to make their way to registration / tutor time. Pupils arriving after the 7.40am bell will marked as late.

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

The Blue Gate will shut at 7.55am. All Pupils arriving 7.55am must sign at the school reception and will be issued a Lateness Slip which must be given to their class teacher upon arrival.

Sanctions

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

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

The first point of contact is the Tutor/teacher. They deal with all concerns in the first instance, helping their tutee/pupil and liaising with Parents, then the Head of Department, Heads of Key Stage and then the Head of School and finally the Head. If in any doubt, Staff should always consult their Line Manager.

Level 1 incidents that are minor misdemeanours. Staff will use these to flag concerns and pre-empt a potentially escalating problem. These must be recorded on SIMS as a concern.

Level 2 incidents are repetitions of L1 misdemeanours, despite initial intervention, or failure to complete work/ homework. Teachers will log a Behaviour Point on SIMS when these occur. If a Pupil in the Grammar School receives three BPs in a half-term they will have to attend Thursday reflection. BP reflections should last for around 10 minutes and can take place at break, lunch or after School. In the Prep School, Pupils who need to be sanctioned for inappropriate behaviour will be dealt with immediately by sitting them on the reflection bench for 5 to 10 minutes and they will engage in a reflection sheet.

It is best practice to contact home to inform parents when BP reflections take place and Staff must log these on SIMS and including the date, location and time the reflection took place. Pupils with 6 or more BPs in a half term will lead to a Monitoring Sheet.

Level 3 incidents are persistent repetitions of L1/L2 incidents, despite earlier interventions. It could also be a serious ‘one-off’ breach of behaviour. L3 incidents, may result in Pupils in the Grammar School attending Thursday reflection. L3 incident in the Prep School will lead to a Thursday lunchtime reflection with the Head of Prep for up to 20 minutes.

In most instances L3 incidents are dealt with by the Head of Key Stage. Level 3 reflections last for 30 minutes and take place after school every Thursday. A letter is emailed home by the Head of Key Stage and brief overview, including the time and date is logged on SIMS.

**Level 2 BPs and Level 3s are not carried over into the next half term.*

Level 4 incidents are when there is a significant breakdown in behaviour or academic standards, or when a more serious ‘one-off’ incident occurs.

Level 5 incidents are when there is a serious breakdown in behaviour or academic standards, or a high-level ‘one-off’ incident occurs.

In rare instances there may be cases where a pupil in Prep will require a monitoring sheet (refer to Appendix E).

Thursday Reflection

On occasion, it may be necessary to keep a Grammar School Pupil in school beyond 2.30pm on a Thursday to provide them with the opportunity to reflect with a member of the Senior Leadership Team (SLT), for a period of 30 minutes. Should three reflections be issued in any one term, Parents will be written to by the Head of School. Parental consent is not required for Thursday reflection; however, letters are sent in advance. If Pupils miss Thursday reflection without a valid reason, the Head of School will contact Parents and will reschedule the reflection. Valid reasons for non-attendance must be communicated in writing to the Head of School who will arrange for this to be rearranged.

Prep School Thursday Reflection takes place for 15-20 minutes during lunch with the Head of Prep

The Staff responses below are used as a guide and not all the listed actions will be imposed. If in any doubt, Staff will always liaise with the Head of School who will advise accordingly.

Appropriate Responses and Action

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

Under no circumstances should Staff issue lines or threaten Pupils with 'detention' - learning or schoolwork is not a sanction! JPGS uses the term 'reflection' rather than 'detention' and aims to mirror the practices used in industry and the world of work.

During Lessons

Wherever possible, an incident should be dealt with **at the time it arises** by the member of Staff taking the lesson, who will benefit from having dealt with it effectively. Often this will also prevent what is probably a relatively minor offence escalating and becoming more difficult to deal with. Staff should calmly, but assertively, remind the Pupil of our expectations. If the difficulty persists follow the guidelines referring to the Tutor, HoD, Head of Key Stage, School SLT or Head as appropriate. Under no circumstances should Pupils be sent out of a classroom unsupervised. Support from SLT should be requested via the

Reception and the matter will be handled in a way that minimises the disruption of the lesson.

Outside of the Classroom

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

Removal from lesson or Exclusion

This should only be used if a Pupil is disrupting lessons and the usual strategies have not worked and where, despite our best efforts, the indiscipline of the Pupil is preventing us from teaching others. In the first instance, and this is likely to be in response to a L4 incident.

In the Prep School the pupil should be sent to the pod area with work to be supervised by a TA until they are ready to return to the classroom.

In the Grammar School the Pupil should be sent to the HoD, accompanied by a reliable Pupil and with the appropriate work. If this proves difficult, a reliable Pupil should be sent to find your HoD or a member of School SLT who should come to your classroom to deal with the situation.

In the Grammar School a second, more serious instance, is likely to be a response to a Level 5 incident. The Pupil should be sent to a member of the SLT, once again accompanied and with work. If this proves difficult a reliable Pupil should be sent to find a member of the SLT – this may well need to be via the Reception – they will then come to the classroom to deal with the situation.

Parent Meetings

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

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

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

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

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

Behaviour/ academic Monitoring Sheets

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

Incident Investigation

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

Pupils are likely to be held in an isolated space until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the Staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This contact will also be used to inform the Parents of any sanctions being imposed. Any incident which would be considered breaking the law could be referred to the Police. Following presentation of the findings, they may deem it necessary to speak to both the Parents and Pupils and a behaviour report will be filled in to summarise the incident, findings and actions.

Suspensions and Permanent Exclusions

Internal suspension

Internal suspension can be imposed following an accumulation of Thursday reflections or in response to a Level 4 or 5 incident. These will take place outside the Head of School office.

External suspension

External suspensions can be imposed in response to Level 5 incidents.

Permanent Exclusion

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

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

A central record of serious sanctions is maintained by the Head of School. It is reviewed monthly by the Head and annually by the Board Member responsible for complaints.

Prep School Levels of response

Foundation Stage

LEVEL 1 <i>low level offences.</i>		
TYPE OF INCIDENT	RESPONSES	STAFF/ACTION
- Not listening to instructions - Not adhering to class charter - Disruption in lesson - Low level disruption	- Visual reminder e.g. a stern look - Verbal reminder of our Class Charter - Given calming down time/space before rejoining the activity	- Teacher concerned - Inform Class Teacher - Concern on SIMS
LEVEL 2 <i>Low level offences on a daily basis or for a single act of unacceptable behaviour.</i>		
- Unkindness towards others - Inappropriate use of resources - Damage of school property - Continued poor listening - Aggression towards other - Continual disruption in lesson - Stealing	- A restorative conversation will take place with the class teacher and child/ren involved. Children will be invited to suggest ways in which the situation should have been handled and ways in which they can 'make it better'. - Parent/s to be informed of behaviour at pick up. - Children to complete apology letter/picture if appropriate.	- Teacher concerned logs on SIMS - Inform Class Teacher - Class teacher speaks to Pupil - Class teacher speaks to Parents - Key Stage Coordinator informed
LEVEL 3 <i>a single act of sufficiently unacceptable behaviour or persistent low-level disruption.</i>		
- Continued behaviour of the above - Severe aggression towards others - Wilful and continual damage to school property and/or resources - Running away from classroom	- Referral to the KS Coordinator. - Parent meeting leading to agreed action as deemed appropriate by KS Coordinator. - Implementation of a behavioural plan (if appropriate).	As Level 1 & 2 plus; - Teacher informed and intervention with Pupil and - Parents - Verbal contact with SLT - Written or verbal apology
LEVEL 4 <i>a serious one-off offence.</i>		
Leaving the school site without permission Causing serious and deliberate injury to others	- Referral to the DHP. - Parent meeting leading to action deemed appropriate by the DHP	As Level 1, 2 & 3 plus; - SLT informed - SLT speaks with Pupil - Verbal contact with Head
LEVEL 5 <i>several serious offences.</i>		

- Deliberate action that puts the Health and Safety of the school community in danger. Continued refusal to cooperate - Continued and wilful ignorance of the above.	- Referral to the Head - Parent meeting leading to action deemed appropriate by Head - Suspension and expulsion.	As Levels 1, 2, 3 & 4 plus; - Head informed - Head speaks with Pupil - Head speaks with Parents
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Years 1 and 2

TYPE OF INCIDENT	RESPONSES	STAFF/ACTION
LEVEL 1 <i>low level offences.</i>		
- Not listening to instructions - Not adhering to class charter - Disruption in lesson - Low level disruption	- Visual reminder e.g. a look to show disapproval - Verbal warning - Missed play at break - Given calming down time/space before rejoining the activity	- Teacher concerned - Inform Class Teacher - Concern on SIMS
LEVEL 2 <i>low level offences on a daily basis or for a single act of unacceptable behaviour.</i>		
- Unkindness towards others - Inappropriate use of resources - Damage of school property - Continued poor listening - Aggression towards others - Continual disruption in lesson - Stealing	- A restorative conversation will take place with the class teacher and child/ren involved. - Children will be invited to suggest ways in which the situation should have been handled and ways in which they can 'make it better'. - Parent/s to be informed of behaviour at pick up. - Asking a child to sit on their own for a short period of time. - Children to complete apology letter/picture if appropriate.	- Teacher concerned logs on SIMS - Inform Class Teacher - Class teacher speaks to Pupil - Class teacher speaks to Parents - Key Stage Coordinator informed
LEVEL 3 <i>a single act of sufficiently unacceptable behaviour or persistent low-level disruption.</i>		
- Continued behaviour of the above - Severe aggression towards others - Wilful and continual damage to school property and/or resources - Running away from classroom	- Referral to KS Coordinator - Parent meeting leading to agreed action as deemed appropriate by KS Coordinator. - Staying in a partner classroom (for ten minutes if they go down to red on the behaviour chart). - Implementation of a behavioural plan (if appropriate).	As Level 1 & 2 plus; - Teacher informed and intervention with Pupil and Parents - Verbal contact with SLT - Written or verbal apology

LEVEL 4 <i>a serious one-off offence.</i>		
- Leaving the school site without permission - Causing serious and deliberate injury to others	- Referral to the DHP - Recorded on Sims - Parent meeting leading to action deemed appropriate by HOS	As Level 1, 2 & 3 plus; - SLT informed - SLT speaks with Pupil - Verbal contact with Head
LEVEL 5 <i>several serious offences</i>		
- Deliberate action that puts the Health and Safety of the school community in danger. - Continued refusal to cooperate - Continued and wilful ignorance of the above.	- Referral to the Head - Recorded on Sims - Parent meeting leading to action deemed appropriate by Head. - Suspension and expulsion.	As Levels 1, 2, 3 & 4 plus; - Head informed - Head speaks with Pupil - Head speaks with Parents

Years 3 to 6

TYPE OF INCIDENT	RESPONSE	STAFF/ACTION
LEVEL 1 <i>low level offences that may be done on a daily basis.</i>		
- Not listening to instructions - Not adhering to class charter - Disruption in lesson - Low level disruption - Unkindness towards others - Inappropriate use of ICT - Poor standard of work	- Record concern on SIMS - A restorative conversation will take place with the class teacher and child/ren involved. - Possible loss of break time.	- Teacher concerned - Inform Class teacher - Concern on SIMS
LEVEL 2 <i>continuing low level offences on a daily basis or for a single act of unacceptable behaviour.</i>		
- Continued poor listening - Continued unkind behaviour - Aggression towards others - Continual disruption in lesson - Stealing - Careless damage of school property	- Parent meeting leading to agreed action deemed appropriate by DHP. - Children to complete apology letter if needed. Loss of break time. - Missed fixtures.	- Teacher concerned logs on SIMS - Inform Class Teacher - Class teacher speaks to Pupil - Class teacher speaks to Parents - Key Stage Coordinator informed
LEVEL 3 <i>a single act of sufficiently unacceptable behaviour or persistent low-level disruption.</i>		

- Continued behaviour of the above - Severe aggression towards others - Continued inappropriate use of ICT - Wilful damage to school property, 3 apology letters completed in 1 term	- Referral to KS Coordinator. - Parent meeting leading to agreed action as deemed appropriate by KS Coordinator	As Level 1 & 2 plus; - Teacher informed and intervention with Pupil and Parents - Verbal contact with SLT - Written or verbal apology
LEVEL 4 <i>a serious one-off offence</i>		
- Leaving the school site without permission - Truancy - Blatant refusal to cooperate	- Referral to the DHP. - Parent meeting leading to action deemed appropriate by DHP.	As Level 1,2 & 3 plus; - SLT informed - SLT speaks with Pupil - Verbal contact with Head
LEVEL 5 <i>several serious offences or continued serious unacceptable behaviour</i>		
- Deliberate action that puts the Health and Safety of the school community in danger. - Continued refusal to cooperate - Continued and wilful ignorance of staff	- Referral to the Head. - Parent meeting leading to action deemed appropriate by Head. - Suspension and expulsion.	As Levels 1, 2, 3 & 4 plus; - Head informed - Head speaks with Pupil - Head speaks with Parents

Grammar School Levels of Response

LEVEL 1 (Concern) <i>Incidents are minor misdemeanours. Staff will use these to flag concerns and hopefully, pre-empt a potentially escalating problem. Staff are to log Level 1 as a concern on SIMS)</i>		
TYPE OF INCIDENT	STAFF RESPONSES	STAFF/ACTION
- Disrupting the lunch queue - Poor dress - Eating outside of restaurant - Littering - Late to lesson - Missing equipment - Poor corridor or playground behaviour - Unsatisfactory classwork - Incomplete or poor prep - Talking out of turn	- Quiet word - Move to back of queue - Quiet reminder - Reprimand - Move seat - Additional work - Kept behind / return at break	- Teacher concerned - Tutor/ HoD informed

LEVEL 2 (Behaviour Point)

Incidents are repetitions of L1 misdemeanours, despite initial intervention, or failure to complete work/ homework. Teachers will log a L2 BP on SIMS when these occur. If a Pupil receives three L2 BPs in a half term they will have to attend Thursday reflection

• Conflict with another Pupil • Mild teasing • Thoughtless unkindness • Inappropriate behaviour or language • Repetition of minor incidents • Repetition of poor dress • Repetition of poor work/ homework • Lateness for lesson • Repeated lack of equipment • Failure to complete work/homework	• Appropriate words of reprimand • Debit issued on SIMS Where appropriate; • Department reflection • Inform Tutor and HoD • Academic report	• Teacher concern logged on SIMS • Tutor/ HoD informed • Tutor/ HoD speaks with Pupil • Tutor/ HoD speaks with Parents • Head of Key Stage informed • Written or verbal apology
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LEVEL 3

Level 3 incidents are persistent repetitions of L1/L2 incidents, despite earlier interventions. It could also be a serious 'oneoff' breach of the Pupil charter. L3 incidents, or 'levels', may result in Pupils attending Thursday reflection. In most instances L3 incidents are dealt with by the Head of Key Stage.

• Rudeness to another Pupil • Inappropriate, flippant comments to Staff • Bullying • Conflict between Pupils • Lateness • Lack of equipment • Poor work • Poor or no homework • Failure to attend departmental reflection for the second time	• Appropriate words of reprimand • Inform and refer to Tutor/ HoD • Thursday reflection • Behaviour or academic report • Letter to Parents • Withdrawal of privileges	As Level 1 & 2 plus; • Tutor/ HoD informed and intervention with Pupil and Parents • Verbal contact with SLT • Written or verbal apology
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LEVEL 4

Level 4 incidents are when there is a significant breakdown in behaviour or academic standards, or when a more serious 'one-off' incident occurs.

Behaviour: - Abuse against a person with a certain protected characteristic - Significant disregard for basic standards of dress or behaviour or language - Rudeness to Staff - Vandalism - Smoking - Minor theft - Fighting Academic: - Significant disregard for standards of work in class or homework - Significant disruption in class - Rudeness/ swearing at Staff	- Inform Tutor - Referral or exclusion to HoD - Internal suspension - Letter to Parents - Behaviour/ academic report - Removal of break and lunch times and potentially other privileges	As Level 1, 2 & 3 plus; SLT informed SLT speaks with Pupil Verbal contact with Head
LEVEL 5 <i>Level 5 incidents are when there is a serious breakdown in behaviour or academic standards, or a high-level one-off incident occurs.</i>		
Behaviour: - Abuse against a person with a certain protected characteristic - Persistent and major disregard for basic standards of dress or behaviour - Use of abusive language to Staff - Major bullying issues - Serious vandalism - Serious theft - Smoking - Fighting Academic: - Major disregard for standards of work in class or in homework Major disruption in class - Rudeness/ swearing at Staff	- Referral to SLT - Exclusion from lesson to SLT - Tutor/ HoD informed - Head informed - Internal suspension - External suspension - Letter to Parents - Meeting with Parents - Behaviour or academic report - Possible expulsion	As Levels 1, 2, 3 & 4 plus; - Head informed - Head speaks with Pupil - Head speaks with Parents

Sanctions for Misuse of IT and Electronic Equipment in School

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

LEVEL 1		
TYPE OF INCIDENT	RESPONSE	STAFF / ACTION

• Minor misuse of IT • Using forbidden programmes in lessons • Failure to complete satisfactory work using an electronic device	• Quiet Word • Quiet reminder • Reprimand • If in lesson kept behind or return at break/lunch	• Teacher concerned • Tutor/ HoD informed
LEVEL 2		
• Misuse of technology that disrupts learning of oneself during lessons (e.g. - using Skype, gaming, or unauthorised websites or misuse of school provision of broadband outside of lessons. • Sharing passwords, setting up a bogus account, taking pictures of other people without permission, internet history should not be deleted for periods when devices are used in school, having mainstream material and games that are age inappropriate in school.	• Appropriate words of reprimand • Level issued on SIMS • Inform Tutor/ HoD • Department reflection • IT behaviour report	• Teacher concern logged on SIMS • Tutor/ HoD informed • Tutor/ HoD speaks with tutee • Tutor/ HoD speaks with Parents • Written or verbal apology • Confiscation of the device (to be locked in the school safe, if deemed appropriate by SLT)
LEVEL 3		
• Misuse of technology that disrupts the learning of others (sharing or showing others in a lesson material not related to the learning in the classroom) • Minor 'fraping', obtaining passwords of others without consent, one off use of threatening or offensive language, photographing or filming another person without permission with the intention to cause distress (unless it is to be used as evidence to show a senior Staff member. • Deliberately sharing someone else's private information, sharing mainstream material and games that are age inappropriate in school.	• Appropriate words of reprimand • Inform Tutor/ HoD • Thursday reflection/Letter to Parents • IT behaviour report • Withdrawal of privileges	As Level 1 & 2 plus; • Verbal contact with SLT • Tutor/ HoD informed and intervention with Pupil and Parents • Verbal contact with SLT • Written or verbal apology • Potential confiscation or restriction of any device including laptop.
LEVEL 4		

- Misuse of technology that contravenes the System Security including the use of VPN/ proxy sites or other methods of circumventing the school security system including accessing Staff or Guest wireless networks. - Serious misuse of technology such as viewing inappropriate material (pornography, gambling websites etc.) Frape, obtaining Staff passwords, knowingly introducing a virus into school, deliberate damage to school hardware or another Pupils hardware, threatening or offensive language, photographing or filming a member of Staff without permission (unless it is to be used as evidence to show a senior member of Staff).	- Inform Tutor - Referral or exclusion to - HoD - Internal suspension Letter to Parents - IT behaviour report - Removal of break and lunch times and potentially other privileges	As Level 1, 2 & 3 plus; - SLT informed - SLT speaks with Pupil - Verbal contact with Head Reasonable precautions for the return to use depending on the offence including the ability of the school to carry out random spot checks of the equipment
LEVEL 5		
- Misuse of technology or serious misuse of technology that breaks the law or use of technology that has a serious negative impact on other Pupils and/ or Staff. For example, attempting to access administrator rights for the school system, installation of spyware, key loggers or hacking programmes etc. - High level incidents of cyber bullying	- Referral to SLT - Exclusion from lesson to - SLT - Tutor/ HoD informed - Head informed - Internal suspension - External suspension - Letter to Parents - Meeting with Parents - IT behaviour - Possible expulsion	As Levels 1, 2, 3 & 4 plus; - Head informed on paper - Head speaks with Pupil - Head speaks with Parents

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

Mobile phone and devices with SIMS

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

1. The phone is confiscated, it is handed to reception in an envelope with the Pupil's name on for safe keeping to be collected by their Parent at their convenience.
2. The phone is confiscated, it is handed to reception in an envelope with the Pupil's name on for safe keeping to be collected by their Parent at their convenience. The Pupil is issued with a Thursday reflection.

For further guidance on JPGS's Policy on Mobile phone and devices with SIMS, please refer to Appendix A.

CCTV

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

Remote Learning

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

Searching Pupils

School Staff can search a Pupil for banned items. The Head and the School SLT may search Pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the Pupil may have a prohibited item. These include:

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

The member of Staff carrying out a search:

- May not require a Pupil to remove any clothing other than outer clothing
- Must be of the same sex as the Pupil and may carry out the search only in the presence of another member of Staff who is also of the same sex as the Pupil

- A Pupil's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of Staff

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

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

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

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

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

No Mobile Phones

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

Grammar School Permissions

If pupils are found to be using or in possession of a device or smart phone/device then the following procedures will take place:

Device is confiscated, parents are notified to come into school to collect.

Appendix B: JPGS Policy on Conducting a Search

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

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

As a matter of best practice, however, the School will request that the Pupil gives consent before any search takes place and will consult with Parents of Pupil. Any search will endeavour to protect the dignity of the Pupil and will be conducted, where possible, by two members of

Staff of the same sex as the individual and in private. There is no prohibition on requesting a Pupil to remove his/her outer clothing (with due regard to an appropriate degree of privacy).

Guidance on conducting a personal, property or Personal search

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

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

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

Staff must never:

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

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

Property search (Pupils' Belongings)

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

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

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

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

Searches of School Property

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

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

When carrying out a search, Staff will:

- Explain the suspicions to the individual or group with a witness present
- Explain that the Staff want to carry out a search of their area and belongings

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

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

JPGS Search Consent Form

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

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

Name:

Date:

Signature:

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

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

Staff signature:

Date :

Appendix C – JPGS Sport Code of Conduct

Student Name: _____

Class: _____

Introduction

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

1. Sportsmanship and Fair Play:

- Students will exhibit good sportsmanship at all times, showing respect to opponents, officials, and teammates.
- Students will refrain from engaging in unsportsmanlike conduct, such as taunting, trash talking, or using inappropriate language or gestures.
- Students will adhere to the rules and regulations of the sport, displaying fair play and integrity.

2. Teamwork and Cooperation:

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

3. Personal Conduct and Responsibility:

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

4. Respect for Facilities and Equipment:

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

5. Social Media Guidelines:

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

Consequences for Violations

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

Acknowledgment

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

Signature: _____

Date: _____

Appendix D – JPGS Uniform Policy and Guidelines

Grammar School Uniform

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

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

All JPGS pupils

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

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

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

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

Uniform and Appearance

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

Standards of Appearance

Skirts

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

Trousers

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

Shirts

Shirts must be tucked securely into trousers or skirts at all times.

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

Long-sleeved shirts must be buttoned at the cuff.

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

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

Shoes

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

Sock should be visible above the shoe.

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

Shoes should be kept well-polished.

Disciplinary Procedures

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

1st Instance	Pupil reprimanded, uniform infringement recorded as behaviour point and logged, parents informed via Tutor or Key Stage Coordinator.
2nd Instance	Pupil reprimand escalated, uniform infringement recorded and logged, parents called into school to meet or pupil asked to return home to obtain the correct uniform.

Physical Education

White JPGS polo shirt.

Navy blue/black shorts and same for tracksuit bottoms.

Sport trainers.

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

Girls' hair

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

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

Girls' jewellery

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

No other jewellery is permitted.

Boys' Hair

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

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

No hair accessories permitted.

Boys' jewellery

Only a watch is allowed to be worn.

No other jewellery permitted.

Appendix – E – Grammar School Monitoring Sheets

Monitoring Sheet

The standards of behaviour and attitudes to study of the vast majority of pupils is good however there are occasions where school rules are broken, behaviour is unacceptable or school work is unsatisfactory. The consequences of continued breach of school rules and regulations are outlined below:

Behaviour points always accumulate a total however will reset every term for Tutor Reports.

Once a pupil reaches 6 behaviour points they will be placed on a Tutor Monitor Sheet for 2 weeks. After being placed on a Tutor Monitor Sheet for 1-week pupils that meet the required targets will be taken off the Monitor Sheet, if pupils acquire up to 4 crosses for their targets the Tutor Monitor Sheet continues for another week. If the amount of crosses exceeds 4 the monitor sheet is escalated to Key Stage Coordinator. The pupil will be monitored for a period of 2 weeks with the Key Stage Coordinator, if there is no improvement after 2 weeks it will then further escalate to Head of Grammar.

3 Behaviour Points	<u>Tutor Detention (After School)</u> 1 hour detention after school during enrichment time. Detention Slip to be signed by Parent and returned to mentor.
6 Behaviour Points	<u>Tutor Monitor Sheet</u> Call home to Parents by Mentor. Green Monitor Sheet to be signed at the end of everyday by the Mentor then by Parent.
Failure of Mentor Monitor Sheet	<u>Key Stage Monitor Sheet</u> Orange Monitor Sheet to be signed everyday by Key Stage Coordinator then by Parent. KSC meeting with Parents.
Failure of Key Stage Monitor Sheet	<u>Head Monitor Sheet</u> Red Monitor Sheet to be signed everyday by Head of Grammar then by Parent. Head meeting with Parents.

Date of Issue: Sep 2024	Reviewer: Headmaster, SLT
Date for Review: Sep 2026	Approved: Board of Governors