

Review Date: September 2022 (annually)

Review Officer: SLT

Whole School Positive Education Policy

Rationale

At the RGS Guildford in Qatar, our efforts are focused on praise and encouragement and as a school, we seek to celebrate success at every opportunity. Whilst striving for the highest academic standards, we want to nurture responsible, compassionate, confident and emotionally intelligent global citizens. Our standards and expectations of work and behaviour should be clear to our entire community.

At the heart of what we do are our values:

- **Respect, Inclusivity**, Courtesy and Happiness

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, while establishing lasting friendships in a positive, happy environment. We remain loyal to our founding principles and we inherently believe in establishing a culture of diversity and acceptance, and in educating our students in a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging.

- **Scholarship**, Independence, Perseverance, Ambition and Enthusiasm

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning within a scholarly community through inspirational subject specialists who provoke and stretch the students' minds and inculcate a lifelong love of learning.

- **Courage**, Confidence, Balance, Rest and Serenity

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all students, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and work hard to fulfil their potential.

- **Collaboration**, Teamwork, Perspective

We work closely with others for mutual enrichment, and encourage a spirit of generosity and service, a sense of perspective, and a firm belief that we can work in partnership with others, locally and internationally, to make a difference and have a positive impact on society.

- **Integrity**, Fairness, Honesty

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos where enduring qualities of decency, honesty, courtesy, humility and good humour are celebrated.

These values are the essence of our school, reflecting what we live and work by.

As a community, it is essential that we recognise that the behaviour policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our students. Only by example, by modelling the behaviour that we expect from our students, can we teach and demand good standards of behaviour from those whose education is entrusted to us.

Aims

This policy aims to:

- Create a happy, caring and safe environment, conducive both to students' well-being and learning, and staff's well-being
- Encourage and support our students to make good choices throughout the school day and take responsibility for them
- Set out procedures and routines, with firmness, kindness and 'follow-through' being key aspects of our approach

The procedures, routines and follow-through that adults **consistently** maintain in our school create the regularity and predictability our students need to know that they are safe. We can do this without shaming, blaming or humiliating anyone. Our teachers are KIND AND FIRM at the same time.

- Reiterate all school members' rights:
 - The right to learn and the right to teach
 - The right to feel safe (physically and emotionally)
 - The right to mutual respect and understanding
- Clarify what a positive approach to education aims:
 - To help students feel a sense of connection (Belonging and significance)
 - To be mutually respectful and encouraging (Kind and firm at the same time)
 - To be effective long term (it encourages students to take responsibility for their choices and to develop the ability to self-regulate)
 - To teach valuable social and life skills for good character
 - To invite students to discover how capable they are and to use their power constructively
- Ensure a sense of equality and equity are understood and practised
- Ensure we all use the same language, the same expectations and the same strategies consistently, for the benefit of our school community

Procedures / Rewards

As a school community, we believe that acknowledging students when they do the right thing positively reinforces those students' attitude and supports others to adopt the right attitude.

We believe that rewards should be recognised and recorded.

Success is to be celebrated at all levels and teachers should use verbal praise wherever and whenever it is appropriate.

There are 4 major ways to acknowledge students meeting and exceeding our expectations.

House Points

House points should be awarded (and recorded) to students for excellent work, good behaviour, exceptional effort and when students exemplify our RGS values and/or learning habits.

House points are to be awarded one at a time: one per reason.

Setting a minimum or maximum number of House points to award per week would defeat the purpose of this award approach. It is the responsibility of our teachers to exercise conscious professional judgement and ensure House points are awarded when necessary, despite the business of our school days.

Please see the categories below, along with a description of the behaviour that would warrant the awarding of a House point:

- Outstanding work - A single piece (or sustained level) of work over and above expectations
- Outstanding behaviour or attitude - A stand-out or sustained level of behaviour or attitude beyond expectations
- Outstanding effort - Effort which is clearly beyond expectations
- Community service - A stand-out act (or sustained contribution) towards a worthy cause
- Behaviour / actions that exemplify our RGS values:
 - **Respect, Inclusivity**, Courtesy and Happiness
 - **Scholarship**, Independence, Perseverance, Ambition and Enthusiasm
 - **Courage**, Confidence, Balance, Rest and Serenity
 - **Collaboration**, Teamwork, Perspective
 - **Integrity**, Fairness, Honesty
- Enrichment - Outstanding achievement in (or commitment to) an after-school activity
- School representation - sustained commitment to represent the school either locally or internationally
- House contribution - a single act (or sustained contribution) to any aspect of the House
- Academic target achieved - a student has achieved their end-of-year target early
- Behaviour / actions that exemplify the RGS Learning Habits:
 - Love of Learning - I enjoy learning for its own sake
 - Tenacity - I am able to respond positively to challenges and persist when I have setbacks and disappointments
 - Precision - I take care to understand tasks and complete them to a high standard
 - Creativity - I am able to be imaginative, creative and/or original when I am learning
 - Teamwork - I am able to collaborate as part of a team with others
 - Engagement - I am an active participant in learning, asking and answering questions and listening to others
 - Imitation - I am good at noticing and able to learn from what others do well
 - Perspective - I am aware and take responsibility for my well-being and that of others
 - Summarising - I am able to look back at what I have done, picking out key points, summarising, distilling and memorising
 - Reasoning - I am able to adopt a rational approach and can draw conclusions from accepted truths or evidence
 - Linking - I am able to apply my skills and knowledge across subjects and in unfamiliar situations
 - Criticality – I am willing and able to test claims of ‘truth’
 - Reflection - I seek out feedback on my work and use it to evaluate and improve my learning
 - Organising - I am able to manage my time and resources effectively
 - Independence - I am an active learner, able to take the initiative and plan my learning; I am self-motivated and take pride in, and responsibility for, my work
 - Practice - I practise to improve my learning

All House points should be recorded on Class Dojo by the awarding teacher.

Students with the most House points weekly will be entered into a draw for an end-of-term reward. Rewards, such as canteen credit or bookshop voucher, can be organised.

RGS Values / Learning Habits Certificates / Postcards

Students who demonstrate one of the RGS Values or Learning Habits to an exceptionally high standard or consistently will receive an RGS Certificate/Postcard from their form tutor or subject teacher, to keep in their student portfolio as evidence of exceptional conduct or effort.

Students who receive an RGS Values / Learning Habit Certificate/Postcard will also receive 10 House points that week, added by the awarding teacher.

RGS Achievement Certificates

Once a term, teachers will nominate students for an RGS Achievement Certificate, delivered in celebratory assemblies, to congratulate and recognise specific achievement during the term. Students who receive an Achievement Certificate will be awarded 15 House points and entered in the end-of-term draw.

Head of School Award

Head of School Awards might also be presented to students in recognition for outstanding conduct or effort, at the discretion of the Head of School. Students will receive 30 House points alongside the Head of School Award.

Celebrating and sharing success

With Students	With Parents
<ul style="list-style-type: none"> • PHSE Curriculum Time • Assemblies • Year Group Assemblies • Key Stage Assemblies • Whole-School Assemblies • Student Council • Social media pages 	<ul style="list-style-type: none"> • Social media pages • Parent-Teacher Meetings • Parent Workshops • PTA • Whole-school events • Individual phone calls • Individual messages/e-mails

Procedures / Record-keeping

All awards must be logged on Class Dojo (then transferred to iSAMS termly) and all incidents / consequences / communication with parents must be logged on iSAMS. iSAMS is built to reflect the different steps of this policy. The record-keeping protocol is shared as an additional document to this policy.

Procedures / Consequences

We expect students to set an example to our community in everything they do. They should be ready to learn and participate in school activities. Students should attend school and lessons punctually and adhere to the school rules. Students should care for the buildings, furniture, equipment, environment and each other. We expect students to behave at all times in a manner which reflects the best interests of the whole community. All incidents should be logged by the teacher on iSAMS.

Primary School / Minor incidents

- Breaking classroom rules and/or disruptive behaviour in or out of the classroom

For negative behaviour in the classroom and around school, we operate a positive non-invasive behaviour management system which will be used with the age of the children in mind, with a perspective to connect, correct and redirect:

1st disruptive behaviour: Teacher uses non-invasive methods of correction such as stating the behaviour and asking it to be corrected anonymously; using eye contact, praising children doing the right thing and/or standing by the student.

2nd disruptive behaviour: Positive statement: The teacher goes to the child and states the positive behaviour they want to see. For example: open your book or look at the board followed by a thank you.

3rd disruptive behaviour: Teacher gives a verbal warning quietly to the child.

4th disruptive behaviour: Teacher places the child's name from green to amber if the behaviour improves the teacher may move the child back to green.

5th disruptive behaviour: Child's name is placed on red – teacher then has a restorative conversation explaining why this behaviour impacts learning.

6th disruptive behaviour: Break or golden time minutes taken from the child to reflect on the behaviours.

Persistent disruptive behaviour resulting on red will mean a child is put on a target sheet with the class teacher, later the Head of Key Stage and parents will be informed. This can be escalated to the behaviour lead or Head of School if the behaviour does not improve.

- Unkind or physical behaviours such as snatching, hitting, pushing and unkind words.

When seeing negative physical or unkind behaviour in Primary, we consider the age and stage of the child and the circumstances around that behaviour. Sometimes we will deem it a serious incident in line with the whole school policy below and sometimes we would consider it a minor incident due to the age of the children involved and/or the less serious nature of the incident. Our aim is to teach and correct children in these circumstances and get them to apologise/have a restorative conversation with those impacted.

1st unkind or physical behaviour: Teacher explains to the child in an age-appropriate way why the behaviour is unacceptable and asks the child to apologise to those impacted. The child is warned they will go onto amber if this happens again.

2nd unkind or physical behaviour: Teacher explains again to the child in an age-appropriate way and asks the child to apologise. The child's name will be moved to amber and the child can move back to green if the behaviour stops.

3rd unkind or physical behaviour or more serious incident: The child's name will be moved to red and there will be a time out issued for the number of minutes that matched the child's age or minutes missed from break or golden time so the child can reflect on the behaviours. The teacher will have a restorative discussion with all parties. The teacher will let the parents know about the incident.

Persistent unkind or physical behaviours that result on the child being on red will mean a child will be put on a target sheet with the class teacher and parents will be informed. If behaviour does not improve, then the Head of Key Stage will be involved. This can then be escalated to the behaviour lead or Head of School if the behaviour does not improve. Persistent behaviour of this kind can and will be escalated to a serious incident listed below - no matter what the age of the child.

Secondary School / Minor incidents

Below is a summary of minor incidents, although this list is neither exhaustive nor definitive:

- Punctuality

Students who arrive late twice for registration and/or lessons in the same week will receive a Secondary school detention. This is reset each week. However, persistent lateness could lead to a Pastoral Support Plan as an additional focused intervention, followed by subsequent steps.

- Homework

Students who fail to complete homework by the agreed deadline and/or the agreed standard will receive a Secondary school detention. Repeated failure to complete homework by the agreed deadline and/or the agreed standard will escalate the incident to Subject Target Sheet, followed by subsequent steps.

- Dress code

The following procedure is followed for school uniform infringements:

1st offence: Parents contacted by Form Tutor and provided with one week to correct the uniform issue. Phone call is recorded on iSAMS and followed by an iSAMS email.

2nd offence: Parents contacted by Form Tutor and provided with one week to correct the uniform issue. Phone call is recorded on iSAMS and followed by an iSAMS email.

3rd offence: Parents are contacted by the Secondary Head of Pastoral and the student is isolated in school until the correct uniform is worn.

Further offences immediately escalate to isolation until the correct uniform is worn.

- Breaking classroom rules and/or disruptive behaviour in or out of the classroom

For negative behaviour in the classroom and around school, we operate a warnings system with 8 steps, in a perspective to connect, correct and redirect:

1st warning: Teacher states the negative behaviour (if appropriate: student's name written on the board)

2nd warning: Teacher gives a second verbal warning to a repeat offender (if appropriate, cross placed next to their name)

3rd warning: Teacher gives a break session as the opportunity for restorative justice discussion

4th warning: Teacher uses the 'good neighbouring' strategy with HoD or colleague next door, with a restorative justice meeting before re-entry, potentially supported by the good neighbour

5th warning: In liaison with HoD (if necessary/applicable), teacher issues a Subject Target Sheet, which is communicated with parents via phone call and email

6th warning: Teacher issues a Secondary school detention of 30 minutes, with a restorative justice discussion with the teacher during the detention

7th warning: Teacher escalates to Secondary Head of Pastoral, leading to Pastoral Support Plan and minuted meeting with parents on site

8th warning: Head of Pastoral escalates to Head of Pastoral detention (1 hour on a Thursday), and minuted meeting with parents on site

If a student reaches the 8th warning and no long-term improvement is made, the incident will be escalated to the 'serious incident' category with the understanding that this is a deliberate demonstration of failure to meet basic expectations.

- Mobile phone in school

Mobile phones are not allowed in school, in line with the Ministry of Education and Higher Education's guidelines and in order to ensure the integrity of all students' right to their personal image. The following sanctions will occur if a student is caught contravening the rule:

1st offence: Warning given to switch phone off and put away in bag

2nd offence: Device confiscated and delivered to Secondary Head of Pastoral/Head of School (to keep safe). Mobile phone returned to the student at the end of the day.

3rd offence: Device confiscated and delivered to Secondary Head of Pastoral/Head of School (to keep safe). Parents asked to come in to school to collect device and school requests that the

student no longer brings the device to school. If the device must be brought to school, it should be stored in the school office at all times. Agreement emailed to parents.

4th offence: Device confiscated and delivered to Head of School. Parents brought in to school to sign an agreement that mobile phone is not to be brought to school. Any further incident will result in the phone being confiscated until the end of the term. Agreement emailed to parents.

Further offences are escalated to the 'serious incident' category.

- Use of toilet and access to the clinic during learning time

Teachers are all equipped with one 'Hall Pass' with their name on it. The access to toilets and the clinic during learning time is not allowed but teachers must use their professional judgement.

If the request to access the toilet or the clinic is granted, the teacher will give the student their Hall Pass. Teachers must log on iSAMS the request and ensure their Hall Pass is returned to them upon the student's return to class.

Repeated requests to exit learning time should be forwarded to the Form Tutor for further investigation and identification of a pattern. Deliberate intention to waste learning time will escalate to 5th warning and follow the subsequent steps.

Whole School / Serious incidents

The list below provides examples of what constitutes a serious incident. The list of serious incidents is neither exhaustive nor definitive and the Head of School may/will use discretion when addressing a serious incident and making a decision. As mentioned above, repeated minor incidents may/will escalate to serious incidents. The safety and well-being of the whole school community (and not those of the student in question only) are at the core of all sanctions applied.

For serious incidents, likely consequences are: good neighbouring, intentional relationship with a key adult, detention, immediate and possibly sustained removal from shared learning environment, restorative conversation/meeting, pastoral support plan, minuted and signed parent meeting, warning letter, fixed-term internal suspension, fixed-term external suspension, off-site educational provision, notice of non-reenrolment, permanent exclusion.

Factors such as the severity of the serious incident, previous evidenced behaviour or personal circumstances may be taken into account when applying consequences, at the discretion of the Head of School. The list of likely consequences is neither progressive nor exhaustive nor definitive.

The school accepts its limits in terms of investigation expertise and aims to make decisions based on most credible evidence. Ultimately, the school's decision is final and the school expects parents to accept it, in line with the priority put first on the concern for the whole school community's well-being and safety.

1. Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances (including but not limited to nicotine pouches, cigarettes and other addictive substances)
2. A lack of respect towards another member of the school community. This includes a lack of respect towards another person's beliefs/religion/race/gender
3. Bullying or other harmful behaviour
4. Sexually inappropriate behaviour or language
5. Intimidating or threatening others – physically or verbally
6. Cursing or inappropriate gestures – towards any person, including family members
7. Deliberate involvement in or instigation of conflict
8. Verbal aggressiveness towards a peer or adult

9. Wilful disobedience or serious disrespect to an adult
10. Stealing
11. Possessing stolen property
12. Faking documents/letters
13. Vandalism, including when wearing the RGSGQ uniform whilst outside school grounds
14. Destruction of another person's property
15. Consistently disrupting learning within a single lesson
16. Consistently failing to wear uniform properly
17. Consistently failure to respect the 'no phone' policy
18. Littering
19. Misuse of fire alarms or extinguishers
20. Smoking or drinking alcohol
21. Skipping class or truanting from school: if a student is absent to a lesson but marked present in the previous lesson that day (without the 'E' code for early exit), a 'T' must be entered for truancy by the subject teacher
22. Cheating in a test or exam

If there is sufficient cause for concern, a student may be temporarily isolated while a serious incident is being investigated.

The leadership team reserve the right to perform spot checks at any time a concern is raised about the health and safety of our community.

There must be a 'Return to School Interview' with the Head of School before a student can return to school after a suspension. At least one parent must attend this meeting, which will be minuted and signed by all, and constitutes a warning letter.

When a parent is called in for a meeting, regardless of the nature of the meeting, the school reserves the right to isolate the student until the parents come to school to meet with relevant staff members.

The issuance of two warning letters in the same academic year is the limit beyond which an off-site educational provision with a notice of non-reenrolment for the following year or a permanent exclusion will be considered. Depending on the severity of the incident, a final warning letter may be issued.

Detention procedure

There are 2 types of detention at the RGSGQ. During detentions, students are expected to reflect on their behaviour.

- *Secondary school detention:* 30-minute detentions after school. These are issued and overseen by a teacher. Teachers can also set a Secondary school session at break times under their own supervision when there is a need for a restorative conversation so the student can 'put things right' and a purposeful student/teacher needs to be restored.

All Secondary school detentions will be completed in P110. On Monday and Thursday of the week, a Head of Department will be on duty in the allocated classroom to lead the detention.

When a Secondary school detention is set, the teacher giving the detention must log it electronically on iSAMS and in the student planner, and send an email via iSAMS to the parents stating the day/time/location/reason of the detention, ccing the Secondary Head of Pastoral.

If a student receives 2 detentions in a day for separate issues, they will be expected to attend both Secondary school detentions on two separate days.

The member of staff on detention duty will register who attends the detention and will escalate any non-attendees to a Secondary Head of Pastoral detention.

The teacher who sets the detention must go to the detention room to have a restorative conversation with the student regarding their sanction.

- *Secondary Head of Pastoral detention:* These are for one hour after school on a Thursday. During this time, students should complete a reflection document. Students must attend the detention instead of their ECA (if taking part in an ECA that day). Secondary Head of Pastoral detentions are given for 3 Secondary school detentions per week or for a serious incident.

If a student misses a detention, further sanctions will apply, as per the list mentioned above, at the discretion of the Secondary Head of Pastoral and/or Head of School.

Parents will be notified of after-school detentions and are expected to logistically support their occurrence.

Repeated detentions will lead to further consequences (such as internal/external suspensions or beyond) to support the student make better decisions and the school will expect unfailing support from parents.

Suspensions, off-site provision, exclusions and non-reenrolment: a definition of terminology and procedures

Following escalation of minor incidents and serious incidents beyond the steps described above, the RGSGQ may issue temporary 'fixed-term' internal or external suspensions, off-site educational provision, permanent exclusions or a refusal to re-enrol for the following academic year.

- Fixed-term internal suspension

A fixed-term internal suspension means that the student attends school but is isolated from the rest of the student population, for one or more days. Internally suspended students will receive work to complete. This work must be completed and returned to the subject teachers for review. A member of staff is assigned to liaise with teachers to collect/return the work, and escort the student to the toilet.

- Fixed-term external suspension

A fixed-term external suspension means that the student is kept at home for one or more days. Externally suspended students will receive work to complete. This work must be completed and returned to the subject teachers for review.

The offences listed below will likely lead to fixed-term suspension, at the discretion of the Head of School. When repeated, they may lead to permanent exclusion.

- Seriously disruptive behaviour, including refusal to follow instructions
- Threatening or confrontational behaviour towards another member of the school community
- Fighting/assault towards another member of the school community
- Aggressive, derogatory and/or discriminatory insults / speech towards another member of the school community
- Disruptive behaviour whilst on isolation in school
- Failure to attend detentions
- Racial or sexual harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)
- Smoking or having possession of any smoking-related items on school site or while in school uniform
- Drinking alcohol or having possession of alcohol on school site or while in school uniform
- Skipping class or truanting from school
- Cheating in a test or exam

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or any illegal substances
- Graffiti or property damage
- Vandalism or damaging another's property
- Misuse of fire alarms or extinguishers
- Behaviour likely to bring the RGSGQ into disrepute

- Offer of an alternative off-site educational provision

In case of recurring negative behaviour, the school may opt to offer an alternative off-site educational provision (such as online provision) if it is in the best interest of the rest of the cohort to ensure safety for all.

- Permanent exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspensions, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies. Situations that might merit permanent exclusion for a first or 'one off' offence include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson
- Criminal offences committed on site, while representing the school or while on the way to or from the school

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school, its students and staff.

- Refusal to offer a place at the school for the next academic year

Whilst not a permanent exclusion, the school is also at liberty to not offer a student a place at school for the next academic year if evidence shows that the environment the school offers is not the most adequate to support a student find success,

Following a catalogue of serious incidents and the continued failure to meet behaviour expectations, the school might take the decision of not offering a place for the following academic year.

This is with the understanding that a different learning environment is essential to increase chances of success for the student.

Role of staff

- To engage in a sincere reflection on the following, with the premise that all young people want to feel a sense of belonging, adequacy, safety and success:
'Excellent behaviour is a condition for excellent teaching'
OR
'Excellent teaching is a condition for excellent behaviour'
- To know their students and differentiate appropriately in order to meet individual learner needs, they be curricular, linguistic, social or emotional, within a well-paced learning sequence.

As a school, we commit to developing and reviewing our school's curriculum, striving for improvement. We commit to developing a PHSE Curriculum that weaves the teaching of social and emotional skills into the fibre of each school day through a positive education approach. We understand that seating plan are powerful tools for positive classroom leadership.

- To work together to create successful vertical transitions through the school (from Foundation Stage to Primary to Secondary).

We commit to providing opportunities for vertical alignment between our schools and by providing meaningful transitions programmes as part of the PHSE Curriculum.

- To take responsibility for the students under their care, during direct teaching time and beyond, in order to support the establishment of a truly safe and caring environment, and exhaust all strategies to address the matter themselves before escalating it, with the solid understanding that dealing with a situation themselves empowers them for future situations.
- To engage in active vigilant supervision at all times.
- To build respectful, purposeful, trusting relationships with their students and their parents, through regular, honest yet optimistic communication that is fully recorded on the school's systems.
- To internalise the understanding that any absence has an impact on their students' well-being and learning.
- To familiarise themselves with and **consistently** and **conscientiously** implement this policy.

Role of parents

Parents are expected to read carefully the Positive Education Policy and support it at all times.	We commit to providing clear guidelines for staff, parents and students in relation to school expectations.
Parents are expected to support their child to display our school's values by constantly and consistently reiterating our values at home.	We commit to promoting these values in lessons and outside of lessons, and role modelling them daily as well as exploring each value during assemblies and learning opportunities.
We expect parents to attend scheduled parent-teacher meetings and any other meetings required throughout the school year.	We commit to providing ample opportunities to meet classroom teachers and will always do our best to accommodate impromptu parent meeting requests. We will make phone calls home in English (and Arabic when necessary) to inform parents when the need for punctual meetings arises.
We expect our school community to become engaged at school and involved in the process of learning.	We commit to providing an engaging curriculum, including homework opportunities that accommodate, challenge, inspire and interest the needs of our unique learners.
We encourage the parent body to ensure their email address is up to date on our system and to stay up to date with ongoing communication and information sent from school.	We will contact parents at the start of the year to obtain updated information. We will use a variety of communication methods to liaise with parents. We will provide the necessary information relevant to your child's learning, school events, etc... throughout the year.
We expect parents to support students to become useful, contributing members of the classroom and school community.	We commit to being positive role models and teaching how to/providing opportunities to our learners to become contributing members of society. We create/reiterate opportunities in all lessons to allow the students to contribute to the community ethos we share in the classroom.
We expect our school community to be collaborative and inclusive of others.	We commit to providing opportunities to work together and to develop student and adult commitment to collaboration and teamwork.
We expect parents to support our students to behave appropriately throughout the school day, and to support the implementation of this policy.	We commit to sharing a clear behaviour policy on our website, to teaching our students necessary self-regulation and communication skills, and to

	providing opportunities for them to practise using these skills.
We expect our parents to support us support our students to make informed choices and to take responsibility for their actions. We expect our students to do the right thing when no one is looking.	We commit to teaching self-reflection and exploring the difference between right and wrong. We commit to seeing mistakes as opportunities to learn and opportunities to practise essential life skills. We commit to helping students to develop their critical thinking skills.

Role of students

All RGSGQ students are expected to:

- Display the RGSGQ values at all times, and as a minimum, while wearing the school's badge
- Engage with this positive education policy and as a school, we commit to creating opportunities to consolidate their understanding of it
- Actively engage in their learning and respect the right that all students have to learn
- Respect the right that all teachers have to teach
- Take responsibility for the choices and actions, and understand that everything is a matter of choice: a choice leads to an action, which leads to a consequence, positive or negative
- Seek support from adults of the school community when a need arises, and learn to seek support before a need arises

Appendix 1 – Restorative justice meetings

Guidance for restorative justice meetings / Questions to explore with the student(s):

What happened?

What were you thinking/feeling at the time?

What are you thinking/feeling now?

What impact do you think this incident has had on you? On others?

What has been the hardest for you?

What do you think we can do to make things right now?

What do you think we can do to ensure this does not happen again?

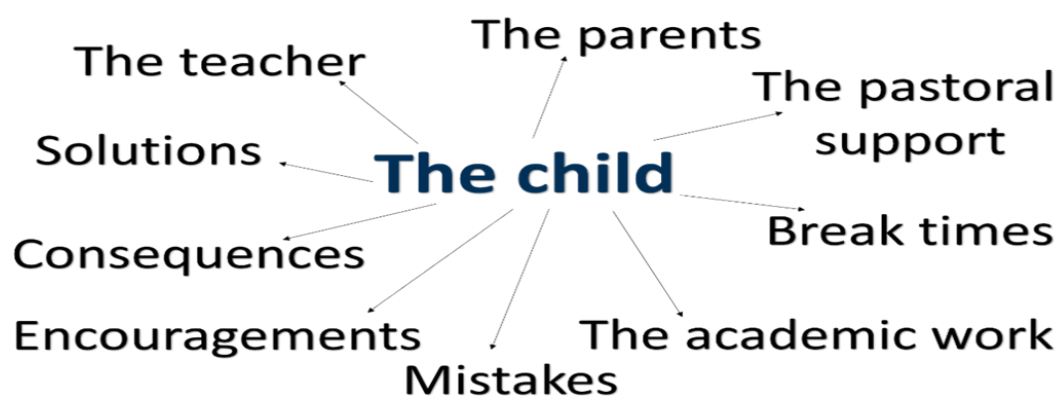
Appendix 2 – The RGSGQ Learning Habits

RGSGQ Learning Habits:

Engagement with Learning	
Love of Learning	I enjoy learning for its own sake.
Tenacity	I am able to respond positively to challenges and persist when I have setbacks and disappointments.
Precision	I take care to understand tasks and complete them to a high standard.
Creativity	I am able to be imaginative, creative and/or original when I am learning.
Learning with Others	
Teamwork	I am able to collaborate as part of a team with others.
Engagement	I am an active participant in learning, asking and answering questions and listening to others.
Imitation	I am good at noticing and able to learn from what others do well.
Perspective	I am aware and take responsibility for my well-being and that of others.
Thinking	
Summarising	I am able to look back at what I have done, picking out key points, summarising, distilling and memorising.
Reasoning	I am able to adopt a rational approach and can draw conclusions from accepted truths or evidence.
Linking	I am able to apply my skills and knowledge across subjects and in unfamiliar situations.
Criticality	I am willing and able to test claims of 'truth'.
Taking Responsibility	
Reflection	I seek out feedback on my work and use it to evaluate and improve my learning.
Organising	I am able to manage my time and resources effectively.
Independence	I am an active learner, able to take the initiative and plan my learning; I am self-motivated and take pride in, and responsibility for, my work.
Practice	I practice to improve my learning.

Appendix 3 – The child at the centre of all we do

Through our Positive Education approach, we firmly believe that the student is at the centre of all we do at school, with a focus on creating a sense of connection and belonging, significance and safety for each and every one of our students:



Appendix 4 – Additional tools to successfully implement a positive education approach

Teacher tips

- 1) **Focus on Solutions**, instead of focusing on blame:
 - a. Identify a problem
 - b. Brainstorm for as many solutions as possible
 - c. Pick one that works for everyone
 - d. Try the solution for a week
 - e. In a week, evaluate. If it didn't work start over

- 2) **Curiosity Questions**, asking instead of telling invites children to think and choose:
 - a. What do you need to do to be ready for school on time?
 - b. Oops, what do you need to do about the spilled milk?
 - c. How can you and your friend solve this problem?
 - d. What do you need to take if you do not want to be cold outside?
 - e. What is your plan for getting your homework done?

- 3) **Back Talk - Do not back talk!** This creates a power struggle or a revenge cycle.
 - a. Validate feelings. "Sounds like you are really angry".
 - b. Take responsibility for your part. "I realise I talked disrespectfully to you by sounding bossy or critical".
 - c. Let us take some time to calm down until we can be respectful and have a positive conversation together.

Model and teach the 4Rs of recovery from mistakes

- 1) Have these steps ready (maybe on a laminated poster if moving classrooms or on your wall) where students can use them to learn from mistakes in ways that are respectful and encouraging:
 - a. **R**ecognise that you made a mistake. Feel the embarrassment and then let it go.
 - b. Take **R**esponsibility for your mistake without blame or shame.
 - c. **R**econcile by apologising when others are involved.
 - d. **R**esolve by focusing on solutions.

- 2) Share stories with your students when you followed the 4 Rs of Recovery for your own mistakes.

Be kind and firm

Not Kind or Firm, but Kind **and** Firm.

- 1) Many teachers tend to be too kind or too firm. It takes thought and self-control to be both Kind and Firm at the same time.
 - I know you do not want to do this assignment, and it needs to be turned in on time.
 - I know you prefer recess, and it is now time for class.
 - It is easy to look for blame, and we are focusing on solutions.
 - I know you would prefer to spend time on computer, and it is time for reading.

- 2) Let students know it is okay to feel what they feel, but what they do is not always okay. "You can feel angry but cannot hurt others".

Appendix 5: Subject Target Sheet (example – to be adapted as needed)

Student name:

Form Group:

Teacher name:

Subject:

	Sun 21/08	Mon 22/08	Wed 24/08	Thurs 25/08
Arrives on time				
Enters class quietly				
Quickly gets organised for class				
Speaks politely to everyone				
Makes a good effort in Classwork				
Makes a good effort in Homework				
Makes good behaviour choices				
Teacher Signature				
Pupil Signature				

