

KHALIL GIBRAN SCHOOL RABAT



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مؤسسة جبران خليل جبران

Behaviour, Rewards, and Sanctions Policy

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1 Rationale

Good behaviour makes effective teaching and learning possible and poor behaviour disrupts this process. In order to fulfill their learning potential children need an environment which embraces good behaviour, politeness, helpfulness and care for others and the surroundings. This we believe, is achieved through positive relationships of mutual respect among all members of the school community.

1.1.KGS...

- 1.1.1. Is welcoming and safe
- 1.1.2. Treats students fairly, consistently and respectfully
- 1.1.3. Promotes mutual trust and respect
- 1.1.4. Supports students
- 1.1.5. Encourages self-discipline and independence
- 1.1.6. Keeps parents informed
- 1.1.7. Responds to concerns

1.2.Students...

- 1.2.1. Obey rules and meet expectations
- 1.2.2. Attend school and are punctual
- 1.2.3. Bring correct equipment and complete work
- 1.2.4. Respect the rights of others within the school community
- 1.2.5. Behave safely and respectfully
- 1.2.6. Respect the school environment
- 1.2.7. Embrace the values of the KGS of Excellence, Individuality and Responsibility.

1.3.Parents...

- 1.3.1. Respect the school's values, rules, rewards and sanctions framework
- 1.3.2. Inform the school about anything that may affect their child's learning
- 1.3.3. Respond sensitively to concerns raised by teachers
- 1.3.4. Read, understand and accept the Parent Handbook.

2 Promoting Positive Behaviour

2.1. Positive behaviour is best encouraged by example, and by having clear, high expectations of students. Using a rewards system is proven to promote and maintain the very good standard of student behaviour for which the KGS is renowned.

- 2.1.1. At times, inappropriate behaviour occurs, and it should be dealt with in a suitable and consistent way. Inappropriate behaviour is divided into four levels, with strategies and sanctions associated with each. Strategies and sanctions are concerned with the personal and social education of every student involved and should not be looked upon as means of redress or retribution.

2.2. Good behaviour is recognised through our reporting system of ‘attitude to learning, which is divided into 4 sections:

2.1.2. Excellent

- 2.1.2.1. Work in class and at home shows consistent signs of substantial effort in relation to a student’s strengths. Work actively builds on previous feedback and comments. The student is self-reflective and makes every effort to understand and learn from feedback.
- 2.1.2.2. All work is completed on time, and students model the school’s values both inside and outside the classroom.
- 2.1.2.3. The student has high self-motivation, is responsive to feedback and often embraces challenges.
- 2.1.2.4. The student is always focused and engaged in class
- 2.1.2.5. The student participates enthusiastically and pertinently
- 2.1.2.6. Homework is always completed to an excellent standard.
- 2.1.2.7. The student is always equipped for lessons and arrives promptly
- 2.1.2.8. The student helps to create a positive learning community, respecting the views of others and supporting their peers.
- 2.1.2.9. The key word descriptor is ‘Excellent’.

2.1.3. Good

- 2.1.3.1. Work either in class or at home shows good levels of effort. This means that it will be completed on time with attention paid to presentation, structure, and preparation. Students will have used relevant resources to plan and inform their work. There will be some evidence that students have worked on the guidance and feedback provided over the course of a series of lessons. All students at KGS are expected to work well, be polite and model the school’s values inside and outside the classroom.
- 2.1.3.2. The student is committed to success, generally responsive to feedback and at times engages with challenge.
- 2.1.3.3. The student is generally focused and engaged in lessons
- 2.1.3.4. The student generally participates in class discussions.
- 2.1.3.5. Homework is usually completed to a good standard.
- 2.1.3.6. The student is generally equipped for lessons and arrives promptly
- 2.1.3.7. The student respects the views of others and collaborates well with their peers.
- 2.1.3.8. The key word descriptor is ‘Good’.

2.1.4. Inconsistent

- 2.1.4.1. Previously referred to as ‘C’ for Concern or Coasting
- 2.1.4.2. A student’s attitude to their work falls short of expectations. This is either because it is inconsistent or because the student may be coasting. EITHER attitude to work or behaviour in class will give rise to some concern, OR homework will be the result of inadequate effort. Some work may be late. The student struggles to critically evaluate their work and does not consistently act on the advice provided. Students may be awarded this grade even if the effort for some work has been good.
- 2.1.4.3. The student has variable levels of commitment to learning and is not yet consistently persevering through challenges, or responding to feedback.

- 2.1.4.4. The student has variable focus and engagement levels in class.
- 2.1.4.5. The student contributes when called upon
- 2.1.4.6. Homework often needs additional detail or accuracy.
- 2.1.4.7. The student is not always equipped for lessons or arrives promptly for lessons.
- 2.1.4.8. The student, at times, disrupted the learning of others.
- 2.1.4.9. The key word descriptor is 'Inconsistent'.

2.1.5. Unsatisfactory

- 2.1.5.1. This grade will hopefully be very rare. Consistently poor attitude, behaviour or effort will be evident. There will be little evidence that the student has attempted to engage with feedback or improve work based on the guidance provided by the teacher.
- 2.1.5.2. The student has shown a lack of commitment to learning. Even with support given, work is incomplete and often falls below the expected quality.
- 2.1.5.3. The student is mostly disengaged with their learning in class.
- 2.1.5.4. The student does not actively contribute to lessons.
- 2.1.5.5. Homework is often not completed.
- 2.1.5.6. The student is frequently not prepared and not equipped for lessons.
- 2.1.5.7. The student often disrupts the learning of others.
- 2.1.5.8. Class/Form Teachers will contact parents.
- 2.1.5.9. The key word descriptor is 'Unsatisfactory'.

2.3. Positive steps towards positive behaviour

- 2.3.1. Pride in our school will be encouraged both explicitly and implicitly. The wearing of a school uniform will be expected as it gives a common sense of identity.
- 2.3.2. A positive, pleasant classroom environment will be created where children have meaningful and differentiated work related to their ability, and where enthusiasm, praise and encouragement dominate.
- 2.3.3. Pride in our school environment will be created by well-maintained grounds, clean buildings and attractive wall displays. Children will be encouraged to respect these and help both actively and passively to maintain these.
- 2.3.4. Children will be encouraged to fulfill their potential both inside and outside of the classroom and during extracurricular activities.
- 2.3.5. Respect for religious and moral standards will be stressed at suitable opportunities.
- 2.3.6. Children will have a clear understanding of class and school rules, values and why they are important, with emphasis on a feel good factor reward, praise, good attitudes and setting a good example.
- 2.3.7. Children will be expected to exhibit good manners at all times.
- 2.3.8. The use of "Please", "Thank you" and "Excuse me" will always be expected.
- 2.3.9. At all times active supervision will be expected from staff to ensure the school's expectations are being adhered to.
- 2.3.10. Praise and the expectation of high standards of behaviour are ultimately more effective than sanctions.

2.4. Good behaviour is encouraged

- 2.4.1. By the use of a quiet voice and a calm manner
- 2.4.2. Through positive praise
- 2.4.3. Leading by example – being a positive role model
- 2.4.4. Offering meaningful rewards
- 2.4.5. Recognising small achievements
- 2.4.6. By making children feel special
- 2.4.7. By recognising that everyone needs to be heard
- 2.4.8. Through effective teaching and learning
- 2.4.9. By enabling access for all to a differentiated curriculum
- 2.4.10. Through consistent classroom management across the school
- 2.4.11. By setting clear boundaries and clear expectations in line with the school values
- 2.4.12. By ensuring children know WHY good behaviour is necessary
- 2.4.13. Through eye contact and smiling
- 2.4.14. Through open, honest communication between home and school.

2.5. Class teachers can reward behaviour with any of the following strategies:

- 2.5.1. Smiles
- 2.5.2. Positive praise and encouragement
- 2.5.3. Celebrating good behaviour/success
- 2.5.4. Positive comments to parents - telephone or email
- 2.5.5. Recommendation for certificates in end of term and year assemblies
- 2.5.6. Invite to rewards / trips
- 2.5.7. Appointment of students to positions of responsibility (eg. Head students, student council, house captains)

2.6. Phased approach to rewards

- 2.6.1. Although the actions and rewards may differ slightly between the three sections of the school, rewards will follow a pattern of increasing significance.
- 2.6.2. Point(s)* / house points - an excellent piece of work, setting an excellent example, demonstrating a positive behaviour
- 2.6.3. Email/phone call - consistently producing excellent work, demonstrating good
- 2.6.4. Well done postcard / Champion of the week - an even higher level of achievement
- 2.6.5. Commendation - consistently high level of achievement
- 2.6.6. Executive Principle Commendation - reserved for only the most outstanding of achievements

2.7. In following this approach, whilst behaviour is benchmarked against the same standards for all students, rewarding work should be considered on an individual basis and in relation to the level of ability of that student. In other words, we should be rewarding PROGRESS as well as ATTAINMENT.

3 School rules and expectations

Please note that this list is not exhaustive and the school enforces rules and expectations in line with the laws of Morocco, social and cultural norms, and accepted boundaries of respect, politeness, and decency.

3.1. At all times, we expect students to:

- 3.1.1. Wear the correct uniform;
- 3.1.2. Show respect for all community members; and not bully, demean, or persecute others;
- 3.1.3. Be punctual and have high attendance levels;
- 3.1.4. Not chew gum, nor eat during lessons;
- 3.1.5. Not bring any illegal or unauthorised items into school;
- 3.1.6. Respect one another's property, and the property of the school;
- 3.1.7. Not put anyone else at risk;
- 3.1.8. Communicate in English in the Cambridge Pathway, with Respecting the terms of the obtained license, except when in appropriate lessons (languages, Islamic studies, citizenship);
- 3.1.9. Not bring in any items which influence the views of others.
- 3.1.10. Not engage in physical touch with other students

3.2. In the classroom we expect students of KGS to:

- 3.2.1. Complete all tasks set to the best of their ability;
- 3.2.2. Not talk when the teacher or another pupil is addressing the class;
- 3.2.3. Be supportive of each other and do not ridicule someone if they get an answer wrong;
- 3.2.4. Record assignments, tasks appropriately and always hand work in on time.
- 3.2.5. Not engage in physical touch with other students

3.3. At break time we expect students of KGS to:

- 3.3.1. Form an orderly line in the cafeteria;
- 3.3.2. Always be respectful towards the catering staff;
- 3.3.3. Take responsibility for clearing all of their own litter and plates;
- 3.3.4. Use designated area for playing games;
- 3.3.5. Play safely and not engage in physical touch with other students;
- 3.3.6. To wear a hat and sunscreen when playing games outside.

3.4. When moving around the school we expect students of the KGS to:

- 3.4.1. Walk calmly and quietly around the school so as not to disturb other classes;
- 3.4.2. To follow and abide by the one way system around the school;
- 3.4.3. Walk on the right hand side of the corridors and stairs and hold doors open for staff;
- 3.4.4. Form orderly and quiet lines outside the classrooms whilst waiting for the teacher or to enter the room;
- 3.4.5. Not use the lift/elevator without permission from staff members.
- 3.4.6. Not engage in physical touch with other students

3.5. When on external trips or representing the school we expect students of KGS to:

- 3.4.7. Behave in the same way that the school expects them to behave at school;
- 3.4.8. Always listen carefully to all the instructions given to them by a teacher or adult;
- 3.4.9. Follow all instructions given to them first time;
- 3.4.10. (When representing the school in sports) always display excellent etiquette and sportsmanship, respecting teammates, opponents and officials.
- 3.4.11. Not engage in physical touch with other students

3.6. When on the school buses we expect the students of KGS to:

- 3.6.1. Always wear seatbelts and remain in their seats at all time;
- 3.6.2. Respect all members of the bus including fellow passengers, the bus monitor and the driver;
- 3.6.3. Not distract the driver;
- 3.6.4. Follow all instructions the first time.
- 3.6.5. Treat the bus like a classroom, being mindful of others.
- 3.6.6. Not engage in physical touch with other students

4 Consequences of negative behaviour

4.1. In the classroom

- 4.1.1. The following strategies, positive interventions and sanctions are applicable in the classroom.
- 4.1.2. Praise Positive Behaviour- The behaviour of another child behaving well in class will be highlighted in order to encourage others to behave in a similar manner.
- 4.1.3. A Look of Disapproval - This will make the particular child and others aware of the school's / teacher's disapproval of unacceptable behaviour.
- 4.1.4. Discussion - Teacher will quietly talk with the pupil to try to reach an understanding.
- 4.1.5. Students are expected to listen carefully to instructions in lessons. If they choose not to do so they can be asked either to move to a place nearer the teacher or to sit on their own.
- 4.1.6. Students are expected to try their best in all activities. If they choose not to do so, they may be asked to re-do a task.
- 4.1.7. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child can be isolated from the rest of the class until she or he calms down and is able to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of the session.
- 4.1.8. If the inappropriate behaviour persists then a teacher may remove the child for 'time-out'. If appropriate, this may be to another classroom or to an office (Reflection Room, for example). When the child returns to their own class they will be expected to apologise for their behaviour.
- 4.1.9. After an incident of inappropriate behaviour has been dealt with, the teacher should make sure they reconnect with the child, to establish a fresh start.
- 4.1.10. If inappropriate behaviour persists, help should be sought from the Head of Department in the first instance.
- 4.1.11. If a child continues to have difficulty with behaviour, the class teacher should request a meeting with parents to work collaboratively on a strategy for improvement.

4.2. The following sanctions are applicable at break times and in the playground

- 4.2.1. A child is verbally warned about inappropriate behaviour.
- 4.2.2. Next she or he can be asked to sit on a bench for a short period of time or to stay with the teacher.
- 4.2.3. A restorative and reflective session for another break time.
- 4.2.4. A member of the Pedagogical Senior team will be asked to talk to the child
- 4.2.5. Duty staff should inform class teachers and form tutors of behavioural issues that arise in the playground. All incidents that require escalation to a senior colleague are to be entered onto iSams. (Our internal platform).
- 4.2.6. If the behaviour is repeated parents will be telephoned, explaining the situation.
- 4.2.7. A meeting may then be held with the Pedagogical Senior team and the parents to agree strategies to modify the behaviour if it persists.
- 4.2.8. Poor behaviour or any conduct that violates our rule or fails to meet expectations at break and lunch time is subject to the same stepped approach as in class behaviour.

5 Stepped Response to Negative Behaviour

5.1.

- 5.1.1. When considering negative behaviour and the appropriate consequences, the following should be taken into consideration:
 - 5.1.2. The student's age, educational level, level of development and perception.
 - 5.1.3. The nature of the violation, the size of the damage caused, and its circumstances.
 - 5.1.4. The student's academic and behavioural record.
 - 5.1.5. If the student has special educational needs.
 - 5.1.6. Any mitigating circumstances

Please note the following actions and consequences are not prescriptive and the school will decide which consequences are appropriate and when to apply them. In extreme cases, the school reserves the right to escalate behaviour consequences to Level 3 or above where a threat to school community is identified.

Level

1

Low-level misbehaviour in class should be managed by the class/subject teacher and need not normally be referred upward, unless the behaviour persists after repeated warnings. If a student’s misbehaviour is to be categorised as Level 2 because of persistence of Level 1, they should be warned, and parents informed by the class/subject teacher. Information must now be recorded on the behaviour management system (ISAMs). (Our internal platform).

Level 1 Misbehaviour	Level 1 Strategies & Sanctions
<ul style="list-style-type: none"> ● Not on task ● Disrupting another’s learning/chatting in class ● Distraction, interruption ● Answering back (first time) ● Not following instructions ● Late or poor work submission ● Telling lies/getting others into trouble ● Minor verbal insults, minor bad language ● Unsafe movement around the school ● Unsafe behaviour ● Careless damage ● 1st time deliberate minor damage to property ● Playtime incident (first occurrence) ● Not clearing up after themselves in cafeteria ● Repeated lateness ● Use of mobile phone on the school site, between entry and 2:55pm ● Uniform infringement 	<ul style="list-style-type: none"> ● Disapproving look (non-verbal) ● Repositioning of children (i.e. separate those who have misbehaved together) ● Peer reminder (used sensitively) ● Reminder to treat others as one would wish to be treated oneself ● A visual reminder. E.g. moving to orange on a traffic light strategy ● Private discussion with child ● Use of in class behaviour/rewards system such as house points, class tokens, star of the week (named certificates, date inserted when awarded) ● Mobile phone confiscated and given to school PA. Returned at the end of the school day ● Restorative Reflections Session - at break time

Positive interventions and sanctions are discussed and agreed within departments/year groups and key stages, taking into account the specific circumstances.

Level**2**

Persistent misbehaviour in class is to be recorded on the behaviour management system by the class/subject teacher and brought to the attention of the Head of Year. Should the behaviour continue, the Head of Year will make further contact with parents. Persistent Level 2 behaviour, or incidents of serious misbehaviour, will then be forwarded, by Head of Year, to the relevant Deputy Head.

Level 2 Misbehaviour	Level 2 Strategies & Sanctions
<ul style="list-style-type: none"> ● Persistence of Level One ● Incomplete tasks (deliberate) ● Refusal to work ● Defiance ● Deliberate destruction of another child's piece of work ● Minor deliberate damage to property ● Removing someone's property/intending to remove someone's property without their permission ● Direct verbal insults or racial insults ● Aggressive behaviour ● Isolated incident of physically hurting someone (minor) ● Bullying, persistent name calling, including through social media ● Refusal to clear up after themselves in the cafeteria ● Repeated use of mobile phone on school site, between entry and 2:55pm ● Repeated uniform, stationery, or punctuality infringement ● Bringing a prohibited item onto the school site (depending on the item, may escalate to level 3). 	<ul style="list-style-type: none"> ● Log on iSAMS (Our internal platform). ● "Time out" in the classroom ● Monitoring report (Level 1-3) ● "Time out" in another (pre-arranged) classroom ● Stay in for PART of break time in a supervised area e.g. SLT office. (Must be allowed to eat/drink) ● Loss of privileges/choice of activity (e.g. reduced Golden Time) ● Restorative and Reflections Session - break time Pastoral team or after school ● Community service. ● Academic monitoring booklet (Level 1-3) ● Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents. the Pedagogical Senior team to be informed prior to arranging any meeting with parents. ● Where incidents take place during outside play the child should remain with the teacher (as a 'time out') and the class/form teacher informed when the children go back into school. ● Where incidents take place on an educational visit the child should remain with the teacher (as a 'time out') and (if applicable) the head teacher informed when the children go back to school. ● Mobile phone confiscated and given to school PA. Parents contacted and asked to collect. ● Uniform - student may be sent home or parents called in to correct the issue

Sanctions are at the discretion of the Pedagogical Senior team, taking into account the specific circumstances.

Level 3

Misbehaviour is defined as either persistent, deliberate Level 2 misbehaviour, or other very serious misbehaviour (details below). Parents will be contacted and the incident referred to the Headteacher.

Level 3 Misbehaviour	Level 3 Strategies & Sanctions
<ul style="list-style-type: none"> ● Persistence of Level Two ● Continued use of mobile phone on school site, between entry and 2:55pm ● Major disruption of class activity ● Consistent or serious deliberate damage to property ● Removing someone's property/intending to remove someone's property without their permission (persistent) ● Repeated incidents of bullying ● Persistent bad language and verbal insults/racial insults ● Persistent incidents of physically hurting other people (minor) or a serious incident of physically hurting someone ● Abusive or threatening behaviour towards adults or children, including via social media ● Dangerous refusal to obey an instruction ● Defiance of and/or direct rudeness to a member of staff. ● Any instance of spitting at another student. ● Leaving school premises without consent ● Truanting school or lessons. ● Bringing a prohibited item onto the school site, which is dangerous, such as a weapon, drugs, alcohol. ● Bringing the school into disrepute, including negative behaviour in public, whilst wearing the KGS uniform ● Visual photography or audio recording of fellow students, members of the educational and administrative staff or 	<ul style="list-style-type: none"> ● Mobile phone - parents invited to meet members of the Pedagogical Senior team, banned from bringing a mobile phone to school. ● the Pedagogical Senior team informed immediately ● Formal meeting with the Pedagogical Senior team (child) ● After school restorative reflection with the Pedagogical Senior team ● "Time out" with ILT supervision (prearranged) ● Parents may be invited into school for formal discussion with the Pedagogical Senior team - A written record of the meeting should be sent to parents and a copy kept in the pupil's file. ● Behaviour Agreement an agreement involving the school and parents - written record shared with parents. ● monitoring report (Level 3&4) Behaviour contract, supervised by the Pedagogical Senior team - copy sent to parents ● Level Three action should be recorded by the the Pedagogical Senior team and the class teacher informed of outcomes. ● Parents should be informed by the Pedagogical Senior team of any formal meetings that have taken place with their child. ● Parents may be charged for the repair or replacement of any damaged property ● Where incidents take place during outside play the child should remain with teacher (as a 'time out') and the class teacher informed when the children go back into school ● Where incidents take place on an educational visit the child should remain with the teacher (as a 'time out') and (if

<p>school workers, or the publication of those pictures or recordings by any means, without prior written permission from the school administration.</p> <ul style="list-style-type: none"> ● Publishing or possessing pornography of any kind or form, displaying, promoting or distributing it. ● Sexual harassment, assault, or incitement to sexual intercourse. ● Any acts of a criminal nature 	<p>applicable) the class teacher informed when the children go back to school.</p> <ul style="list-style-type: none"> ● If the incident is of a severe nature and there is a risk to the safety of staff or pupils then the teacher should take action to ensure the safety of the children and themselves and immediately request help from a line manager. <p><u>Temporary Exclusions - at discretion of</u> the Pedagogical Senior team</p> <ul style="list-style-type: none"> ● Internal isolation - student completes normal school work under supervision - up to 3 days. ● Temporary external exclusion - student remains out of school for a predetermined period, up to 5 days. <p><u>Permanent Exclusion – In accordance with Ministry of Education regulations and procedures below:</u></p> <ul style="list-style-type: none"> ● Permanent exclusion: Evidence should be collated and approved by the the Pedagogical Senior team, before submission with one term’s written notice parents. ● Where it is not safe or in the best interests of the KGS community for the child to remain at the school, alternative arrangements may be considered for provision of education off-site.
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Sanctions are at the discretion of the Pedagogical Senior team taking into account the specific circumstances. **This stepped response is compliant with MOE discipline policy.**

5.5. Student Discipline Committee

- 5.5.1. In line with MOE, a committee meeting will take place and is made up of:
- 5.5.1.1 Relevant member of the Pedagogical Senior team (Pedagogical Director)
 - 5.5.1.2 Relevant Senior member of the behaviour management team
 - 5.5.1.3 Relevant Head of Section
 - 5.5.1.4 Student Representative
 - 5.5.1.5 Ministry representative or Inspector of Educational Guidance (In extreme cases, with the submission of a report to the Provincial Directorate.)

This committee will investigate and review the Inappropriate behaviours, at level 3, in order to reach a reasonable and justified conclusion. In order to carry out their investigation, they may suspend The alleged student from school for up to 3 days pending the outcome of the investigation.

They will recommend actions and outcomes, which will be available to the MOE at their request. The MOE may at any time ask to join this committee or see evidence of its meetings and findings.

6 The issuing of sanctions and the follow-up

- 6.1.** The school fully supports staff members in making reasonable and appropriate decisions about sanctions. However, the school also requires that teachers understand this policy and remain in line with the guidelines provided. Inconsistently applied sanctions are unfair and may be detrimental to the wellbeing of students. Staff who do not follow this policy will be invited by a member of SLT to discuss their actions; continued ignorance of this policy may lead to the staff member being placed on a Support plan.
- 6.2.** Teachers should make every effort to make students aware of the reasons for the sanctions issued. Instead, if they wish, they may discuss the issue with members of the Pedagogical Senior team who will make a final determination. Students need to be honest about their conduct, and mindful of the school expectations concerning respect for teachers and the need to respect the internal regulations and refrain from defiance.
- 6.3.** Students will find their sanctions are an opportunity to reflect on their behaviour, and take steps to work towards more positive behaviour.
- 6.4.** KGS staff should encourage this improvement, through follow-up conversations and provision of work.
- 6.5.** Parents can also encourage this improvement process, by speaking with their child about their actions, and liaising with staff to determine the best way to cooperate to achieve the desired result in terms of behaviour.
- 6.6.** Parents may believe that the selected sanctions are not commensurate with their child's behaviour, in which case they may privately approach the Head of Department or member SLT to discuss.
- 6.7.** While the school welcomes parental involvement and feedback, it is respectfully requested that parents do not publicly argue against decisions made by school staff. Such actions undermine the behaviour policy of the school, and lead students to believe that rules may not apply to them. This counteracts a key aspect of the school's 'hidden curriculum'.

6.8. After any instance of negative behaviour, once a sanction has been determined and logged appropriately, thought will also be given to the ongoing support required by the student, and how best to reintegrate the student with the student body. In minor cases, this will be determined by the teacher; in more serious cases, Heads of Department, SLT maybe involved in deciding upon the best course of action, on a case by case basis.

The general rule is that sanctions are only effective if they are accompanied by an explanation and a plan for preventing the same or similar behaviour from occurring again.

Pupils with SEN - We recognise that some pupils may experience challenges linked to neurodiversity, which can affect how they respond to routines and expectations. While the same behaviour standards and sanctions apply to all pupils, staff under the guidance of the school SENCo will make reasonable adjustments to ensure these pupils can access expectations fairly and are not disadvantaged.

Examples of reasonable adjustments may include:

- Giving clear, step-by-step instructions rather than verbal-only reminders
- Allowing additional processing time before applying a sanction
- Using visual prompts or written reminders to support understanding
- Providing a calm space for regulation before re-engaging with learning
- Adjusting seating or environment to reduce sensory overload

These adjustments do not remove consequences for behaviour but ensure that neurodiverse pupils are supported to meet expectations in a way that reflects their individual needs.

7 Use of physical restraint

In very rare circumstances, it may be necessary for staff to use reasonable, necessary, and proportionate physical force to restrain a student or to prevent them from harming themselves or others. In line with Department for Education (DfE) guidance, physical intervention may be used when a pupil is:

- a) damaging property
- b) at risk of self-harm
- c) causing harm to others

Any use of physical restraint will be recorded. All interventions will be determined by the nature of the incident, ensuring that the minimum force is used for the shortest possible time, and always with the wellbeing of the child or children as the primary consideration.

Full details can be found in our Use of Restrictive Interventions Policy.

8 Criminal offences

The school, as directed by the MOE, will inform them of any disciplinary matters of a criminal nature, and also inform the relevant authorities.

9 Grievance

Where a student has been suspended for a period of one academic term, one academic year or permanently, their parents have the right to submit an appeal to the Executive Head, as per the school complaints policy. If they are not satisfied with this outcome, they also have the right to submit an appeal to the Ministry of Education. This appeal should be in writing, within 7 days of being informed of the decision. The Executive Head will therefore deal with any appeals quickly, in order for the parents to activate the Ministry appeals process should they wish.