

BEHAVIOUR, REWARDS, & DISCIPLINE POLICY

Applicable to:	RGS Prep, including EYFS
Author(s):	Deputy Head (Prep)
Executive owner:	Head (RGS Prep)
Date of last review:	June 2026
Date of next review	Trinity 2027

1. Purpose and Aims

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents. Throughout this policy, the terms ‘child’, ‘pupil’ or student’ are used to refer to all those attending the School. At the time of publication, the school is a boys' school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

This policy outlines our school’s approach to:

- Promoting positive behaviour across the school community
- Recognising and rewarding good behaviour and work
- Responding to poor behaviour and work, including exclusions

Our aim is to cultivate a safe, respectful and inclusive environment in which all members of our school community - pupils, staff, and families - feel happy, secure, valued and respected.

We are a caring, values-based community that expects all individuals to act with kindness, consideration and integrity. We aim to embed and uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and to foster tolerance, empathy and understanding among pupils.

This policy supports the principles by which we live and learn together through being **Ready, Respectful, Safe** in all that we do.

At RGS Prep, we actively promote positive behaviour and strong relationships both within our school and beyond. We believe that such behaviour ensures the orderly running of the school and contributes to pupils’ academic, personal and social development. This policy aims to safeguard the wellbeing of all pupils and protect them from discrimination and harassment on any grounds, including race, gender, disability, sexual orientation, nationality or religion.

To achieve this, we promote:

- Respect and consideration for others - pupils, staff and the wider community

- The right to live and learn in a safe, ordered and ethical environment
- Care and responsibility for the school and wider environment
- The welfare of all individuals in our community
- Good manners, personal pride and high standards of appearance
- Self-discipline and appropriate respect for authority

Three simple words **Ready, Respectful, Safe** outline our expectations and help pupils understand boundaries from Nursery to Year 6, the hierarchy of rewards and sanctions, and how these will be applied fairly and consistently. We remain mindful of protected characteristics as defined by the Equality Act 2010 and will take these into account when responding to individual behaviour or disciplinary matters.

Staff are expected to set a positive example, modelling courtesy, punctuality, appropriate appearance and personal conduct. RGS Prep is committed to preventing bullying in all its forms, as outlined in our Anti-Bullying Policy.

We apply this policy consistently and fairly across the school, including EYFS. Where pupils have additional needs (SEND), we modify rewards and sanctions to support their individual circumstances.

2. Expectations and Rewards

Ready, Respectful, Safe in practice

Our core expectation is that pupils demonstrate respect, fairness and kindness toward others, always showing consideration for their own wellbeing and the wellbeing of those around them - both in person and online.

To help pupils understand expectations clearly, our values are expressed through three simple principles:

Ready

- Arrive on time and prepared to learn
- Listen actively and engage fully in lessons
- Take responsibility for learning and equipment

Respectful

- Treat others with kindness, fairness and honesty
- Listen without interrupting and value others' opinions
- Care for property and the environment

Safe

- Make choices that keep yourself and others physically and emotionally safe
- Move calmly around the school
- Use technology responsibly

3. Rewards

All rewards at RGS Prep recognise pupils who consistently demonstrate being **Ready, Respectful, Safe**, alongside effort, achievement and the School Values.

Celebrating positive behaviour and effort is a vital part of school life. Staff actively seek opportunities to praise individuals and groups who contribute positively to the school community, both through their conduct and acts of kindness. This is grounded in our core Values, which guide how we live, work, and learn together.

This approach is underpinned by **Equitable Positive Noticing**, where staff actively seek opportunities to recognise effort, improvement and positive decision-making across all pupils. This ensures that all children feel valued and supported, not only those achieving high outcomes.

Staff recognise pupils through a range of methods including:

- Demonstrating readiness to learn and resilience
- Showing respect through kindness, inclusion or honesty
- Making safe and responsible choices
- Verbal praise in class and around the school
- Written comments on pupil work
- Learning Habits Stamps
- Commendations and credits
- Staff emails, meetings and Class Dojo notifications
- Displays of pupil work throughout the school
- Public celebration in House meetings, assemblies and performances

These reward systems are age-appropriate and tailored to the three developmental stages of RGS Prep:

EYFS (Nursery and Shell)

Young children thrive when they feel supported, encouraged and safe. In EYFS, pupils are helped to develop confidence, social awareness, and a positive attitude toward learning.

- Circle time and daily interactions reinforce **Ready, Respectful, Safe**
- Stickers and badges are used to celebrate effort and kindness
- Pupils collect credits towards earning their 'Lanesborough Rose' badge
- Emotional wellbeing and self-awareness are central to the reward approach

Pre-Prep (Shell - Year 2)

Pupils follow the principles Ready, Respectful, Safe, which are embedded into classroom culture and reinforced in assemblies.

- Golden Time is accrued during the week for positive behaviour and is protected from being taken away due to organisational issues.
- House credits contribute to the 'Order of the Lanesborough Rose' award.
- Pupils earn credits for demonstrating our school Values (Appendix 1) and the five Learning Habits (Appendix 2).
- Every 30 credits earns a certificate or badge in assembly.
- Year-end celebrations honour the House with the highest credit total via the House Shield.

- Year 2 pupils can be appointed as House Captains and given leadership responsibilities.
- Weekly 'Special Mention' certificates and termly Commendations recognise exceptional behaviour or work.
- External achievements are also celebrated in assemblies, promoting pride across the community.

Prep (Years 3-6)

Recognition grows with pupil independence. Positive behaviour and effort are acknowledged through praise, credits, and Commendations, all of which contribute to the development of personal responsibility.

- Learning Habit Stamps and Behaviour Commendations reward both academic effort and empathetic actions.
- Commendations may be given for moments that exemplify being **Ready, Respectful or Safe**, including compassion, inclusion or responsible decision-making.
- Teachers offer immediate praise and written feedback.
- Credits awarded for effort, achievement, excellent work, manners, and kindness are logged centrally and House totals are shared biweekly by the Head Boys in assembly.

Pupils receive stamps for displaying the following *Learning Habits*:

- **Reflection/Accuracy (Pre-Prep)**
I review my learning and experiences in order to progress
- **Risk taking**
I am willing to take on challenges with courage and responsibility
- **Perseverance/Persisting**
I keep trying when faced with challenges
- **Engagement/Listening (Pre-Prep)**
I listen actively and respond positively
- **Independence**
I use my initiative to develop my own learning

To earn a **Lanesborough Rose badge**, pupils must receive:

- One commendation for each Learning Habit (5 stamps total)
- Commendations for Effort, Achievement and Behaviour

This system honours a pupil's all-round journey as a learner and individual. As pupils collect additional commendations, they progress through the badge levels - bronze, silver, gold and platinum - throughout their time in Prep. Pupils record their total in their planners at the beginning of each academic year, encouraging self-monitoring and goal setting.

4. Discipline and Sanctions

Promoting Positive Behaviour

High standards of pupil behaviour are encouraged across RGS Prep through our core Values, Form time, PSHCE, House meetings and assemblies. When behaviour falls short of expectations, it is framed in relation to the principles of **Ready, Respectful, Safe**, helping pupils understand not just what they did, but why it matters.

The Sports Department also plays an active role in promoting good conduct, including tailored initiatives such as the 'Appropriate Aggression in Sport' programme.

All staff take responsibility for regulating pupil behaviour, responding in a timely and proportionate manner. Unacceptable behaviour is challenged respectfully but firmly, and this initial conversation forms the foundation of consistent behaviour management. In many cases, a verbal reminder from staff is sufficient to redirect a pupil's conduct.

Embedding Consistent Adult Practice

At RGS Prep, we recognise that adult behaviour drives pupil behaviour. Consistency in adult responses is essential in creating a calm, respectful and purposeful environment.

Staff will consistently:

- Meet and greet pupils at classroom doors to establish a calm, welcoming start and positive tone for learning.
- Use Equitable Positive Noticing, recognising effort, progress and positive choices in all pupils, not just outcomes.
- Ensure that positive behaviour is reinforced in a way that builds intrinsic motivation, so that pupils behave well because it feels right - not for rewards alone.
- Apply the principle of Praise in Public, Remind in Private (PIP & RIP) to maintain dignity and reduce confrontation.
- Give pupils take-up time when responding to instructions, allowing them time to regulate, process and make positive choices.
- Use consistent scripted language when addressing behaviour, supporting clarity and reducing escalation.
- Remain calm at all times, acting as the rational adult, modelling controlled, respectful responses.
- Build emotional currency by getting to know pupils as individuals, showing interest beyond the classroom and fostering strong relationships.
- Use positive segues, beginning with something positive when addressing behaviour, to maintain relationships and support reflection.

In all interactions, staff prioritise calm, consistent and relational approaches. Pupils are given time to respond to instructions, and behaviour is managed in a way that preserves dignity. Staff consciously balance public praise with private correction and use consistent language to reinforce expectations. This approach ensures that behaviour is understood, supported and improved over time.

Discipline

The aim of discipline at RGS Prep is to create conditions in which education and personal growth thrive. We foster the development of self-discipline as an essential part of a fulfilling and purposeful life.

Our expectations around discipline encompass:

- Punctual attendance and preparation
- Consistent and careful completion of work
- Courteous and considerate behaviour
- Respect for staff and response to reasonable instructions

- Awareness of appropriate conduct online
- Care for shared environments (classrooms, playgrounds, toilets)
- Adherence to school routines and expectations
- Safe and Respectful movement around the school

While instances requiring physical intervention are rare and not anticipated, staff follow the Whole School policy on the use of force or restraint on students and the Prep Touch Policy.

Sanctions

Sanctions are used when pupils are not demonstrating behaviour that is **Ready, Respectful or Safe**, and are designed to support reflection, restore relationships and encourage better choices. They help reinforce the expectations of our community by:

- Indicating when behaviour is not acceptable
- Expressing communal disapproval
- Clarifying right from wrong
- Discouraging repetition and deterring others

Before sanctions are applied, staff use consistent classroom strategies such as clear reminders, positive noticing and allowing take-up time, supporting pupils to regulate their behaviour and make positive choices. Sanctions are used only where these strategies have not been effective, or where behaviour warrants a more formal response.

Pupils are expected to consistently uphold our core values of respect, responsibility, integrity and kindness. Where these expectations are not met, pupils may lose privileges, including attending trips, representing the school or participating in enrichment activities. Such decisions are made by staff with careful consideration of the pupil's overall behaviour, attitude and individual circumstances.

Staff make reasonable adjustments for pupils with special educational needs or disabilities. If unsure, staff should consult the Deputy Head to ensure pupils are supported appropriately. If exclusion is being considered, pupils with SEND or disabilities will be given the opportunity to fully present their case, and any religious requirements will be taken into account.

Sanctions are always applied thoughtfully and specifically to the individual involved. RGS Prep does not support collective punishment of groups or classes for the actions of one pupil. Corporal punishment is never used or threatened. Physical intervention, where absolutely necessary, follows the guidance provided in the Whole School Policy on the use of force or restraint on students.

When determining whether a punishment is reasonable, we comply with the **Equality Act 2010**, ensuring that all circumstances - including age, race, SEND, disability or religion - are duly considered.

Age-Appropriate Sanctions

Pre-Prep (Nursery to Year 2):

Parents are actively informed of behavioural boundaries and expectations so that a consistent, home-school approach can be maintained. For example, if a pupil loses Golden Time due to behavioural choices, a sticker is placed in their home communication book to explain why.

EYFS (Nursery and Shell):

Young children are supported in understanding right from wrong and in recognising the importance of boundaries. We model justice and resolution, making space for pupils to identify behaviours and reflect on choices. Some developmental stages may include behaviours that are challenging (e.g. biting), and staff follow a consistent and structured approach:

- Behaviour is investigated using a “who, what, when, and where” method.
- The pupil is calmly removed from the situation for reflection.
- The injured pupil is supported and given first aid if necessary.
- Both sets of parents are informed.
- Strategies are jointly developed to reinforce positive behaviour.
- Pupils are involved in identifying issues and finding solution.

Sanctions Procedures for Pre-Prep (KS1) and Prep (KS2):

We follow a clear progression of behavioural responses designed to support pupils in understanding the impact of their actions and in making more positive choices. Sanctions are applied proportionately and appropriately based on individual circumstances. Each stage reflects increasing concern about behaviour that is not aligned with being **Ready, Respectful or Safe**.

Behavioural Stages and Responses:

Level of Behaviour	Sanction & Follow-up	Notes
Behavioural Concern (Stage 1)	Managed by the class teacher.	Guidance provided to the pupil to address behaviour.
Warning (Stage 2)	Managed by the class teacher.	The pupil is made aware this is a repeat offence.
Warning (Stage 3)	Managed by class teacher and/or Form Tutor. Logged on CPOMS.	Second Warning triggers involvement from the Form Tutor. A behaviour card may be issued. Two Warnings over a three-week period lead to parent contact by the Form Tutor.
Yellow Reflection (Stage 4)	Managed by the Deputy Head if it is an isolated incident/ managed by the Deputy Head and subject teacher if an incident happens in lessons. Breaktime/lunchtime detention.	Given after a third Warning or an isolated serious incident. A behaviour card may accompany this sanction. Takes priority over any club. Parents are informed by the subject teacher or Deputy Head. If only one Yellow Reflection is received in a half-term, it is “wiped” for the next half-term.
Red Reflection (Stage 5)	Managed by the Head. Friday detention from 4:00–4:45pm.	Triggered by three Yellow Reflections in a term or an isolated very serious offence. Parents informed by the Head. Detention takes priority over other commitments; pick-up is at Cranley Road gates.
Internal Suspension (Stage 6)	Managed by the Head.	Assigned for repeated Red Reflections or a major incident. Includes a meeting with parents. The pupil remains in school but completes work away from their class in the meeting room. Duration is based on severity.
External Suspension (Stage 7)	Managed by the Head.	Covered separately under school-wide behaviour and exclusions guidance.

Ongoing Behaviour Monitoring

The school consistently monitors pupils’ conduct after any reflection or sanction to ensure positive improvement. Records are periodically reviewed, particularly for pupils with recurring Yellow Reflections over extended periods. Additional support or alternative strategies may be introduced if needed.

Work-Related Sanctions

1. **Academic School Detention**

- Applied for persistent academic concerns, usually involving completion of work during break/lunch.

2. **Report Card**

- Used when behavioural or academic issues persist over time. Introduced with parent involvement. Teachers sign and comment on the pupil's behaviour and/or work after each lesson, fostering accountability and support.

Malicious Allegations

The school takes any accusation against staff seriously. If a pupil makes an accusation that is proven to be false and malicious, it will be treated as a very serious offence and managed in accordance with the Sanctions Procedures outlined above.

5. Exclusion

Exclusion is considered only in serious cases where behaviour represents a significant or sustained failure to meet the school's expectations of being **Ready, Respectful, Safe**, or where the safety and wellbeing of others is at risk.

The Head may exclude a pupil - temporarily or permanently - for:

- Major breaches of school expectations
- Harmful influence on others
- Persistent refusal to engage in learning
- Any serious or necessary reason in line with school values

Temporary Exclusion and Permanent Exclusion

Please refer to the Prep Exclusions Policy for further information.

6. Partnership with Parents

We value open and active collaboration with families. Pupils thrive when supported by a united home-school approach.

Parents connect with the school through:

- Informal conversations
- Consultation and parents' evenings
- Coffee mornings and LPA events
- Performances and sports fixtures
- Direct communication via Teams, email, phone or letter

Staff encourage proactive communication about pupils' wellbeing. Where needed, support plans are developed jointly.

7. Communication

Pupils

The language of **Ready, Respectful, Safe** is used consistently by staff and pupils in lessons, routines, assemblies and conversations, creating a shared understanding of behaviour expectations.

Staff

Policies are covered in induction, with access via the Staff Handbook and Notes for Staff folder. Ongoing updates are shared in meetings and internal systems.

Parents

This policy is available upon request and shared through regular communications.

8. Monitoring and Evaluation

By embedding **Ready, Respectful, Safe** in every aspect of school life, RGS Prep ensures that behaviour is understood, taught and lived consistently across the whole community.

This policy is reviewed annually and refined based on feedback, trends, and data analysis. Monitoring includes:

- Observations of individual and group behaviour
- Tracking of rewards and sanctions
- Staff communications through CPOMS, Veracross, Class Dojo, and meetings
- Feedback from parents and the wider community

All behavioural records inform future strategies and policy adjustments. Please also refer to the Whole School Policy on the use of force or restraint on students.

Appendix 1

RGS Prep Values:

- Collaboration
- Courage
- Inclusivity
- Integrity
- Respect
- Scholarship

Appendix 2

The Order of the Lanesborough Rose- Learning Habits

