

BEHAVIOUR (REWARDS AND SANCTIONS)

Applicable to:	RGS Guildford
Author(s):	Assistant Head Pastoral (DSL)
Executive owner:	Senior Deputy Head
Date of last review:	July 2026
Date of next review	Trinity 2027

1. Introduction

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.

The School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.

The RGS is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take their place in the modern world.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy and is underpinned by Keeping Children Safe in Education (KCSIE). Behaviour incidents may constitute safeguarding concerns and will be managed accordingly. Where behaviour incidents raise safeguarding concerns, the Designated Safeguarding Lead (DSL) or a DDSL must be informed and will determine next steps.

This policy applies to behaviour both in school and, where relevant, outside school, including online behaviour that may affect the safety or reputation of the school community.

2. Code of Conduct

The RGS community of Governors, staff, parents and students adhere to a code of conduct, rather than to lists of rules. The RGS sees education as a partnership. Our staff is committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School.

We expect students to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Rules and Regulations.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying policy is available on the website and an abbreviated version published in all classrooms. The RGS is strongly committed to promoting equal opportunities for all, regardless of any protected characteristic such as, race, sex, gender identity, sexual orientation, or physical disability. The School is committed to fostering respectful relationships and will not tolerate discriminatory, sexist or sexually harmful behaviour.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and adhere to the school rules as set out in the School Calendar. Pupils should care for the buildings, equipment and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole community.

3. Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at the RGS undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform / dress and appearance, standards of academic work, co-curricular activities and homework / private study.

The School will always contact the home on the first day of an unexplained absence in order to make sure that there has not been an accident. Please note that this policy works in conjunction with the 'Attendance Policy' which only allows holiday to be taken in term time, due to exceptional circumstances.

Involvement of Students

Our experience shows that the ethos of and respect for the School is enhanced by listening to our students and by encouraging constructive suggestions from them, e.g. via the Lower, Middle and Senior School Councils, which meet once a term and via online surveys or other forums for student voice.

4. School Rules and Regulations

The School's rules and regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the School Rules are set out in the School Calendar and on the School website; they may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: a 30-minute Detention (after School), Full Detention (after school), Saturday Detention and for more serious transgressions, Internal Exclusion for a specified period, Temporary External Exclusion, removal or Permanent Exclusion.

5. Teaching and Learning

The RGS aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

6. Rewards and Sanctions

Staff should encourage the highest standards in collective and self-discipline. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual pupils to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions. Corporal punishment is unlawful in all schools as is the threat of corporal punishment and it is not carried out at the RGS.

6.1 Rewards

At the RGS, we encourage the establishment of good teacher/student relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm and purposeful learning environment. Every student works more enthusiastically and effectively when the good work they do is recognised and praised. The general practice of classroom management involves many rewards being given to students on a daily basis. These include:

- Verbal praise, written remarks about good work.
- Staff are encouraged to use the Green Flag system which may accumulate into more significant rewards and recognition, including Tutor Commendations which will accumulate to a Bronze,

Silver, Gold or Platinum award. These will be acknowledged and recorded by the student's tutor or Head of Year and may contribute to Headmaster's Commendations.

- Headmaster's Commendations may be given to students in recognition of outstanding work or behaviour.
- Reports, which include grade for effort and attainment and are a vehicle for constructive criticism, support and praise.
- Announcements by staff and the Headmaster in year group, full and end-of-term assemblies that recognise the achievements of students in a public forum, which may often involve the presentation of awards.
- Annual subject, year group prizes or house awards.
- The awarding of school colours.

6.2 Sanctions

The student will be warned to stop offending and a suitable sanction / strategy will be employed, e.g.:

- Talking the matter over with the student.
- Engaging in a restorative pastoral conversation with staff or another pupil.
- Talking to the student's tutor, or other teachers and students.
- Moving the student to another seat to facilitate learning / good behaviour.
- A student may work in another classroom away from the usual group for a cooling off period.
- Communication with parents.
- Withdrawing any student from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of students.
- Removing the student from the classroom.
- Placing the student on tutor-check. Here the behaviour is monitored throughout the day.
- Work 'avoided' can be done up at break or lunch time under direct supervision.
- Detentions (see below).
- Removal of privileges (e.g. the ability to leave the school site, for Fourth Form and upwards).

In serious cases, further disciplinary action such as Internal Exclusion or Temporary Exclusion from school may be necessary. This is likely to be discussed by the teacher involved with the student's tutor, Head of Year, Head of Section, Assistant Head Pastoral (DSL) and one of the Deputy Heads before the matter is referred to the Headmaster for action, in consultation with the student's parents.

The School always aims to motivate students by praise and encouragement. It is sometimes necessary, however, to apply sanctions to students on account of their failure to observe standards of behaviour or academic conduct which are required for the smooth running of the School. The school recognises the need to consider neurodiversity, SEND requirements and safeguarding factors in the application of sanctions. Staff will take account of individual circumstances where appropriate.

The best discipline is that exerted by the teacher in terms of classroom expectations and control; however, in the event that further assistance should be required to achieve an academic or behavioural goal, three formal sanctions exist for the use of teaching staff. The first two sanctions, a 30-minute

detention, Behavioural or Academic and Full Detention may be applied by any member of staff and will be served after school. However, a Saturday Detention may only be applied by a member of staff, in consultation with one of the Deputy Heads or the Assistant Head Pastoral (DSL).

For a full explanation of the potential sanctions (30-minute Detention, Full Detention, Saturday Detention and Exclusion) please refer to **Appendix 2: explanation of disciplinary sanctions**.

7. Complaints

8.

It is expected that concerns regarding the operation of this Behaviour (Rewards and Sanctions) Policy will be minimal; however, the School's Complaints Procedure is available on request.

9. Related Policies

This document should be read in conjunction with the following policies:

Senior:

- Anti-Bullying Policy
- Attendance Policy
- Exclusions Policy
- Student Absence Policy

Whole School:

- Substance Use and Misuse Policy
- Student IT Acceptable Use Policy
- Policy on the Use of Force to Control or Restrain Students

Appendix 1: Protocol for dealing with an incident

If a disciplinary incident occurs, it should be dealt with by the member of staff who is first aware of the situation. In most cases the RGS policy on rewards and sanctions will provide sufficient guidance. However, there are likely to be situations, particularly serious disciplinary incidents (for example physical altercation, bullying, truancy and plagiarism), when an investigation is required.

All incidents of peer-on-peer abuse will be treated as safeguarding concerns and managed in line with the Safeguarding and Child Protection Policy. In some serious cases that might involve the police, the School waits until the conclusion of a police investigation before it commences its own internal investigations.

In the case of such a disciplinary incidents, the following school procedure should be followed:

- The Head of Section and Head of Year, where possible, is likely to be involved in any investigation. In their absence, the investigation will be led by one of the Deputy Heads or the Assistant Head Pastoral (DSL). The Head of Section or Head of Year will ask for the assistance of a member of staff (possibly the Form Tutor or one of the Deputy Heads) in conducting their enquiries.
- The Head of Section or Head of Year may decide that the seriousness of the incident requires that the Deputy Heads or the Assistant Head Pastoral (DSL) be involved from the outset of the investigation.
- A student(s) involved or witness to a disciplinary incident may be asked to provide a written statement outlining the student(s) perceived sequence of events. Any student required to make a statement should do so privately and away from other students. Personal statement forms are available in the Deputy Heads' office or via Heads of Year.
- Interviews with students should be conducted in private. Where the incident is of a serious nature then there should be at least two members of staff present (including a second Head of Year, Head of Section, Assistant Head Pastoral (DSL) or at least one of the Deputy Heads).
- A written account, including the date and time, should be made of all interviews with students. This account should be produced contemporaneously or as soon as possible after the interview. A copy of all paperwork should be passed to the Deputy Heads' office or recorded on CPOMS.
- The Form Tutor or Head of Year may decide to contact parents regarding the incident. In the case of a serious incident, the Assistant Head Pastoral (DSL) or Deputy Heads will use their professional judgement in deciding when parents should be informed.
- In rare circumstances the Headmaster may be involved in the investigation process. In the event of this happening, parents will be invited to attend the meeting.

Appendix 2: Explanation of disciplinary sanctions

A 30-minute Detention (set by staff; recorded on a database):

- For incomplete or late homework or minor failures to observe the rules, e.g. misbehaviour in lunch queue, chewing gum.
- Students and Heads of Year are emailed on the day before the detention.
- Detention may consist of a 30-minute work period in a classroom.

Full Detention (set by staff; recorded on database and reports to parents):

- For substantial breaches of the School Rules, e.g. copying of work, persistent failure to produce work, possession of banned materials, breaking bounds, disruption to lessons, playground violence.
- Entered onto the school database.
- Detention consists of a 60-minute session in a classroom, supervised by a school prefect. Written work is set and is collected at the end of the detention and should be returned to the person who imposed the sanction on the student in question.

Saturday Detention (set by staff online in consultation with a Senior Leader; recorded on database and reported to parents):

- For major breaches of the school rules, e.g. failure to attend lessons or other timetabled activities, smoking, fighting, causing public disturbance, dangerous behaviour which may threaten the safety of others, major acts of vandalism, damage to school property or acquiring 3 Full Detentions in one term or bringing the school into disrepute.
- Entered onto the school database. The Deputy Heads prepare a draft list of detainees for the School Office, so that letters may be sent by the Headmaster or Deputy Head to parents on the Wednesday preceding the Saturday morning in question.
- Detention consists of 90 minutes of study in a classroom supervised by a member of the teaching staff. Written work is brought in by the students, but does not need to be collected, provided that the supervising teacher is satisfied that appropriate work has been done. Where only 1 student may be in Saturday detention, the detention will take place on Microsoft Teams and be supervised by a nominated member of staff. The student will be required to complete academic work for 90 minutes and be visible on screen during that period.

Internal Exclusion or removal from lessons (set by Head of Year, Head of Section, Assistant Head Pastoral (DSL) or Deputy Heads and reported to parents)

- For a major breach of the School Rules;
- For exercising a harmful influence in any way;
- For bringing prohibited items to school;
- For failing to comply with staff instructions in classrooms or during other activities;
- For accumulating Saturday Detentions;
- For failing to make proper use of the teaching provided at the School, including;

- Where this failure is to the detriment of other members of the School;
- For bringing the school's name into serious disrepute;
- For behaviour which may be contrary to the school's values or learning habits.

Exclusions will be used only where it is a proportionate response to a serious breach or persistent breaches of the School's behaviour expectations, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others. Exclusions are a last resort and are applied fairly and proportionally where there is consideration of safeguarding risk, SEND and other contributing factors.

The Senior Deputy Head oversees the detention system and the use of internal exclusions. They alongside the Assistant Head Pastoral (DSL), the Heads of Section and the Heads of Year, regularly review the detention database, and students are notified by email when required to attend a detention. Where the nature of an offence is unclear, the Senior Deputy Head will investigate in consultation with the member of staff who issued the detention and will inform the student once satisfied that the sanction is appropriate. They also monitor patterns of behaviour and alert Tutors, Heads of Section and Heads of Year to any emerging concerns.

Deputy Heads, the Assistant Head Pastoral (DSL), Heads of Section, Heads of Year and Heads of Department oversee and monitor 30-minute and Full Detentions to ensure they are conducted appropriately. Typically, Academic detentions and Behavioural detentions are served in separate rooms and overseen by staff. Students who disrupt these sanctions may be required to repeat them. The staff overseeing the detentions are responsible for confirming that detentions have been completed and for ensuring that records are passed to the School Office for entry onto the central database.

Detentions may be postponed, by agreement with the Deputy Heads, where attendance would be difficult due to transport, collection arrangements or other exceptional circumstances. Students who believe a detention has been issued unfairly may appeal to a subject teacher, Tutor, Head of Year or Head of Section. Wherever possible, such appeals should be made at least 24 hours before the scheduled detention. The member of staff handling the appeal will investigate the matter in consultation with a Deputy Head and will communicate the outcome to the student, the staff involved and, where appropriate, the student's parents.

Exclusion: The Headmaster may temporarily exclude any student from School or may require the permanent removal of any student:

- For a major breach of the School Rules;
- For exercising a harmful influence in any way;
- Sexual harassment, sexual violence and harmful sexual behaviour;
- For failing to make proper use of the teaching provided at the School, including;
- Where this failure is to the detriment of other members of the School;
- For bringing the school's name into serious disrepute;
- For any other good or necessary reason.

In the event of temporary exclusion of a student at the Royal Grammar School, the parents of the excluded student can expect the following:

- A letter (**see appendix 3: Temporary Exclusion Procedure**) from the Headmaster providing details of the temporary exclusion. The letter will clearly state the following:
 - a. The reasons for the temporary exclusion
 - b. The length of the exclusion
 - c. The date on which the excluded student is permitted to return to school.
- The Head of Year will liaise with the Form Tutor who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.
- Any student who has been temporarily excluded will be required to attend an interview with the Headmaster or Senior Deputy Head on their return to School which will support reintegration into the school.
- Whilst a formal Governors' appeal is not part of the temporary exclusions procedure, parents do have the opportunity to write to the Chairman of the Governors should they feel this to be appropriate.
- Should permanent exclusion occur the Governors have laid down procedures which include a mechanism for review.

Appendix 3: Temporary Exclusion Procedure

While the Royal Grammar School recognises that Temporary Exclusion can be an unpleasant experience for the student and parents concerned, it, nevertheless, also recognises the importance of such a measure in upholding discipline within the School. Temporary Exclusion is only used, however, where there has been a major breach of School Rules and only after serious consideration by the Headmaster and senior staff.

When a Temporary Exclusion is being considered the School will endeavour to contact the parents as soon as possible. While the matter is being investigated the parents will be asked to collect the student concerned from school as soon as possible or will, at the very least, be required to give permission for the student to make their own way home. A meeting will be convened at the earliest opportunity in order for the parents to be appraised of the circumstances of the incident, after which the Headmaster will decide whether or not to temporarily exclude.

In the event of Temporary Exclusion of a student at the Royal Grammar School, the parents of the excluded student can expect the following:

- A letter from the Headmaster or a senior member of staff providing details of the temporary exclusion.
- The letter will clearly state the following:
 - a. The reasons for the temporary exclusion;
 - b. The length of the exclusion;
 - c. The date on which the excluded student is permitted to return to school.
 - d. The conditions attached to the temporary exclusion.
- The Head of Year will liaise with the Form Tutor who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.

A formal Governors' appeal is not part of the temporary exclusions procedure, but parents do have the opportunity to write to the Chairman of the Governors should they feel this to be appropriate.

This is an internal School document and intended as a guide to the Temporary Exclusions procedure only. While the School will endeavour to follow the procedure as closely as possible, there may be occasions when a more flexible approach to a Temporary Exclusion is the appropriate course of action.

The Governing Body receives regular updates and anonymised reports relating to behaviour and safeguarding related behaviour; exclusion data and patterns of sanctions.

For further information, please refer to the Senior Exclusions Policy.