REIGATE GRAMMAR SCHOOL

Behaviour Policy

Including Mobile Phone Usage

Policy Author:	Sarah Arthur, Deputy Head
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1. Introduction

Parents are also referred to the school's standard Terms and Conditions.

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, engaging and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- *To promote an inclusive, anti-discriminatory culture in which racism and other forms of discriminatory behaviour are recognised, challenged and addressed. Where such behaviour may affect a pupil's safety or welfare, it will also be considered through the School's safeguarding procedures.*

This policy has been written with reference to:

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force and other restrictive interventions guidance 2026
- Supporting students with medical conditions in schools
- Special Educational Needs and Disability (SEND) Code of Practice.
- Independent school standards guidance 2026
- Education (Independent School Standards) Regulations 2014;

It should be read alongside our policies on E-safety, Safeguarding, Learning Support and Anti Bullying.

Reigate Grammar School encourages the good behaviour of its students at all times. The school attaches great importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. The School Rules and make clear our expectations in this regard, and these are reinforced by Tutors in Form Time and by Heads of Section (HoS) or Head of Year (HoY) and the Senior Leadership Team (SLT) in assemblies. The School Rules, along with codes of conduct for the use of ICT and on the sports field, are sent to all parents via the Parents' Handbook and this Behaviour Policy is communicated to parents and students via our website.

The school is particularly mindful of the need to have a zero-tolerance approach to child-on-child abuse and bullying.

2. Definitions

Misbehaviour is defined as:

- Unkindness towards others in the community
- Disruption in lessons, in corridors between lessons and at break, lunchtime or during an extra-curricular activity
- Non completion of homework or classwork unless there is a good reason in which case students must talk to their teacher
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and/or repeated incidents of misbehaviour
- Any form of bullying, including cyber-bullying
- Discriminatory or prejudice-based behaviour, including racism, faith-targeted abuse, sexism, misogyny/misandry, homophobic or biphobic behaviour, disability-based abuse and other discriminatory incidents
- Vandalism
- Theft
- Fighting

- Sexual violence, such as rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour, like interfering with clothes
  - Online sexual harassment, such as unwanted comments and messages, including on social media, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, damage to the property of any person (including the student)
  - E-cigarettes or equipment e.g. vapes

Bullying and child-on-child abuse

Bullying is a form of anti-social behaviour towards a person and has no place in this School. Bullying may include any sort of physical or mental intimidation of a person by another or a group, which can cause distress or anxiety to the victim. Such behaviour is unacceptable from any member of the school community, as no person has the right to intimidate another. The School recognises the escalatory nature of misogyny and the importance of identifying and challenging misogynistic, misandrist, sexualised and derogatory behaviour at an early stage in order to reduce the risk of harmful sexual behaviour, sexual harassment and sexual violence.

Therefore:

- **No-one should have to suffer name-calling;**
- **Banter is not an excuse for unpleasant or offensive jokes;**
- **No-one should have to suffer physical violence or unwanted physical contact;**
- **No-one should feel victimised in any way for example, for their appearance, their race, gender, religion or other choices that they make;**
- **Sexual abuse and/or harassment will not be tolerated; for example, upskirting, taking, asking for, or sharing inappropriate images including nudes, rating students on attractiveness, wolf-whistling or making sexual comments;**
- **No-one should suffer abusive or unkind messages via social media;**
- **It is everyone's responsibility to ensure that bullying and child-on-child abuse is not tolerated.**

3. Understanding bullying further

Bullying is defined as the repetitive, intentional harming of one person, or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, sarcasm, spreading rumours, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory e.g. racial, sexual/gendered, disability based	Taunts, gestures, graffiti, as well as any emotional or physical abuse
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching, comments about sexual reputation or performance, upskirting
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, AI generated images, videos or text, or gaming sites

Not all harmful behaviour will meet the definition of bullying. A single discriminatory or prejudice-based incident may nevertheless constitute serious misbehaviour and/or child-on-child abuse and may require consideration under the School's safeguarding procedures.

4. Behaviour incidents online

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the making, requesting or sharing of nudes and semi-nudes, whether consensual or non-consensual, including photographs, videos, livestreams and imagery which has been digitally altered or generated using AI and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a student of criminal behaviour online, they should follow the guidance outlined in DFE Behaviour in Schools 2024.

When an incident involves nude or semi-nude images and/or videos, or AI generated nude or semi-nude images, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents and carers have an important role in supervising and supporting their child's online behaviour outside school. However, the School retains its safeguarding responsibilities where off-site online behaviour raises concerns about a child's welfare or safety or affects members of the School community. However, often incidents that occur online will affect the school culture. We will follow up and sanction students where appropriate when their behaviour online poses a threat or causes harm to another student,

and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

More information can be found in Sharing nudes and semi-nudes: advice for education settings working with children and young people.

5. Behaviour Curriculum

How do staff help to encourage and promote a culture of positive behaviour?

- Create a calm and safe environment
- Develop a positive relationship with students. Examples of ways to do this include Greet students at the start of the lesson, establish clear routines (seating plans, hands up, no talking when others are talking), communicate expectations of behaviour verbally and non-verbally, highlight and promote good behaviour, tackle low-level disruption promptly, use positive reinforcement
- Plan and deliver lessons which are engaging and interactive
- Model positive relationships and behaviour
- Provide a personalised approach to the behaviour needs of particular students
- Colleagues are encouraged to discuss and share any concerns about the behaviour of individuals or groups as soon as these concerns emerge so that they can receive support and a plan can be made.

How can students help to develop a positive culture at RGS?

- Be kind and respectful in your interactions with other students and staff
- Understand your part in upholding the school's rules and culture
- Let a member of staff know if you feel that you would benefit from support
- Treat the school buildings and property and those who maintain them with respect
- Follow the dress code to support our inclusive environment

In class, behave in a way that allows everyone to learn. These routines should be followed:

- Sit where your teacher has asked you to
- Remove outdoor clothes unless your teacher directs you otherwise due to ventilation during any period when Covid-19 or other concerns around highly transmissible diseases
- Get you books, device or other equipment out and put your bag on the floor out of the way
- Check your uniform while you are waiting – skirt unrolled, shirt tucked in, blazer on
- Be ready to hand in homework or coursework on time and to make a note of any homework set
- Make sure that work is your own and not copied (plagiarised) from another person or source e.g. online
- If you are late, enter quietly and apologise to the teacher explaining why you are late
- Listen to instructions
- Take part in the lesson with a positive attitude
- Respect the views, contributions and efforts of your classmates
- Ask questions if you do not understand something or want to know more
- You may not eat or chew in classrooms – please do have plain water (but not in labs)
- Make sure you have been to the bathroom at break or lunch and avoid leaving the lesson if possible
- Wait to pack up until the teacher tells you and then clear up any rubbish and put your chair under the desk
- Please follow any additional rules and safety measures in areas such as science labs, DT workshop, F&N

How can parents help?

- Support their child in following the school's expectations around behaviour and dress code
- Let us know of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor
- Support any behaviour interventions, for example, sanctions or pastoral intervention work

6. Safeguarding

We recognise that changes in behaviour or patterns of concerning behaviour may indicate that a student needs help or protection. We will consider whether a student's behaviour may be linked to safeguarding, welfare, mental health or other unmet needs. Where this may be the case, we will follow our Safeguarding and Child Protection Policy and consider appropriate pastoral support, universal or community-based early help, Family Help and/or referral to Children's Social Care.

The School recognises that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Racism, faith-targeted abuse and other discriminatory behaviour may also have a significant impact on a child's sense of safety and may constitute child-on-child abuse. Such incidents will therefore not automatically be treated solely as behaviour or disciplinary matters; safeguarding implications will be considered and concerns referred to the DSL or a Deputy DSL where appropriate.

Where a student has been repeatedly removed from lessons, experienced multiple suspensions, is on a part-time timetable or is at risk of permanent exclusion, staff will consider whether there are underlying welfare or safeguarding needs and whether additional support or referral is required.

Any concern that a student may be carrying or using a weapon, or expressing an intention to do so, must be reported promptly to the DSL or a Deputy DSL as a safeguarding concern.

7. SEND and Behaviour

We recognise that student behaviour may be impacted by a special educational need or disability.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND and whether any reasonable adjustments may be needed, please see below for some of these:

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

8. Rewards

Good behaviour by students is frequently rewarded through praise and encouragement from teachers. More formal recognition is achieved through the school's rewards system, which is summarised below, and also includes rewards for academic achievement.

Merits, Honours and Credits

Students who do particularly good work relative to their ability, in both academic and non-academic spheres of school life, and in particular display characteristics which reinforce key values of kindness and community may receive a merit (LS), honour (Upper School) or credit (Sixth Form). The aim of these is to promote and encourage good behaviour, academic effort and positive contributions to the community. The teacher records individual merits, honours or credits on the school's online system and in the Lower School certificates are awarded in year assemblies to students who achieve milestone numbers. Students achieving high numbers of merits in the Upper School will also be acknowledged through the ACE Card System. There are often also termly merit competitions in which whole Form groups may be rewarded. In the Sixth Form students may gain a Café Reward.

ACE Cards

Students in the Upper School who do exceptionally good work relative to their ability or accumulate a high number of honours, in both academic and non-academic spheres of school life, may receive an ACE card from the relevant member of staff of their Head of Section/Year. These are posted home directly to the student.

Achievement in academic, sporting, artistic and cultural arenas.

Care for those within and beyond the community such as through volunteering and charity work

Excellence in personal modelling of doing the right thing, being a good friend, behaviour, uniform and punctuality.

Sixth Form Academic Postcards, Credits and Café Rewards

Academic excellence in the Sixth Form may be recognised through the issuing of Academic Postcards. These are issued by the subject teacher or Head of Department. The Sixth Form also operates a Café Rewards policy – if a Sixth Form student does something exceptional beyond the normal call of duty in their remit as a school leader then their performance may be rewarded by asking the Head of Year to issue a Café Reward. General examples of good role-modelling or acts of kindness and leadership will result in a credit being issued; the accumulation of three credits will lead to a Café Reward.

Other Rewards

There are other rewards and treats awarded by Heads of Year at different points e.g. hot chocolate in the PMH for Fifth Form after mock exams, pizza for the Form with the most ACE cards in a half term.

Weekly Bulletin, Section and Year Group Assemblies or Contact Home

Students who have achieved personal successes may be celebrated in the variety of bulletins and letters that are sent home. Assemblies are used throughout the year as a way to recognise and celebrate individual or collective achievements. Also, Form Tutors, Heads of Year/Section actively recognise good behaviour, progress and contribution through letters and emails home to parents.

End of Term Assemblies

At the end of each school term prizes are awarded to students who have done particularly well in different arenas of school life. These may range from sporting awards to success in the Maths Olympiad and may include the award of Colours.

9. Consequences

The purpose of any consequence is:

- **deterrence**: consequences can often be effective deterrents for a specific student or a general deterrent for students in the cohort.
- **protection**: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement**: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

At all times, staff should ensure that the consequence is proportionate and reasonable and should consider the student's age, any special educational needs or disability they may have and any other relevant pastoral circumstances. Corporal punishment is illegal and must not be used. Students will receive a proportionate sanction if they are found to have made malicious allegations against staff or another student. See Appendix 1 for a summary of the Responses and Consequences.

Detentions and Reflections

Detentions are not always the most effective way to resolve issues. However, they may be helpful in signalling to a student and their peers that they have overstepped the mark or they are not meeting expectations.

Parents are always notified at least the day before if the detention is to be served after school, detailing the reasons for the detention.

Students will frequently be asked to reflect on their actions as part of a detention, thinking about what led them to behave in this way, how they could avoid it in the future and whether there is anyone who would benefit from an apology. Students may also be asked to undertake some form of community service during their detention reflection slot.

Removal from the classroom

Staff can ask a student to step outside the classroom for a few minutes to calm down and regulate their emotions. Students must not be left outside a classroom indefinitely. If a student is unable to calm down or their ongoing presence in the room is disrupting the learning of others, a member of SLT, HoY or HoS should be sent for to collect the student who will then be supervised and supported to enable them to re-join their lessons, to have time-out or if there are concerns around their emotional stability parents may be asked to collect them and to contact the GP.

Confiscation

The School follows current Department for Education guidance in relation to searching, screening and confiscation. These powers are used to support the safety, welfare and good order of the School community and will always be exercised lawfully, proportionately and with due regard to the dignity of the pupil.

School staff may confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable and proportionate to do so. This may include items which are prohibited by School rules or which are being used in a way that disrupts learning or compromises safety.

The law protects staff from liability for loss or damage to confiscated items, provided that they have acted lawfully. In all cases, staff will consider the individual circumstances of the pupil and any relevant vulnerabilities before taking action.

Searching

Where there is a suspicion that a pupil may be in possession of a prohibited item, the Headmaster or authorised members of staff have the legal power to search a pupil or their possessions without consent, in accordance with DfE guidance. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters and vaping equipment
- fireworks
- pornographic images
- any article that is likely to be used to commit an offence or cause injury

Searches will normally be carried out by authorised staff and, where practicable, in the presence of another member of staff acting as a witness. Staff will seek to ensure that searches are conducted by a member of staff of the same sex as the pupil.

In exceptional circumstances, a search may be carried out by a member of staff of the opposite sex and/or without a witness where there is a risk that serious harm will be caused if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Searches will be conducted with due respect for the pupil and will be limited to outer clothing, bags and possessions. Staff are not permitted to conduct strip searches.

Where a member of staff has concerns that a pupil may be in possession of a prohibited item, they will normally refer the matter to the Headmaster or a member of the Senior Leadership Team. However, if there is an immediate risk to safety, staff may take appropriate action without delay.

Staff supervising school trips or activities off-site may also exercise these powers where appropriate.

Recording and communication

A record will be made of any search for a prohibited item and any item confiscated. Parents will be informed as appropriate, particularly where the search relates to a safeguarding concern or involves a prohibited item.

All actions taken will be proportionate, reasonable and informed by the School's duty of care to all pupils.

Suspension

Serious or repeated disciplinary offences may result in the student's suspension. For a first offence, suspension will normally be for no more than two days, while more severe offences might involve a suspension of up to five days. While suspended, the student is expected to remain at home during the school day and work will, whenever possible, be set. A suspended student may not attend any school function (e.g. concert) or represent the school (e.g. for a sports team).

In certain cases, a student may be put into internal suspension, where they will be required to work in school under supervision but out of lessons and away from their peers.

Following a suspension, the student (and normally their parents) will be required to attend a Return to School interview with HoS/SLT or the Headmaster to discuss their future conduct. A final warning may also be issued at this stage. In some cases, a Pastoral Support Plan may be implemented where a student is at risk of permanent exclusion.

Exclusion

Please see separate policy.

Mobile Phones and Personal Devices

In line with Department for Education guidance, the School aims to provide a mobile phone-free environment for pupils during the school day, except where specific arrangements have been agreed by the School.

Pupils in First to Fifth Form must keep mobile phones switched off and out of sight throughout the school day, including during lessons, between lessons, breaktimes and lunchtime. Smartwatches, earbuds and earphones must not be used during the school day unless specifically authorised by staff. Meta or Smart Glasses are not allowed on school site.

Mobile phones must not be used in toilets, changing areas or other private spaces at any time.

Sixth Form students may use mobile phones only in designated Sixth Form areas and at permitted times, as set out in School guidance.

Where pupils breach these expectations, phones or devices may be collected temporarily and further consequences may be applied in accordance with this Behaviour Policy.

The School recognises that some pupils may require individual arrangements for pastoral, medical or SEND reasons. Any such arrangements must be agreed in advance with the School.

The School reserves the right to amend operational arrangements relating to mobile phones and personal devices where necessary in order to safeguard pupils, support wellbeing, promote positive behaviour and maintain an orderly learning environment.

10. Use of Reasonable Force and Restrictive Interventions

The School is committed to maintaining a safe, calm and purposeful environment in which all pupils can learn and thrive. We place a strong emphasis on positive relationships, clear expectations and early support, and we seek at all times to prevent situations from escalating.

In line with Department for Education guidance, staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, causing damage to property, or to maintain good order and discipline. Any use of force will be lawful, proportionate, and reasonable in the circumstances.

The School recognises that, in rare cases, it may be necessary to use **restrictive interventions**, including reasonable force, in order to respond to situations of immediate risk. These interventions are always a protective response to risk and are **not used as a form of punishment**.

Restrictive interventions may include physical restraint, seclusion, or other actions which limit a pupil's freedom of movement. These will only be used as a last resort, where other strategies have been unsuccessful or are judged unlikely to be effective.

The School distinguishes clearly between **removal** as a disciplinary response and **restrictive intervention** as a safety response. Where a pupil is prevented from leaving a space in order to manage an immediate risk of harm, this is not a disciplinary sanction and will be treated as a restrictive intervention.

Seclusion is not used as a disciplinary measure. It is a protective response in which a pupil is kept apart from others and prevented from leaving for reasons of immediate safety. It will only be used in exceptional circumstances, for the shortest time necessary, and under continuous supervision.

The School is committed to minimising the need for restrictive intervention through proactive pastoral support, appropriate curriculum and behavioural strategies, and, where relevant, SEND-informed approaches. Where a pupil is known to be at increased risk, the School will seek to plan in advance through appropriate risk assessment and support.

All use of reasonable force or restrictive intervention will:

- be used only as a last resort
- involve the minimum force for the shortest possible time
- be carried out in a way that maintains the dignity and safety of all concerned
- take account of the individual needs and vulnerabilities of the pupil, including SEND, mental health needs or medical conditions
- information about a significant use of force, restraint or seclusion will normally be provided to parents in writing as soon as practicable. Where providing information to a parent would be likely to result in significant harm to the pupil, it will not be provided to that parent. Where there is no parent to whom the information can safely be provided, the School will provide the required information to the local authority in whose area the pupil is ordinarily resident.

Incidents will be reviewed by senior leaders, and where appropriate the Designated Safeguarding Lead, to ensure that practice remains appropriate and to inform future support and risk reduction.

11. Behaviour outside of school

The School expects pupils to behave responsibly, respectfully and safely both in and beyond the school context, including online.

The School's behaviour policy applies primarily to behaviour which takes place:

- on school premises;
- during the school day;
- whilst travelling to or from school;
- at school-organised or school-related activities;
- when wearing school uniform; or
- when a pupil is otherwise identifiable as a member of the School community.

The School recognises that behaviour **outside school** will often remain primarily a matter for parents and, where appropriate, external agencies. The School will not ordinarily seek to lead or duplicate external investigations. In many cases, the School's role will focus on safeguarding, pastoral support and managing the impact of a situation within school.

However, where the School considers that intervention is necessary, reasonable and proportionate, it reserves the right to investigate matters and apply consequences in accordance with this Behaviour Policy and other relevant school policies, including suspension, permanent exclusion or required removal where appropriate.

Safeguarding considerations will always take precedence and the School will act in accordance with its Safeguarding and Child Protection Policy and statutory guidance, including Keeping Children Safe in Education.

The School may in exceptional circumstances take action in response to behaviour outside the school context where, in the reasonable judgement of the Headmaster, supported where appropriate by senior colleagues, the behaviour:

- affects the welfare, safety or wellbeing of pupils or staff;
- has an impact on relationships, safeguarding or the orderly running of the School;
- involves bullying, harassment, discrimination, child-on-child abuse, sexual misconduct, online abuse or other harmful behaviour;
- poses a risk to members of the School community; or
- could adversely affect the reputation of the School or confidence in the School community.

This may include behaviour online, including the misuse of social media, messaging platforms or AI-generated content.

12. Supporting students following a sanction

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents (and the Virtual School Head for looked after children);
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

The school is aware that in some cases student misbehaviour can be a sign of wider pastoral concerns about a child. If a member of staff thinks that the behaviour of a student may suggest that the student is at risk of harm, they must follow the school's safeguarding and child protection procedures. Any continued disruptive behaviour should result in a meeting with the relevant pastoral staff as a matter of urgency.

Part of the school's approach is to offer help to students who are struggling to manage their behaviour, for example outbursts of anger. In these cases, it may be appropriate to refer a student to the school counsellor, nurse, chaplain for further support or to CAMHS for more complex cases.

13. Record Keeping

Rewards and sanctions are recorded online. In addition, we keep a central register of sanctions imposed for serious misbehaviour. All incidents involving poor behaviour are tracked by the Heads of Year/Heads of Section to ensure that patterns are spotted quickly and early help is put in place. Patterns of classroom removal, suspension, internal suspension, part-time timetables and risk of permanent exclusion will be considered alongside pastoral and safeguarding information so that students who may require additional support are identified at an early stage. We aim to work with the family to ensure the student receives a consistent message and clear boundaries.

14. Monitoring

Behaviour is monitored by the Heads of Year/Section, SLT and Headmaster. The governors are responsible for monitoring this Behaviour Policy's effectiveness.

Appendix 1: Mobile Phones and Personal Devices

Reigate Grammar School is a 'mobile free school and this sets out the expectations for the possession and use of mobile phones, personal mobile devices, smart watches and earbuds/earphone by students at Reigate Grammar School. It applies during the school day, on school premises, on educational visits, and to any school-related activity where students are representing the school.

For the purposes of this, mobile phones are defined as personal devices primarily designed for communication, social media and media capture. Devices used as part of the school's one-to-one learning programme, including Easy4U devices and personally owned laptops or tablets (BYOD), are not governed by this policy and are instead covered by the One-to-One Devices & BYOD Policy, which sets out expectations for learning devices, network access, filtering and monitoring.

Mobile phones and personal devices can present safeguarding risks, including exposure to harmful online content, child-on-child abuse, sexual harassment, coercive behaviour, image-based abuse, and attempts to bypass school safeguarding systems.

This is informed by the most recent ***Keeping Children Safe in Education*** and reflects the requirement that schools:

- recognise that safeguarding risks may occur online and offline and often overlap;
- prevent and respond to child-on-child abuse, including online sexual harassment and image generation and sharing;
- apply appropriate filtering and monitoring to devices connected to the school network;
- take prompt, proportionate safeguarding action where mobile technology is involved in a concern.

Safeguarding concerns arising from mobile phone use will always be managed under the school's safeguarding procedures and escalated to the Designated Safeguarding Lead (DSL) or a DDSL as appropriate.

Principles for Mobile Phone Use in School

The school recognises that mobile phones are part of modern life and can play a role in safety, communication and digital literacy. However, during the school day, use of a mobile phone is not allowed except in exceptional circumstances:

- First to Fifth Form students must not access their mobile phones between 8.30am and 3.50pm
- Phones must be switched off and kept in bags or lockers throughout the day.
- Smartwatches should not be worn.
- Earbuds and earphones should not be used during the school day, unless part of an agreed SEND, medical or pastoral arrangement.
- Phones must never be used in toilets or changing areas.
- Mobile phones must not be used during coach journeys in the school day i.e. to and from Hartswood, during a day trip
- Sixth Form students may use phones within the ground floor of the Sixth Form Centre and the top floor of the library. This phone usage should be to support their studies and if there are any concerns around usage, this will be followed up by the Sixth Form Team.

Expectations for Staff and Adults

- Staff must model safe, professional and appropriate use of mobile technology at all times.
- Staff must not use personal mobile devices to photograph, video or audio-record students, except where explicitly authorised and in line with school policy.
- Staff may only communicate with students though official school communication tools, for example school email or Teams.
- Any concerns arising from student mobile phone use must be reported promptly to the DSL or a Deputy DSL in accordance with safeguarding procedures.
- Staff should not use their personal mobile phone for personal reasons in front of students during the school day, except where use is necessary for a legitimate school purpose, for example multi-factor authentication, taking a register or another authorised professional function.

Photography, Video, Audio and Image Sharing

- Students must not take photographs, videos or audio recordings of staff or other students without explicit permission.
- The non-consensual taking, possession or sharing of images or recordings is strictly prohibited.
- Students must not create, possess, share or request indecent images of anyone under the age of 18, including altered or AI-generated images. This is illegal and a serious safeguarding concern.
- Mobile phones must not be used in changing rooms, toilets or any area where privacy is expected.
- Any misuse of images or recordings will be treated as a safeguarding matter and may involve external agencies.

Filtering, Monitoring and Network Use

- Students must only access the internet via the school's filtered and monitored Wi-Fi when on site.
- The use of mobile data, personal hotspots, tethering, VPNs, proxies or any other means to bypass the school's filtering and monitoring systems is strictly prohibited.
- The school monitors use of its network and systems for safeguarding, child protection and lawful purposes.
- Attempts to evade monitoring or filtering are considered a serious breach of this policy and may trigger safeguarding investigation.

Breaches, Sanctions and Safeguarding Response

Breaches of this policy will be addressed proportionately and in line with the Behaviour Policy. Responses may include:

- verbal reminders or warnings;
- confiscation of the device;
- restricted privileges;
- parental contact;
- disciplinary sanctions.

Where a breach raises safeguarding concerns (including harassment, abuse, coercion, image sharing or exploitation), the matter will be referred immediately to the DSL and managed under safeguarding procedures, which may include referral to external agencies.

Confiscation, Searching and Examination of Devices

Staff may confiscate a mobile phone where there is reasonable cause to believe this policy has been breached or a safeguarding risk is present.

The school may search, examine or delete data from a device where:

- there is a reasonable suspicion of harm, abuse or policy breach;
- it is necessary to protect a child or others from harm.

Any examination of a device will be proportionate, recorded, and undertaken in accordance with safeguarding and data protection requirements. Where illegal material is suspected, the device will be secured and the appropriate authorities informed.

Appendix 2: How to deal with misbehaviour?

Maintaining a positive culture requires constant work and we will positively reinforce the behaviour which reflects the values of the school and prepares students to engage in their learning. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

When a student misbehaves staff will respond in order to restore a calm, safe learning environment and to prevent recurrence of misbehaviour. Colleagues will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so that students know with certainty that misbehaviour will always be addressed.

De-escalation techniques should always be used to help prevent further behaviour issues arising.

Why is a student misbehaving?

Staff should always be mindful of why a student might be misbehaving and support which could be offered to a student to meet behaviour standards in the future. This does not usually replace a sanction but should be considered alongside it. The following questions act as a prompt:

1. Are they late because of a pastoral/home issue?
2. Is the student struggling to understand the academic work? Do they need help to access it?
3. Is there a reason why a student has not handed their work in on time? Have they over-committed in their extra-curricular and need some help to manage their time? Did something happen at home which meant they could not complete their work? Is there something else going on?
4. Is a student experiencing issues in the classroom setting with another student or students which is impacting on their behaviour? Does the seating plan need to be reviewed?
5. Is there a concern about concentration or focus? Is the student sleeping? Eating? Might there be an undiagnosed learning need?

In all cases of responding to poor behaviour staff should respond predictably, promptly, and assertively. The first priority should be to ensure the safety of students and staff and to restore a calm environment.

How to respond to poor behaviour

Level 1: Resolve

Low level misbehaviour and a good student response – verbal warning – explain, listen, redirect

Examples	RGS Response	Who?
• Calling out in the lesson; talking in the lesson; not on task; not following instructions • Not putting something in the bin; clearing a table • Uniform not worn properly e.g. skirt rolled up; shirt untucked; jewellery • Lack of equipment • Not handing in homework • Lateness to the lesson; tutor time • Chewing gum	Explain and discuss with the student why their action is wrong, what needs to change and a warning to not do it again. Try to reach a situation where the teacher and the student both understand why, how and believe that the problem will be avoided in future. If a student is caught chewing gum, please ask them to put it in the bin and ask them to hand over any other gum that they have	All staff Tutor

Level 2: Record

Low level misbehaviour/repeated behaviour not needing a specific sanction – explain, redirect and record as a **Behaviour Point**

Examples	RGS Response	Who?
• Repeat of low-level misbehaviour (as above) despite a warning • First–Fifth Form: accessing or using a mobile phone, smartwatch, earbuds or earphones during the school day without permission • Repeated/unjustified lateness • Failure to meet a teacher when asked to without good reason • repeatedly distracting others • littering • rudeness • not following instructions after reminders • homework	A discussion with the student to explain why their action is wrong, what needs to change and a Behaviour Point to record. Try to reach a situation where the teacher and the student both understand why, how and believe that the problem will be avoided in future. If staff are concerned that a student's behaviour is beginning to escalate, they should consider other early interventions e.g. contacting parents, subject reports, academic support. It can be really powerful to contact parents with an offer to help support more consistent behaviour. We might be unhappy with the behaviour but should avoid parents feeling that they are or their child is being criticised as that can make cooperation more difficult.	All staff

Level 3: Refer

More serious or repeated behaviours/very poor attitude should be passed on for review for HoD/HoY.

REVIEW led by HoY/HoD. Behaviour around school/or an escalation of (repeated) in-class concerns or across many subjects will be dealt with by the Head of Year, usually HoY detention and/or support. In-class issues will normally be resolved by the teacher or through departmental interventions – usually detention and/or support.

Examples	RGS Response	Who?
• Growing number of BPs e.g. three in a half-term • Other more serious misbehaviour no warning needed e.g. defiance • Ongoing lateness to a particular lesson • Homework not handed in despite a warning and a chance to hand it in • Poor behaviour in a lesson despite warning/BP which is disrupting calm classroom environment	Head of Year Detention/Head of Department Detention HoD/HoY (or other relevant staff) will have a discussion with the student to explain why their action is wrong, what needs to change to reach a situation where the teacher and the student both understand why, how and believe that the problem will be avoided in future. Any member of staff can raise an incident of poor behaviour with the HoY/HoD who will review and may place a student in detention. If staff are concerned that a student's behaviour is beginning to escalate, they should consider other early interventions e.g. contacting parents, subject reports, academic support. It can be really powerful to contact parents with an offer to help support more consistent behaviour (We might be unhappy with the behaviour but should avoid parents feeling that they or their child is being criticised as that can make cooperation more difficult).	All staff HoY/HoD

Level 4: Very poor behaviour

One-off very poor behaviour or a series of incidents in a short space of time, or where interventions have not been successful at level 3 will be dealt with by the Head of Section/SLT.

Examples	RGS Response	Who?
• One off very poor behaviour • A series of incidents in a short space of time, or where interventions have not been successful at level 3 will be dealt with by the HoS/SLT. • This might include bullying, violence, vandalism, theft, prejudice and discrimination and similarly serious incidents	The response will be led by the Head of Section or SLT and is likely to include: a meeting with parents and the student, a sanction such as a HoS/SLT detention. There is likely to be a behaviour or pastoral intervention put into place.	All staff HoS SLT

Level 5: Serious misbehaviour – Headmaster's Detention/Suspension/Exclusion

This level deals with very serious or persistent breaches of the school rules. A student's place at the school will be at risk.

Examples	RGS Response	Who?
• One off extremely serious misbehaviour e.g. bullying in person or online • Emotional or physical abuse of an individual due to their protected characteristics (e.g. disability, race, religion, sexual orientation) • Child-on-child abuse • Sexual harassment • Sexual violence • Vandalism • Missing lessons/school without a pre-agreed reason • Physical violence • Vaping/smoking • Discriminatory behaviour • Prohibited items • Similarly serious incidents • An escalation of poor behaviour which is disrupting the ethos of the school and where other interventions have so far not been successful	The response will be led by the Headmaster/SLT and the relevant HoS/HoY. The severity of the sanction will depend on: a. Severity of the misbehaviour b. Impact on others in the community or beyond c. Previous behaviour It will involve parents and is likely to have a sanction such as a Headmaster's Saturday Detention, a suspension (internal or external), or in the most serious cases, an exclusion (see separate policy). An important aspect will be for the senior staff and student to understand why things went wrong and to have a realistic plan to avoid further poor behaviour. Further support may be appropriate	All staff are responsible for flagging concerns around serious misbehaviour Headmaster SLT HoS/HoY

RGS Rewards & Responses Summary

<table>
<tr><th colspan="3">Rewards</th><th rowspan="2">Level</th><th rowspan="2">Responses</th></tr>
<tr><th>Lower School</th><th>Upper School</th><th>Sixth Form</th><th>Lower School, Upper School and Sixth Form</th></tr>
<tr><td colspan="3">Praise, contact home, celebrate success in class, tutor time, assemblies, newsletters</td><td>1</td><td>RESOLVE
Low level misbehaviour and a good student response – verbal warning – explain, listen, redirect.</td></tr>
<tr><td>Merits</td><td>Honours</td><td>Credits</td><td rowspan="2">2</td><td>RECORD
Low level misbehaviour/repeated behaviour not needing a specific sanction – explain, redirect and record as a Behaviour Point.</td></tr>
<tr><td colspan="3">e.g. act of kindness, outstanding piece of work, helping at a school event, improved attitude and/or effort in class, promoting positive behaviour</td><td>e.g. unjustified lateness or poor uniform, repeatedly distracting others, homework not done, littering, chewing gum, rudeness, not following instructions after reminders.</td></tr>
<tr><td colspan="3">More significant rewards:</ Try to frequently affirm all students you teach</td><td rowspan="2">3</td><td rowspan="2">REFER
More serious or repeated behaviours/very poor attitude should be passed on for review for HoD/HoY.
REVIEW
Led by HoY/HoD. Behaviour around school/or an escalation of (repeated) in-class concerns or across many subjects will be dealt with by the HoY (usually HoY detention and/or support). In-class issues will normally be resolved by the teacher or through departmental interventions – usually detention and/or support.</td></tr>
<tr><td>Merit award
• Bronze (15 merits)
• Silver (30 merits)
• Gold (50 merits) + HM letter
• Platinum (75) + HM letter
• Ruby (100) + HM letter</td><td>ACE Cards
Issued by individual teachers + HoY/HoS</td><td>Café Rewards
Issued by HoY/HoS for contribution beyond the classroom
Academic Postcards
Issued for academic excellence/effort</td></tr>
<tr><td colspan="3" rowspan="2">Special Rewards
For example, school colours, leadership opportunities, end of year prizes, rewards that are created for student competitions or exemplifying school values, e.g. breakfast for the Form with the most merits in a half term.</td><td>4</td><td>One off very poor behaviour or a series of incidents in a short space of time, or where interventions have not been successful at level 3 will be dealt with by the HoS/SLT. This would include bullying, violence, vandalism, theft, prejudice and discrimination and similarly serious incidents.</td></tr>
<tr><td>5</td><td>Sanctions at this level will be set by SLT/Headmaster e.g. Suspension
This level deals with very serious or persistent breaches of the school rules: a student's place at the school will be at risk.</td></tr>
</table>