Name of Policy: Ready To Learn (RTL)

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PART 1: MISSION, VISION AND VALUES

Mission

Our mission is to nurture every pupil's intellectual, personal, and emotional growth within a caring, safe, engaging and inclusive community. Guided by our core commitment—**Passion for Excellence in Education**—we empower pupils to discover their unique strengths, strive for excellence, act with integrity, and develop the confidence and skills needed to meet the challenges of the real world.

Vision

Our vision is to be a leading **British** international school where students flourish as confident, compassionate, and **globally minded** individuals who positively shape their communities. We aspire to maintain a positive learning environment that is **innovative and inclusive** and maintain a culture of respect and collaboration where staff, pupils and parents feel supported, empowered and valued.

Royal Pillars

Enrichment: Tailoring learning to meet the needs of every child, enriching academic, social, and personal development through high standards and best practice.

Empowerment: Inspiring confidence, independence, and a love of learning, empowering pupils to take ownership of their success.

Esteem: Cultivating self-worth, respect, and discipline — fostering a community where integrity, confidence, and responsibility are central to every learner's growth.

Excellence: Pursuing excellence in all that we do, encouraging pupils, teachers, and staff to take pride and joy in achieving their highest potential.

Empathy: Nurturing a strong sense of belonging and understanding, teaching pupils to appreciate both differences and commonalities, and to contribute positively to the world around them.

Relationship between the Royal Pillars and Royal School Values

The Royal Pillars represent the strategic focus and guiding priorities of The Royal British International School. They underpin leadership decision-making, school improvement planning, and the overall culture and direction of the school.

The Royal School Values sit beneath the Royal Pillars and define the behaviours, attitudes, and conduct that pupils are explicitly taught and expected to model on a daily basis. These values translate the school's strategic

priorities into clear, observable expectations for pupil behaviour across all aspects of school life.

Connection to the Ready to Learn Policy

Our Ready to Learn Policy is grounded in these guiding principles. We believe that positive behaviour, mutual respect, and a strong sense of community are essential to achieving excellence in education.

By upholding our Mission, Vision, and Values in everyday practice, we ensure that every pupil feels safe, valued, and motivated to learn.

PART 2: PURPOSE

The Ready to Learn Policy establishes the shared expectations that enable every pupil at The Royal British International School to thrive academically, socially, and emotionally.

Grounded in the school's Mission, Vision, and Values, the policy supports our commitment to *Passion for Excellence in Education* by promoting a calm, safe, and inclusive learning environment where positive behaviour, mutual respect, and self-discipline are central to success.

The policy sets out clear and consistent approaches to behaviour that support high-quality teaching and learning, enable pupils to make responsible choices, and ensure that all members of the school community understand their role in maintaining a respectful and purposeful culture.

Through shared expectations, restorative practice, and consistent implementation, Ready to Learn ensures that pupils feel safe, valued, supported, and ready to engage fully in learning and school life.

PART 3: AIMS

The Ready to Learn Policy aims to establish shared expectations that enable every pupil at The Royal British International School to thrive academically, socially, and emotionally.

- Minimise disruptive behaviour and maximise learning time.
- Provide clarity to pupils and staff on expected behaviour and ensure consistent responses to misbehaviour.
- Encourage pupils to self-regulate and take responsibility for their actions.
- Enable teachers to deliver active, engaging, and creative lessons without disruption.

- Promote a positive learning culture where pupils are motivated, respectful, and ready to engage fully in all aspects of school life.

- Support personal growth and self-discipline through reflection and resilience.

- Recognise and celebrate success through praise, encouragement, and positive reinforcement.

- Uphold the school's Mission, Vision, and Values by fostering an environment where every pupil can flourish academically, socially, and emotionally.

PART 4: GUIDING PRINCIPLES

Guided by the school's Mission, Vision, and Values, our approach to behaviour reflects our commitment to Passion for Excellence in Education and to nurturing confident, respectful, and responsible learners.

At The Royal British International School, our approach to behaviour is rooted in our belief that every pupil has the right to learn and the responsibility to allow others to do the same.

Our RTL policy is guided by:

- **Respect and Dignity:** Treat every individual with fairness, kindness, and respect.
- **Consistency and Clarity:** Apply clear expectations and consistent responses to promote fairness and stability.
- **Positive Reinforcement:** Encourage desired behaviour through praise, recognition, and encouragement.
- **Responsibility and Reflection:** Support pupils to take ownership of their actions and understand their impact on others.
- **Restorative Approach:** Focus on repairing relationships, rebuilding trust, and restoring a positive learning environment.
- **Partnership with Parents:** Work collaboratively with families to guide pupils' personal and social growth.
- **High Expectations:** Uphold ambitious standards for learning and conduct, empowering pupils to embody our Passion for Excellence in Education.

PART 5: ROLES AND RESPONSIBILITIES

Steering Committee

- Approves and reviews the Ready to Learn (RTL) policy.
- Ensures fair and consistent behaviour management practices are upheld.

- Acts as the primary referral point for unresolved or serious behaviour concerns.

Principals

- Lead all pastoral and behaviour-related work across the school.
- Define clear roles and responsibilities for all staff.
- Coordinate and support middle leaders, teachers, and support teams.
- Monitor and evaluate the implementation of the RTL system.
- Intervene promptly with pupils who are not meeting behaviour standards.

Department Leaders

- Monitor and promote positive behaviour within their departments.
- Support the consistent, day-to-day implementation of the RTL approach.
- Identify and recognise pupils who exceed expectations.
- Intervene and support pupils whose behaviour requires improvement.

Teachers / Form Tutors / Classroom Teachers

- Apply school rules and expectations consistently.
- Use rewards and sanctions appropriately to reinforce behaviour standards.
- Record behaviour information accurately on Engage.

Pupil Support and Administrative Staff

- Maintain accurate records of behaviour data.
- Support the effective implementation and monitoring of the RTL system.

Discipline Officers

The Discipline Officer assists with behaviour investigations, parent communication, restorative follow-up, and the supervision of sanctions.

PART 6: CONTEXT

Ready to Learn is central to our school ethos and supports the strategic focus set out in the Royal Pillars.

All pupils and staff contribute to this culture through the way they interact with one another — their tone of voice, choice of language, and daily conduct all shape the learning environment and overall wellbeing of our community.

The Royal School Values, which sit beneath the Royal Pillars, are explicitly taught, modelled, and reinforced throughout the academic year

Each month centres on a specific Royal School Value, as identified in the moral focus of the school's values framework. This monthly value is shared consistently across assemblies, classroom practice, pastoral support, and behaviour expectations, ensuring a common language and understanding across the school community.

These values underpin all behaviour expectations within the Ready to Learn Policy and guide pupils in developing respect, empathy, self-discipline, and responsibility in their interactions with others. **The monthly Royal School Values and their associated moral focus are set out in Appendix C.**

PART 7: CLASSROOM EXPECTATIONS

Pupils are expected to:

- Arrive on time and ready to learn.
- Listen carefully when being spoken to.
- Stay on task and avoid disturbing others.
- Follow instructions first time, every time.
- Be respectful and avoid physical contact.

EYFS classrooms use age-appropriate behaviour charts and visual aids to support understanding.

PART 8: RECOGNISING POSITIVE BEHAVIOUR

Recognising and celebrating positive behaviour is central to maintaining a culture where all pupils are Ready to Learn. At The Royal British International School, we believe that positive behaviour should be consistently recognised, celebrated, and linked to our Royal School Values. Our approach encourages pupils to make positive choices, take pride in their achievements, and contribute to the success of their House and wider school community.

Whole-School Principles

Consistent	All staff apply rewards and recognition in the same way.
Visible	Pupils can clearly see how positive choices lead to recognition.
Inclusive	Every pupil has the opportunity to be celebrated for effort, behaviour, and values, not only attainment.
Linked to House System	Every act of effort, kindness, or improvement strengthens pupils' sense of belonging within their House.
Restorative	Recognition reinforces reflection and better choices, not simply compliance.

Core Recognition Systems (Whole School)

Recognition Type	Description and Purpose
House Points	Awarded across all key stages for effort, behaviour, improvement, and living our Royal School Values. House points are recorded on Engage or Class Dojo and contribute to termly and annual House awards.
Verbal Praise	Immediate, specific praise used to reinforce expectations and build positive classroom culture.
Written Praise / Notes Home	Teachers and leaders may send positive notes via Engage or in exercise books to share success with parents.

Certificates and Badges	Awarded weekly or termly for effort, progress, and values. Includes Star of the Week, Royal Values Role Model, and subject badges.
Out of Uniform Passes	Reward for consistent effort or behaviour, allowing pupils a non-uniform day.
Principal's Positive Note	Issued for exemplary behaviour or work. Pupils may receive a bookmark, pencil, and Engage message to parents.
Student of the Fortnight / Term / Year	Recognises outstanding pupils for effort, behaviour, and values. Classmates may contribute through peer nominations.

EYFS and Primary Recognition

Our youngest learners are supported through visual, tangible, and role-based systems that encourage good choices and cooperation. These include the following strategies:

Classroom-Level Strategies

- Stickers and stars (in books or on shirts)
- Class Dojo and Ready to Learn Tree
- Line leaders, class helpers, and garden helpers
- "Good Listening Ears" and "Trying Hard" recognition
- Kindness Jar and "Pupil's Choice" rewards (e.g., 5 minutes of football, sitting in the teacher's chair, extra library book)
- Table points or rewards box selection
- Verbal praise and positive notes sent home via Engage
- Show and tell rewards
- Behaviour charts

Department/Key Stage Recognition

- **Crown Jewels** for good manners and values
- **Certificates** in weekly assemblies (e.g., Star of the Week, Key Stage Leader Challenge Winners)
- **Golden Time** for consistent effort and cooperation
- **House Points at Break** awarded by duty staff for kindness, teamwork, and safe play
- **Royal Values Role Models** — voted monthly by pupils and teachers
- **Principal's Positive Note** – Staff may nominate a pupil for exemplary behaviour or work. Pupils receive a bookmark, pencil, and message from the Principal, and parents are informed via Engage.

Secondary Recognition

In Secondary, recognition continues to focus on effort, contribution, and adherence to the Royal School Values.

Consistency across departments ensures fairness and shared standards.

- **House Points** are the main system for recognising positive behaviour, participation, and improvement.
- **Verbal praise** is given frequently and specifically by subject teachers.
- **Positive notes on Engage** communicate success to families.
- **Certificates and Awards:**
    - Student of the Fortnight, Term, and Year (for effort, behaviour, and values)
    - House Point Milestones (e.g., 50, 75, 100)
    - End-of-term recognition for top house point earners and consistent effort and behvaiour
- **Reward trips**
    - For those recognised as consistently demonstrating our Royal School Values
- **Subject-Specific Badges:** Departments such as MFL award language badges after summative assessments for achievement and effort; these may be worn in class with pride.
- **Principal's Positive Note:** For exceptional effort or leadership.

PART 9: READY TO LEARN AROUND SCHOOL

Being Ready to Learn applies in all areas of school life — not only in the classroom. All staff promote and model positive behaviour beyond lessons to maintain a calm, respectful, and orderly school environment.

Pupils are expected to demonstrate the same standards of conduct around school as they do in lessons by:

- Walking calmly and safely on the **right-hand side** of corridors and stairways.
- Being **polite, courteous, and respectful** to others at all times.
- Keeping **voices at an appropriate volume** to maintain a positive atmosphere.
- Using **shared and designated areas** responsibly and safely.
- Wearing the **correct school uniform** with pride and in accordance with school expectations.

PART 10: READY TO LEARN STAGES

Behaviour is managed through a clear and consistent staged system designed to **support positive choices, prevent escalation, and restore a calm learning environment**.

Each stage represents an opportunity for pupils to reflect, make better decisions, and re-engage successfully with learning. These stages may be applied within a single lesson, activity, transition, or break time, depending on the context and age group.

Stage	Description	Preventive / Restorative Strategies (Teacher Actions)
Stage 1	A calm, clear **reminder** of the expected behaviour.	Use positive language ("Let's get back on task"). Refocus on learning goals and praise compliance immediately. Check seating, task clarity, or workload – remove triggers. Use non-verbal cues (eye contact, proximity, gesture). Give a brief movement or regulation break if needed .
Stage 2	A **verbal warning** is given if the behaviour continues. This is an opportunity for the pupil to reflect and correct behaviour.	Keep tone calm and respectful. Privately remind the pupil of choices and consequences. Ask reflective question: "What do you need to do to put this right?" Offer quick re-engagement: help them get started, use peer support. Acknowledge and praise when the pupil corrects behaviour.
Stage 3	Behaviour continues after reminders and warnings. A **breaktime detention** may be issued.	Before issuing, briefly conference: "What happened? How can we fix it?" Use restorative language: "How did this affect others?" Give opportunity to repair (e.g., tidy space, apologise, redo work). Incident logged on Engage.
Stage 4	If **disruption continues** or learning of others is affected, pupil may be removed from class. A Reflection and Responsibility ECA will be issued may be issued in secondary	Ensure removal is calm and dignified – never confrontational. At end of lesson/day hold a short **restorative conversation** (teacher + pupil). Reaffirm expectations and agree simple action plan before next lesson. Inform parent if pattern emerges and liaise with Form Tutor / KS Leader for support.

PART 11: STAGE 3 DETENTIONS

Stage 3 Detentions are issued for continued misbehaviour after verbal reminders and warnings.
They are normally served during break or lunchtime. Staff have a duty of care to ensure pupils are given sufficient time to eat, drink, and use the facilities.

During detention, pupils may be asked to complete classwork, restorative tasks, or a short reflection sheet to help them consider how to improve future behaviour.

- If a pupil fails to attend a Stage 3 detention while in school, the sanction will escalate to **Stage 4**, resulting in an Reflection and Responsibility ECA (secondary only)
- If a pupil then fails to attend the Stage 4 detention, they will serve a **one-day internal suspension**. Refusal to complete the internal suspension will result in the pupil being sent home.
- If a pupil is **absent** on the day of their detention, they must complete it on their **next day in school**. Pupils, particularly in Secondary, are expected to take personal responsibility for remembering their detention.
  Sanctions for non-attendance will apply as outlined above.

PART 12: SERIOUS INCIDENTS

A *serious incident* is any behaviour that poses a risk to the safety, wellbeing, or learning of others. In such cases, a pupil may be removed immediately from the lesson, activity, or social area without prior warning.

Serious incidents may include, but are not limited to:

- Use of inappropriate or offensive language.
- Dangerous or unsafe behaviour.
- Defiance or refusal to follow a reasonable instruction.
- Academic dishonesty.
- Disrespect
- Vandalism

If a pupil fails to leave a classroom or activity when instructed following a Stage 4 escalation or a serious incident, staff will request support from the discipline or leadership team.

Consequences for serious incidents are determined by the Leadership Team and depend on:

- The nature and severity of the incident.
- The pupil's previous behaviour record.
- Ministry of Education guidelines regarding behavioural consequences.

All serious incidents are recorded on **Engage**, and follow-up actions are reviewed to ensure support, reflection, and prevention of recurrence.

Confidentiality and Access to Surveillance

To protect the privacy and dignity of all pupils, no parent or guardian has the right to inquire about or view the disciplinary actions, consequences, or behaviour records of any student other than their own child.

The school alone reserves the right to access and review security or surveillance footage during the investigation of behavioural incidents. This measure ensures that investigations are conducted fairly and in accordance with safeguarding and privacy standards.

Information obtained through such reviews remains strictly confidential and is used solely for the purpose of resolving incidents and ensuring pupil safety.

PART 13: ZERO TOLERANCE BEHAVIOURS

The Royal British International School has a **zero-tolerance policy** for behaviours that endanger the safety, wellbeing, or reputation of the school community.

These behaviours are treated as serious incidents and result in **immediate investigation** and **significant sanctions**, which may include internal suspension, fixed-term suspension, or permanent exclusion.

Behaviours Subject to Zero Tolerance:

Tobacco, Vapes, Alcohol, and Illegal Substances

The possession, purchase, sale, or use of tobacco, vapes, alcohol, or any illegal or harmful substances is strictly prohibited. Being under the influence of such substances during school hours or at any school-related event constitutes a serious breach of school rules.

Dangerous Objects

Weapons, replica weapons, sharp objects, or any item intended to cause harm are not permitted on school premises or during school activities.

Fighting, Assault, or Threat of Violence

Physical aggression, play fighting, intimidation, or threats towards any member of the school community are unacceptable and will result in serious disciplinary action.

Bullying and Gang Mentality

All forms of bullying — physical, verbal, emotional, psychological, or online — are prohibited.
The school also rejects any group or gang behaviour that promotes exclusion, intimidation, or aggression.
All reported cases are investigated promptly in line with safeguarding and anti-bullying procedures.

Public Displays of Affection and Inappropriate Sexual Conduct

Inappropriate physical contact or any form of sexual exposure or activity will be treated with the utmost seriousness and investigated in accordance with safeguarding protocols.

Social Media and Online Conduct

Any online behaviour that negatively affects the safety, wellbeing, or reputation of the school community is not tolerated. This includes cyberbullying, harassment, sharing inappropriate content, or posting material related to the school or peers without permission.

These expectations uphold the **Royal School Values** of respect, kindness, humility, and integrity.
By maintaining these standards, every pupil contributes to a school community built on **safety, dignity, and mutual care**.

PART 14: REFLECTION AND RESPONSIBILITY ECAS

Compulsory **Reflection and Responsibility ECAs** run after school from 3:20–4:20 on designated days. Pupils must go straight there at the end of their last lesson. Parents will be informed at least 24 hours in advance. If a parent/guardian provides a reasonable explanation for a pupil not attending a Reflection and Responsibility ECA, an alternative date may be offered. If this cannot be arranged, or the rescheduled detention is not attended, an alternative sanction during the school day such as internal suspension will be applied. The decision regarding the sanction rests with the school and will be implemented fairly and consistently.

PART 15: INTERVENTIONS AND SUPPORT

Where behaviour concerns become persistent or repeated, the school implements targeted interventions to address the underlying causes and support sustained improvement.

When a pupil repeatedly reaches Stage 4, the key stage leader meets with the pupil and parents to agree on clear strategies for change. A Behaviour Tracking Sheet may be introduced to monitor engagement, attitude, and progress over time. Continued or escalating concerns trigger a referral to the Support Department for assessment and additional intervention.

Interventions are individualised and may include mentoring, counselling, behaviour coaching, classroom adjustments, or external agency support. Pupils with Special Educational Needs (SEN) or other vulnerabilities receive enhanced support to ensure fairness, inclusion, and the best chance of sustained behavioural improvement.

PART 16: FIXED-TERM SUSPENSION

A fixed-term suspension may be necessary following a serious incident or an ongoing pattern of unacceptable behaviour. Such decisions are made jointly by the Discipline team and senior leaders, in line with Ministry of Education guidance.

Permanent exclusion is considered only after all other strategies have been exhausted and always in liaison with the Ministry of Education.

PART 17: SUPPORTING PUPILS AFTER SANCTIONS

Following any sanction—particularly after a serious incident or suspension—the school ensures pupils are supported to rebuild positive habits and meet behaviour expectations.

Support may include:

- Targeted restorative or reflective discussions with pupils.
- Collaboration and communication with parents or guardians.
- Ongoing monitoring of progress and review of behaviour-support strategies.
- Individual reintegration plans following longer-term suspensions, focused on readiness to learn and improved self-regulation.

PART 18: PREVENTING RECURRENCE

For pupils who display repeated or persistent behaviour concerns, early intervention is key.
Strategies may include:

- Regular engagement with parents to review progress and agree next steps.
- Mentoring and coaching through the discipline team, class teacher, or school counsellor.
- Personalised support programmes or referrals to the Support Department for targeted interventions.
- Recommendations for families to seek external professional support where social, emotional, or behavioural needs extend beyond the school's provision.

These approaches ensure that pupils receive consistent guidance and the opportunity to reflect, improve, and sustain positive behaviour over time.

PART 19: MOBILE DEVICES

Being *Ready to Learn* also means using technology **responsibly and respectfully**. The Royal British International School recognises that mobile and digital devices are part of modern life; however, within school they must **support learning, not distract from it**.

The use of mobile and digital devices is guided by our commitment to maintaining a **safe, respectful, and distraction-free learning environment**.

When used appropriately, technology can enhance learning — but it can also present risks to wellbeing, privacy, and focus.

Primary School

- Pupils in Primary are **not permitted** to bring mobile devices (phones, tablets, or smart watches) to school.
- The exception is for **Years 5 and 6**, who are required to bring a standard iPad connected to the Royal School iCloud account for learning purposes.

Secondary School

- In **Key Stage 3**, pupils are **discouraged** from bringing mobile phones to school.
  If they do, the phone must remain **unseen and unheard** throughout the school day.
- If a Key Stage 3 pupil's phone is seen or heard, it will be **confiscated for three school days** and returned directly to the pupil.

Key Stages 4 and 5

- Pupils in **Years 10 and above** may bring mobile phones to school.
- Phones may only be used in the **KS4 study room** or **outside during non-contact periods**, away from younger pupils.
  Use during lessons or break times is **not permitted**.
- If a phone is seen or heard elsewhere on site, it will be **confiscated for three school days** and returned to the pupil.

Communication with Pupils

Parents or guardians who need to contact their child in an emergency during the school day should call the **Royal School Reception** or **Administration Team**. Messages will be relayed promptly to pupils by staff.

Our Royal School Values in Practice

Responsible use of technology reflects our **Royal School Values** of honesty, respect, and responsibility.
By following these expectations, pupils demonstrate that they are truly *Ready to Learn* — using digital tools safely, sensibly, and with integrity.

Appendix A — Royal Discipline Series: Secondary Behaviour Framework

This appendix forms part of the *Ready to Learn Policy* and outlines the specific behavioural categories and consequences that apply within the **Secondary School** in line with **Ministry of Education regulations**.
The framework provides detailed examples of minor, moderate, severe, and critical violations, along with the corresponding required actions.

It ensures that disciplinary responses remain:

- **Consistent and transparent**,
- **Compliant** with Ministry regulations, and
- **Supportive of the school's restorative approach**, focused on reflection, responsibility, and reparation.

This appendix is not a separate behaviour policy but a detailed operational guide to support the *Ready to Learn Stages* described in **Part 10** of this document.

Structure

Category	Description
Minor Violations	Low-level disruptions or breaches of daily expectations.
Moderate Violations	Repeated or more disruptive behaviour affecting learning.
Severe Violations	Serious misconduct undermining safety, respect, or wellbeing.
Critical Violations	Behaviour that endangers others or breaches Ministry regulations.

This table outlines behavioural categories and the corresponding actions or consequences applied in the Secondary School in accordance with Ministry of Education regulations. It supports the Ready to Learn Policy by ensuring consistency, fairness, and a restorative approach.

Violation	Actions / Consequences
Minor Violations	
Late to school	Verbal warning and missing first lesson – if repeated, written warning and missing first lesson – third time, Reflection and Responsibility ECA
Missing homework	Verbal warning – if repeated, contact parent – if repeated, break detention – if repeated, parent summoned for written pledge.
Forgetting school supplies	Verbal warning – if repeated, break detention – if repeated, parent summoned for written pledge.

Throwing rubbish in classroom, garden, or bathroom	Guidance and advice and student required to clean the area – if repeated, student required to clean the area and deprivation of break.
Not adhering to school uniform	Verbal warning – if repeated, parent requested to bring uniform or pick up student. Student does not enter class out of uniform.
Talking or making excessive noise	Stage 4 system – if repeated, internal or external suspension up to 4 days.
Eating or sleeping in class	Verbal warning – if repeated, parent summoned – if repeated, break detention.
Moderate Violations	
Leaving class without permission	Written warning – if repeated, Reflection and Responsibility ECA
Writing or drawing on school furniture	Written warning + clean affected area – if repeated, Reflection and Responsibility ECA
Using a stair not designated for the stage or being in an unauthorised area	Verbal warning – break detention – if repeated, Reflection and Responsibility ECA
Tampering with the alarm device	Verbal warning – if repeated, Reflection and Responsibility ECA
Inciting fights or threatening/intimidating classmates	Verbal warning – if repeated, written warning + break detention – if repeated, Reflection and Responsibility ECA
Any behavior contrary to public customs or manners (according to disciplinary officers' discretion)	Written warning and behavioral counseling session – if repeated, parent summoned for written pledge; the school may take appropriate action after investigation, and the sanction may reach up to internal or external suspension up to four days.
Severe Violations	
Disrespecting teachers or staff	Verbal warning and apology to the affected person – if repeated, Reflection and Responsibility ECA. If repeated, suspension up to 4 days – if repeated, suspension for longer period or transfer to homeschooling system.
Bullying in any form (verbal, physical, religious, racial, discriminatory)	Written pledge + meeting with parent and recommended behavioral counseling sessions. If repeated, external suspension up to 4 days at administration discretion.
Cheating in exams or projects	Grade cancellation and Reflection and Responsibility ECA. If repeated, internal or external suspension up to 4 days at administration discretion.
Deliberate property damage	Required to repair or compensate for the damage.
Fighting or hitting	If student is initiator: deprived of activities or PE classes + written

	pledge. If responding student: written pledge + behavioral counseling session. If repeated for both: internal or external suspension up to 4 days at administration discretion.
Play fighting	Verbal warning – if repeated, written pledge + behavioral counseling. If repeated, Reflection and Responsibility ECA – if repeated, external suspension up to 4 days at administration discretion.
Critical Violations 🚨	
Refusal of inspection or security instructions	Penalties outlined in the Ministry's regulations apply directly, including temporary or permanent suspension and notifying relevant authorities if necessary.
Smoking or possession of drugs	
Possession of any type of weapons or hazardous materials/tools inside school	
Forging documents or school certificates	
Impersonating others	
Abusing the school or staff via social media	
Taking or sharing photos of students or staff without permission	
Leaking exams	
Physical violence causing injuries	
Theft of school or student property	
Using any hazardous tools or materials inside the school	

All similar violations are treated according to school administration discretion. The administration reserves the right to take appropriate disciplinary action at its discretion, without following the sequence of sanctions.

Implementation

- All staff follow this framework to ensure consistency, fairness, and compliance with Ministry expectations.
- Leadership may adapt responses when context, individual needs, or SEN considerations require alternative or additional support.
- All cases are handled confidentially, with the aim of restoring positive behaviour and supporting personal growth.

Appendix B — Royal Discipline Series: Primary Behaviour Framework

This appendix forms part of the Ready to Learn Policy and outlines the specific responses and procedures for managing behaviour in EYFS and Primary. It ensures consistency, fairness, and compliance with Ministry of Education requirements, while maintaining a restorative and supportive approach that prioritises learning and reflection.

Violation	Actions / Consequences
Minor Violations	
Late to school	Missing first lesson Repeated lateness (3 times in a week) – parents contacted Frequent repeated lateness (repeated lateness over a number of weeks) – parents called to attend meeting with Primary Principal
Missing homework	Missing homework notice Frequent repetition Referred to Team Leader/ Department Leader –parents called to attend meeting
Forgetting school supplies	Missing equipment notice Frequent repetition Referred to Team Leader –parents called to attend meeting
Throwing rubbish in classroom, garden, or bathroom	Guidance and advice and pupil required to clean the area – if repeated, pupil required to clean the area and deprivation of remainder of break.
Not adhering to school uniform	First incident – Incorrect uniform warning notice sent on Engage Second incident – Incorrect Uniform Notice – Final sent Any further incident – Pupil removed from classroom, parents called to provide correct uniform or collect child immediately.
Moderate Violations	
Leaving class without permission	Immediately referred to Discipline Officer
Writing or drawing on school furniture	Vandalism Pupils will clean it off if possible. Any damage requiring repair will be charged to parents.
Inciting fights or threatening/intimidating classmates	Immediate reflective detention with discipline officer If repeated, parent summoned to sign written pledge and Ministry sanctions including Internal or external suspension may be applied.

Any behaviour contrary to public customs or manners (according to discipline officers' discretion)	Immediate reflective detention with discipline officer If repeated, parent summoned to sign written pledge; the school may take further appropriate action after investigation, and the sanction may extend to internal or external suspension up to five days.
Severe Violations	
Disrespecting teachers or staff	Immediate reflective detention with discipline officer Verbal warning and apology to the disrespected person – if repeated, internal suspension and written apology. Further repetition, external suspension up to 5 days and parents required to attend a meeting. Any further disrespect will result in suspension for longer period and pupil's file may be referred to the Ministry.
Bullying in any form (verbal, physical, religious, racial, discriminatory, cyber)	Immediate internal suspension pending investigation. Parent contacted for meeting. Zero tolerance to bullying will lead to an external suspension up to 1 week at Principal's discretion. Pupil will be required to attend mandatory counselling. Parents will be asked to attend school to sign any suspension paperwork. Any further bullying will result in suspension for longer period and pupil's file may be referred to the Ministry.
Academic dishonesty (Cheating in exams or projects)	Grade cancellation and reflective detention. If repeated, internal or external suspension up to 4 days.
Deliberate property damage	Vandalism. Required to pay for costs of repair or replacement.
Dangerous or unsafe behaviour. Any actions which could result in serious injury or damage.	Immediate reflective detention with discipline officer If repeated, a verbal warning and reflective counselling with school counsellor. If again repeated, internal suspension and parents required to attend a meeting. Further repetition, external suspension up to 5 days.
Defiance or refusal to follow a reasonable instruction.	Immediate reflective detention with discipline officer If repeated, a verbal warning and reflective counselling with school counsellor. If again repeated, internal suspension and parents required to attend a meeting.

	Further repetition, external suspension up to 5 days.
Play fighting	First incident – reflective detention Second incident – internal suspension Any further incidents - external suspension up to 4 days at Principals discretion. Parents will be asked to attend to sign any suspension paperwork.
Fighting or hitting	If student is initiator: immediate reflective internal suspension pending investigation. Further sanctions to be escalated from being suspended from activities to suspensions (internal or external). If repeated: internal or external suspension up to 5 days at Principal's discretion. If fighting as a result of responding to another's physical actions or verbal provocation: behavioural counselling session. If repeated: internal or external suspension up to 5 days at Principal's discretion. Parents will be asked to attend to sign any suspension paperwork. Any further acts of violence will be escalated to up to two weeks external suspension.
Use of inappropriate or offensive language; including curse words in any language or the use of 'street' language. This also includes the use of any non-verbal offensive gestures with body parts.	Immediate internal suspension pending investigation. Parent contacted for meeting. Zero tolerance to use of offensive language or gestures will lead to an external suspension up to 1 week at Principal's discretion. Pupil will be required to attend mandatory counselling. Parents will be asked to attend school to sign any suspension paperwork. Any further use of offensive language or gestures will result in suspension for longer period and pupil's file may be referred to the Ministry.
Whole School Critical Violations	
Refusal of inspection or security instructions	Penalties outlined in the Ministry's regulations apply directly, including temporary or permanent suspension and notifying relevant authorities if necessary.
Smoking or possession of drugs	
Possession of any type of weapons or hazardous materials/tools inside school	
Forging documents or school certificates	
Impersonating others	

Abusing the school or staff via social media	
Taking or sharing photos of students or staff without permission	
Leaking exams	
Physical violence leading to injuries	
Theft of school or student property	
Using any hazardous tools or materials inside the school	

All actions are recorded on Engage and reviewed by the Discipline Officer and Primary Principal. Serious incidents are investigated using the Primary Serious Behaviour Investigation Form. Consequences and sanctions comply with Ministry of Education guidance, ensuring fairness and child protection at all times. The framework supports restorative practice — encouraging reflection, reparation, and reintegration rather than punishment alone.

Appendix C: Monthly Royal School Values

Month	Royal School Value
September	Determination
October	Understanding
November	Peace
December	Caring
January	Positivity
February	Kindness
March	Humility
April	Resilience
May	Honesty
June	Imagination
July	Friendship