



RAFFLES
INTERNATIONAL
SCHOOL

Behaviour for Learning Policy Primary School

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world




Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: September 2018

Last Revised/Amended: September 2024

Next review: September 2025

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

Behaviour Management Programme Code of Conduct

RIS Principles

This policy applies to all students at RIS including those in the Early Years Foundation Stage, and Primary school.

The Principal and CEO believe that in order to safeguard our students and enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. In line with UAE Federal Law and our school ethos, any form of physical punishment is strictly prohibited. RIS also prohibits any form of punishment that humiliates students including sarcasm and other forms of verbal abuse. We seek to create a caring and learning environment in the school by;

- Promoting good behaviour and discipline, rather than simply punishing bad behaviour
- Promoting self-esteem, self-discipline, appropriate regard for authority and appropriate relationships based on mutual respect
- Ensuring fairness of treatment for all, encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention: providing a safe environment free from disruption and distractions
- All staff are responsible for ensuring that the expectation of good behaviour is consistently and fairly applied. Mutual support amongst all staff in the implementation of this expectation is essential
- Staff have a key role in advising the Principal, Head of Primary/Secondary/Deputy Heads of School/Head of Year/Team Leader/Head of Department on the behaviour of students. They also have a responsibility to create a high-quality learning environment, teaching good behaviour and implementing procedures consistently.

Expectations of RIS Stakeholders: -

At RIS we believe that a harmonious school is established through the behaviour of all Stakeholders.

1. Students

- Are expected to always work to their full potential
- To be respectful to all members of the RIS community
- Follow school expectations regarding behaviour in school and within the community

2. Teachers

- Plan and deliver stimulating and challenging lessons
- Apply rewards and sanctions fairly and consistently
- Role model appropriate exemplary, professional behaviour

3. School Leadership

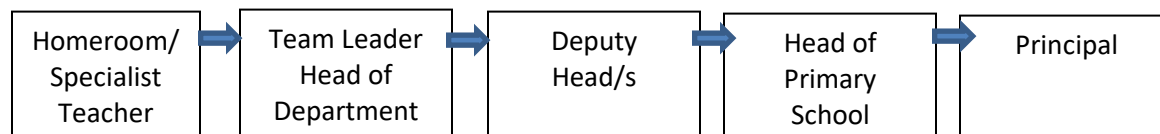
- SLMT review and update this policy regularly
- Support staff in the application of the policy
- Role model exemplary behaviour

4. Parents

- To be supportive of the school's policy
- Make themselves available to discuss their child's behaviour
- Provide a safe and supportive home environment conducive to learning

This policy serves as a high-level overview of the school's expectations and procedures. Specific details including the behaviours that we discourage and encourage are outlined in the school's Code of Conduct (available on the RIS website)

Pastoral procedures to be followed by all staff in relation to behaviour



Core Values

We promote the Raffles International School Core Values in our approach to guide students in their behaviour choices -

Achievement - We have high aspirations for all our students and we understand that each individual child is unique. We recognise, reward and celebrate effort which leads to success on a personal level.

Collaboration - Through meaningful collaboration we all achieve at a greater level, we find solutions through teamwork and build a sense of belonging through our positive interactions.

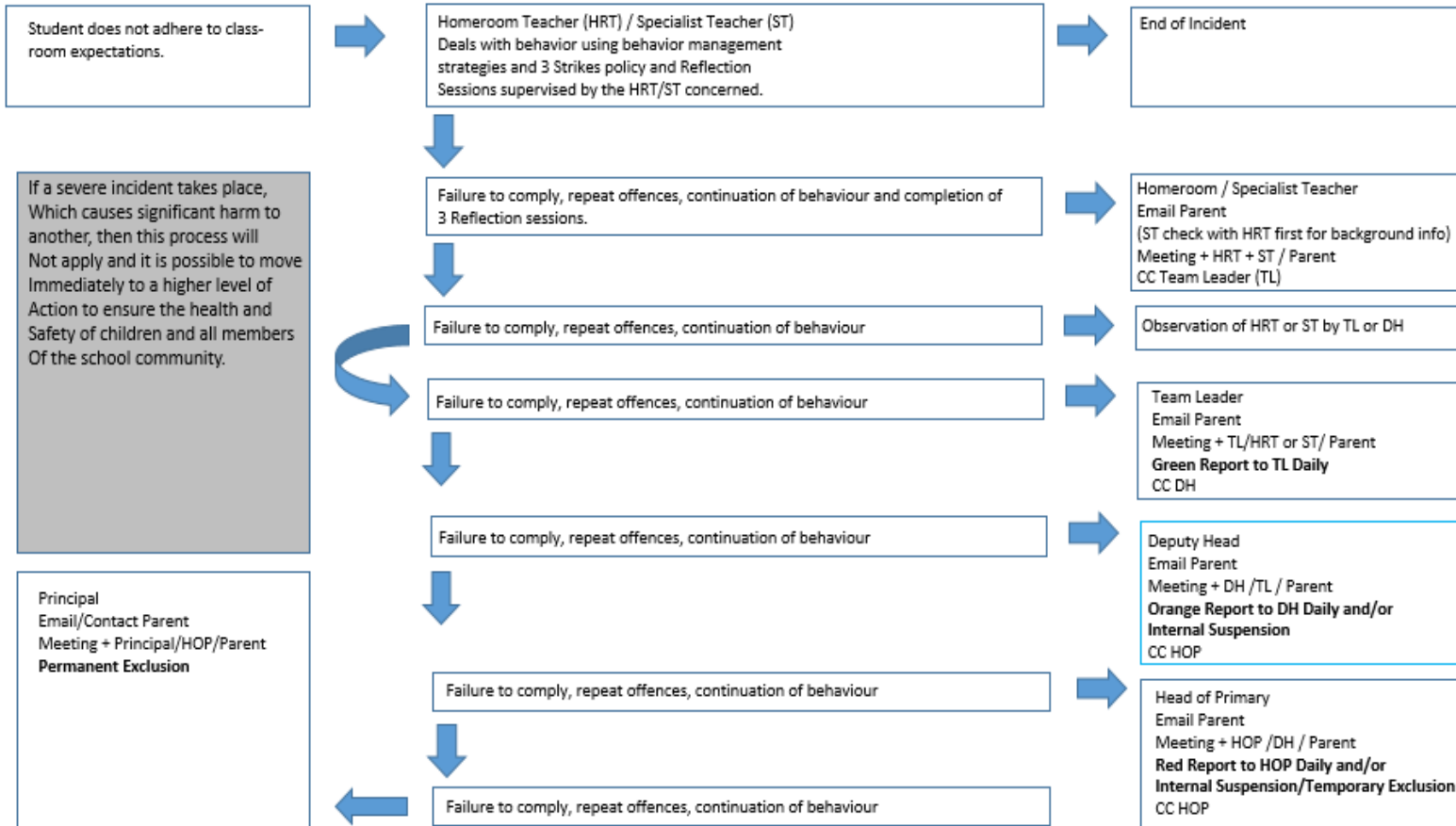
Innovation - We inspire students to think creatively and explore new ideas. By embracing curiosity and encouraging problem-solving, we empower them to develop solutions that drive progress and positive change.

Integrity - We believe in doing what is right, even when no one is watching. Our students are encouraged to act with honesty, responsibility, and respect in all aspects of their lives.

Respect - We cultivate an environment where every individual is valued and where our collective diversity is celebrated. Our students learn to appreciate alternative perspectives and show consideration for others in their words and actions.

Responsibility - We mindfully encourage a sense of ownership and accountability in our students for their actions and decisions. By providing opportunities for our students to contribute positively to their community, we help them develop essential life skills for the future.

Pastoral procedures to be followed by all staff in relation to behaviour



**** All incidents must be recorded on ISAMS for recording and tracking purposes****

****Only if this information is recorded on ISAMS can it be moved on to the next stage.

Team Leaders/HOD/HOY and members of the SLMT will not intervene unless evidence has been recorded on ISAMS as a matter of priority - evidence must be clearly logged and discussed with middle/senior leaders.

Bus incidents - minor bus incidents are initially dealt with by the Homeroom Teacher, more serious incidents are reported to the Deputy Head of Primary.

Reporting System - behavioral incidents that continue to arise follow the clear traffic light system, ensuring students fully understand that the behaviour displayed is not acceptable and this is supported through conversation by the teacher.

PLEASE NOTE: CHILDREN ARE ONLY TO BE ON REPORT FOR A MAXIMUM OF A ONE WEEK DURATION ONLY PER REPORT STAGE

Advice for students to use their WITTS –

Provide students with this advice when confronted with any issues of behavior that might occur especially during play times within the Primary school – children should be encouraged to follow this process

Walk Away
Ignore
Talk to a
Teacher
Seek Help

Our Restorative Justice approach aims to provide students with ownership of their behaviour, understanding of why poor behaviour is unacceptable and the appropriate learning to both correct behaviour and understand positive choices regarding their interactions, to be applied in future. Each case is managed at the appropriate level in response to the level of severity of the incident. The below steps are a guide to a restorative justice approach.

Step 1 – Speak with the children involved

When the teacher finds out that an incident has happened, they are to discuss the incident with all parties. The teacher will seek the students' views on the incident from all relevant perspectives in order to make informed decisions on the next step required.

Step 2 – Share responsibility

The teacher does not attribute blame and asks the students to discuss the incident with each other, explaining their own perspectives whilst encouraging an understanding of the perspective of the other parties.

Step 3– Ask the children for their ideas

Each student is encouraged to reflect on the incident and suggest ways in which they could have behaved more appropriately. The teacher gives some guidance and positive responses to their discussion.

Step 4 – Support the solution

The teacher ends the meeting by passing over the responsibility to the students to solve the problem and aids them in their understanding of this. The teacher will arrange to meet with the students again to monitor the effectiveness of the restorative approach taken.

Step 5 – Meet them again

At a suitable later date and if required, the teacher ‘checks in’ with the students involved to monitor behaviour and assess learning from the incident.

At any time, if bullying is suspected this will be logged in line with our behaviour and safeguarding policies and appropriate action taken.

Parents will be informed and involved should it be deemed necessary by Home Room Teacher or Middle or Senior Leadership.

Raffles International School **monitors behaviour standards** through a range of avenues. These include – Frequent leadership and Management Walks/Formal Lesson Observations/Learning Walks/Drop ins/Report Cards/Core Value Reward Data/ISAMS Behaviour Tracking, Student/Parent Surveys, Student Council Meetings/Meet the Principal Sessions, SLMT Weekly Reports/BSO/CIS/KHDA Inspections & Accreditations/Assemblies/Internal Inspection

Disciplinary Programme

Aims

To always begin with a positive behaviour approach, frequently recognising and rewarding students displaying positive behaviours.

To establish a positive environment that is conducive to learning.

To promote responsible behaviour, respect for others and for property.

To ensure a disciplined environment by applying and ensuring understand sanctions that may be applied.

The School provides a positive behaviour approach and a disciplined environment. Students are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, in order to become valued and caring members of the school, local and global communities. The history, traditions, ethos, Behaviour Policy and Mission Statement of Raffles International School all suggest that the sanctions for the most serious acts of misbehaviour would be used only in the most extreme circumstances and following the most careful investigations. Only when all other methods of positive behaviour approaches and restorative justice have been explored and applied, would the School consider suspending or withdrawing/ non/re-enrollment of a student.

The School Behaviour for Learning Policy addresses this assertion very seriously and sets out the values which are at the core of expectations. It creates a framework for individual and collective behaviour based on trust and respect for oneself, others and the environment. Should a student not adhere to the expected code of behaviour, sanctions will follow. Teachers and leaders are trained to implement the Behaviour for Learning Policy. In the case of a possible suspension or withdrawal / non re-enrolment, the matter must be taken immediately to the Head Teacher and then to the Principal. *The Principal or in his absence a Head Teacher, is the only person with the authority to suspend a student and then only after having followed the correct procedure.*

Serious Behaviour Incidents

The Head Teacher will keep a record (recorded on ISAMS) of sanctions for serious disciplinary offences. Students may, on occasion and if deemed appropriate, be removed from the usual timetable of lessons in order to reflect upon their behaviour. In such incidents students will always be provided with the usual amount of break time and access to facilities such as the canteen / toilet etc. and will be provided with suitable learning materials.

This sanction is for more serious incidents such as serious misconduct, truancy, arson, aggressive assault, stealing, vandalism, bullying and fighting.

A note: the consumption of alcohol and possession of drugs is a criminal offence and will be referred to the legal authorities.

Procedure for the withdrawal of students from lessons

Following a serious breach of discipline, the student will be referred immediately to the appropriate member of middle or senior leadership.

The student will be provided with a space to work that is away from peers and parents will be informed of the incident and actions. An investigation into the alleged misbehaviour will be undertaken by a senior member of staff as directed by the Head of School.

Should the decision be to suspend the student, the student's parents will be invited to meet with an appropriate member of leadership and will be informed of the circumstances and the sanction applied, including the length of the suspension.

Should the alleged misbehaviour be so grave that it may lead to permanent exclusion, after informing parents, the offending student will be removed from the school until a full investigation of the incident by a member of SLMT, as directed by the Principal, can be undertaken. Parents will be advised that withdrawal / non re-enrolment could be an option.

The evidence collected by the investigating member of staff will be presented to the Principal, who, after consulting with the CEO, will decide the outcome.

The outcome will be communicated to the student and his/her parents as soon as possible. Should the decision be to withdraw (either parents invited to withdraw their child, or a place will no longer be available for the student in the following academic year), the parents will have ten working days in

which to appeal the decision, following the procedures as set out in the School Parent Contract and as endorsed by the KHDA. The Appeal Committee will hear the evidence originally presented. Any additional evidence will not be permitted. Should the Appeal Committee uphold the decision to withdraw, this will be communicated immediately to the parents. This decision will be the final subject to referral and review by the KHDA.

Sanctions

At times it is necessary to employ sanctions when behavioural expectations are not met. Students have the right to expect fair and consistently applied sanctions that make a clear distinction between serious and minor infringements. An appropriate sanction is one which is designed to put matters right, to encourage more positive behaviour in the future and which enables a student to learn.

The following table shows *examples* of offences according to the school's levelled behavioural approach (this is not an all-encompassing list).

The table of offences will be recognised if the student is in school, on a school-authorized field trip, or outside the school premises. Our students' behaviour is reflective of themselves and of the school. We expect students to act with integrity and display positive behaviour at all times, regardless of whether they are on or off site. Therefore, the school will act appropriately should there be incidences of students displaying poor behaviour off site.

TABLE OF OFFENCES

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Eating in class without permission	Major disruption to a lesson	Bullying* (verbal/ cyber/ physical)	Malicious or intended injury to another person (students and staff)
Using electronic devices at inappropriate times, for example using mobile phone during school hours	Repeated lying	Physically fighting	Smoking or bringing tobacco or vaping related products on school premises
Distracting others in class	Use of inappropriate language or gestures (could be classified as level 3 depending on content and intent)	Deliberate abuse or misuse of the school's computers or email access (see IT Policy)	Possession of weapons or replicas of weapons
Compulsory homework not submitted	Refusal to hand in electronic device including mobile phones when confiscated	Abuse or vandalism of school property including school buses	Theft
Not prepared for class	Defying teacher instruction or direction	Unexcused absences from lessons (skipping)	
Disruptive behaviour moving between classes	Breaking cyber safety policy	Racial abuse/slander	
Unprepared to participate	Drawing on classroom		

in PE	tables		
Not working during class			
*Bullying is defined as unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.			

Inclusion

Raffles International School is a proudly inclusive school. The school will address any incidences of poor behaviour involving students with additional needs with due care and attention.

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Behaviour for Learning Policy will be remedied without delay.

This policy is to be read in conjunction with:

- Anti-bullying Policy
- Inclusion Policy
- Wellbeing Policy
- Safeguarding Policy