



RAFFLES

INTERNATIONAL
SCHOOL

Rewards and Behaviour for Learning Policy

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 2014

Last Revised/Amended: August 2024

Next review: August 2025

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

Secondary School

Summary of Contents:

1. Key Contacts	3
2. Rationale	4
3. Aims of this policy	4
4. A whole school approach to promoting child safeguarding and wellbeing	5
5. Other Related Policies	5
6. Application of this policy	6
7. Our school expectations	6
8. Roles in monitoring behaviour	7
9. The effect of positive reinforcement and modelling good behaviour	8
10. Praise and rewards at RIS	9
11. Acceptable use of mobile phones	10
12. Monitoring behaviour- Class Charts	10
13. Consequences of misbehaviour	11
14. Escalating misbehaviour	12
15. Detentions	15
16. Students of Determination (SEND)	16
17. Search, seizure and confiscation of prohibited items	16
18. Exclusion from school	17
19. Pastoral Support Programme (PSP)	17
20. Policy review	17
Appendix 1- Disciplinary Programme	18
Appendix 2- Examples of stages of incidents	20
Appendix 3- Procedure for dealing with stages of behaviour	21
Appendix 4- Some common behavioural issues	24
Appendix 5- Simplified escalation process for misbehaviour	25
Appendix 6- Conducting a search	26

Key Contacts

Name	Role	Contact information
Matthew Barrett	Principal	matthewb@rafflesis.com
Peter Rowlands	Head of Secondary	peterr@rafflesis.com
Martyn Humphries	Deputy Head of Secondary (Pastoral)	martynh@rafflesis.com
Rachel Carter	Deputy Head of Secondary (Academic)	rachelc@rafflesis.com
Gillian O'Brien	Head of Year 7	gilliano@rafflesis.com
Aidan Quinn	Head of Year 8	aidanq@rafflesis.com
George Llewelyn	Head of Year 9	georgel@rafflesis.com
Sandhia Rai	Head of Year 10	sandhiar@rafflesis.com
Robert McDaid	Head of Year 11	robertm@rafflesis.com
Emma Keady	Head of Year 12	emmak@rafflesis.com
Tessa Mostert	Head of Year 13	tessam@rafflesis.com
Sarah Varghese	School Counsellor	sarahv@rafflesis.com

Rationale

Our mission is 'to empower students with a holistic, rigorous and international education for success in an ever-changing world'. The mark of our success as a school is in the number and quality of choices our students have when they leave us, so that they can make informed decisions about their futures as well round individuals who show integrity, respect and responsibility in all areas of their lives.

We believe that both school and home are responsible for developing a sense of self-discipline in our students, which lead to intrinsic motivation and the inner confidence to know and apply the correct course of action in all scenarios, displaying integrity and care.

Every student has the right to learn and every teacher, the right to teach. Our Rewards and Behaviour for Learning policy emphasises the need for everyone to take responsibility for their behaviour and to support the learning of others. In classrooms, we have developed a set of routines to focus clearly on being ready for learning and have steps which enable students to recognise and rectify their behaviour choices before applying an increasing level of sanctions.

The Secondary School has a comprehensive set of rewards which are given to students who demonstrate excellent approaches to learning and service to the school. Conversely, we acknowledge that there will be occasions when we must apply sanctions.

The school works in partnership with parents to secure a positive climate for learning and foster the highest quality learning environment to ensure progress. The intent is to enable our students to achieve their very best.

Aims of this policy

- To create a calm, safe and supportive environment free from disruption in which students can thrive and flourish both in and out of the classroom and reach their full potential;
- To ensure that all teaching staff engage and motivate young people and promote the highest standards of behaviour, by differentiating the learning experience and meeting learning needs;
- To actively promote and safeguard the welfare and wellbeing of students at the school, and to protect all that enter the school from harm;
- To ensure that all staff motivate children and young people and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive contributions, behaviours and achievement;
- To encourage students to accept responsibility for their behaviour;
- To enable staff to respond to incidents of misbehaviour promptly, predictably, and with full confidence;
- To encourage all children and young people to value themselves, their efforts, their teaching group, tutor group and their school;
- To ensure that all staff, students and parents have a clear understanding of the consequences of poor behaviour that affect learning;

- To set out the sanctions available to the school in the event of student misbehaviour;
- To help promote a whole school culture of safety, equality, inclusion, and protection.

The school seeks to create a caring learning environment by:

- Promoting good behaviour;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring the fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Acknowledging that good student behaviour, linked with high standards of attainment, is of paramount importance to all;
- Recognising responsibility for good student behaviour is a corporate responsibility.

A whole school approach to promoting child safeguarding and wellbeing

This policy forms part of the whole school approach to promoting child safeguarding and wellbeing, which seeks to ensure the best interests of students is at the heart of all decisions, systems, processes, and policies.

The detail in this policy is vital to ensure that are procedures and applications are transparent and easy to understand for staff, students and parents/carers. It has been created in line with the expectations and requirements of the Ministry of Education and the KHDA.

Other Related Policies

This policy should be read alongside the following policies, all of which serve to safeguard the children at Raffles International School:

- RIS Anti-bullying Policy;
- RIS Attendance Policy;
- RIS BYOD Policy;
- RIS Health and Safety Policy;
- RIS Healthy Eating Policy;
- RIS Online Safety Policy;
- RIS Wellbeing Policy.

Application of this policy

This policy applies to all students at Raffles International School, when a student is:

- In or at school;
- Representing the school or wearing school uniform;
- Travelling to or from the school;
- On school organised trips and visits;
- Associated with the school at any time.

This policy shall also always apply to students and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

- Affect the health, safety, or wellbeing of a member of the school's community or a member of the public;
- Have repercussions for the orderly running of the school;
- Bring the school into disrepute;
- Defame, disparage, or slander the school (including the use of social media).

Our School Expectations

Students have the right to be:

- Treated with respect;
- Safe and protected;
- Treated equally;
- Supported to achieve their goals and aspirations;
- Valued;
- Dealt with fairly and consistently.

Students have a responsibility to:

- Accept and support the school's rules and expectations;
- Attend regularly and arrive to lessons on time;
- Be active in lessons and try different ways to learn;
- Listen carefully and act courteously to debate and challenge;
- Make improvements to their work following feedback and advice;
- Take pride in their work;
- Be resilient; never give up and try again to improve;
- Respect the views and possessions of other people;
- Be tolerant and understanding of different cultures.

When onsite at RIS, students must:

- Respect and uphold the values and expectations of RIS;
- Complete all work and homework set;
- Listen to, and follow instructions from any member of staff;
- Take pride in their appearance, and wear the school uniform correctly, whilst also following cultural appropriateness;
- Maintain high standards;
- Take care of all personal items, items of other people within the school, and items belonging to the school itself.

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.

Roles in monitoring behaviour

'One of the core duties of the classroom teacher is to consciously, explicitly teach children how to behave. This should be done with as much care and effort as any academic curriculum' (Bennett, 2020).

All staff will:

- Build a positive culture at school;
- Create a calm and safe environment for students;
- Establish and maintain clear boundaries of acceptable student behaviour'
- Implement this rewards and behaviour policy consistently;
- Communicate the school's expectations, routines, values and standards through teaching behaviour;
- Model expected behaviour and positive relationships;
- Seek guidance and support where required.

Subject teachers: It is the responsibility of subject teachers to address minor behavioural issues within the classroom, using positive reinforcement. If these behaviours are repeated, the teacher must follow the procedures as described in this policy. The teacher may decide to implement an intervention to help support the student in correcting their misbehaviour. However, if a student's misbehaviour continues to cause disruption in their lesson, they should consult with their HOF and implement departmental intervention/support.

Head of Faculty: HOFs are responsible for ensuring that departmental routines are consistent across all teaching staff within the department. HOFs will monitor student culture within their subject by carrying out learning walks and monitoring reports on Class Charts. Heads of Faculty are also responsible for supporting and dealing with students who repeatedly cause disruption in subject specific lessons. They may carry out interventions such as faculty detentions or putting students on a subject report. The HOF must contact home and meet with the parents alongside the subject teacher. The HOF will also support teachers with mid-level misbehaviour and support Heads of Year with higher level misbehaviour that occur in their specific subject area.

Head of Year: HOYs are responsible for monitoring the behaviour of all students in their year group. This will involve liaising with and providing guidance to tutors when discussing repeated low level behaviour with their tutees. HOYs will monitor Class Charts behaviour incidents and work with tutors to identify trends in behaviour across academic subjects to achieve a holistic overview of a student's progress. Heads of Year are also responsible for dealing with higher level and repeated mid-level misbehaviour that occurs at school across a number of subjects.

Form Tutors: Form tutors play an important role in monitoring Class Charts from both an academic and pastoral point of view, ensuring they have an accurate picture of how well a student is performing. Tutors monitor trends in positive praise on Class Charts as well as tracking patterns of low level misbehaviour within their tutor group. It is vital that tutors keep the students and parents up to date with the progress of students in their tutor group. Form tutors will share areas of praise and areas of concern with all involved parties, including the Head of Year.

The Effect of Positive Reinforcement and Modelling of Good Behaviour

Teachers can influence the actions of students both by direct communication with students and through observed actions. The pride professionals show in their dress and the positive verbal and body language is crucial in fostering the desired responses from students. In promoting good behaviour all staff aim to develop the following attitudes in our students:

- Respect for self and for all others;
- High self-esteem and self-confidence;
- Co-operation;
- Independence;
- A desire to achieve;
- Self-motivation and high expectations;

- Self-discipline;
- Resilience.

It is the responsibility of the staff to:

- Develop a 'can do' attitude through regular praise/rewards;
- Be prepared to listen to students, understand them, their interests and their needs;
- Behave in a calm, yet assertive manner;
- Focus on the behaviour not the person;
- Develop skills and attitudes when interacting with young people, observing and sharing good practice;
- Avoid stereotyped or pre-conceived judgments about young people;
- Celebrate cultural diversity within the student body and wider community.

Praise and Rewards at RIS

At RIS we recognise achievement in its broadest sense and reward academic attainment, progress, behaviour, effort and personal & social development. Our emphasis at RIS is to recognise good work and good behaviour by actively seeking to praise and reward students wherever possible. Rewarding students and therefore reinforcing positive behaviours is our most powerful tool. Classrooms are to be rich in praise. A consistent whole-school approach has been designed so that students, parents and staff are aware of what rewards can be achieved with the aim for all students to accumulate as many achievement points as they can throughout the academic year.

We all respond positively to praise, which is most effective when it is:

- Spontaneous and credible;
- Clearly linked to achievement or accomplishment;
- Personalised to the individual.

Achievement Type	Description	
Praise	This can either be verbal or written.	Given for any reason where a student has excelled.
Class Chart Points	Worth a varying number of points, depending on reward. Students informed each lesson, reward logged on Class Charts – minimum 2 awarded out per lesson.	Given out for excellent contribution to the lesson, standard of classwork, homework, outstanding effort, or displaying RIS Core Values.
Positive Call Home	Call made directly to Parent/Guardian	These are given out for excellent work/effort over a sustained period of time e.g. over a unit of work or for an exceptional piece of work.
Stars of the Week	Student of the Week- the student in each year that achieves the biggest net rewards on Class Charts (number of positives – number of negatives). RIS Core Values Award- a student in each year group that has displayed one or more of our RIS Core Values.	This data is extracted from Class Charts at the end of each week. This award is nominated by the Head of Year for each year group on a weekly basis.



Certificates	Bronze- 100 Class Charts Reward points Silver- 200 Class Charts Reward points Gold- 300 Class Charts Reward points Platinum- 400 Class Charts Reward points Headteacher award- 500 Class Charts Reward points Principal award- 600 Class Charts Reward points	Certificates are given out during year group assemblies, which take place roughly once per month.
Reward Trips	A reward trip will take place at the end of each term to celebrate the efforts of students.	The criteria for meeting the requirements for the reward trips will be shared by Heads of Year in advance.

All achievement and behaviour points contribute towards the house league tables. Points are awarded to the houses based on the achievements that week as well as house competitive events that are scheduled throughout the academic year. This builds towards winning the House cup at the end of the year and builds house ethos.

Acceptable Use of Mobile Phones

- Please refer to the Mobile Phone policy for the full guidance on mobile phone use at RIS.
- Students are responsible for mobile phones brought to school.
- Students must read and understand the acceptable use policy as a condition upon which mobile phones can be brought to school.
- Mobile phones are only to be used at the discretion of the teacher.
- Parents are requested that in cases of emergency they contact the school first so we are aware of any potential issues and may make the necessary arrangements.
- Unless permission is granted mobile phones should not be used during the school day.

Monitoring Behaviour- Class Charts

At RIS we use Class Charts to log and monitor behaviour and rewards. All misbehaviour incidents are recorded on Class Charts in accordance with the behaviour issues detailed below. Form tutors will share Class Charts data with students regularly, but it is also advised that students and parents continually monitor their own data. Heads of Year will monitor all students within their year groups, and Heads of Faculty will monitor students within their subjects. Trends and patterns in behaviour data enables informed discussions to be had with students and parents.

Class Charts for teachers: Every teacher has their own Class Charts account where they can login and issue rewards and consequences as appropriate. This can either be done using a web browser, or by downloading the Class Charts for Teachers app.

Class Charts for students: Students should download the Class Charts Students app on their device. They will be provided with login details to track their rewards, behaviours, any detentions they have been issued, or any key notices.

Class Charts for parents: Parents will be sent guidance on how to download the Class Charts Parents app to track and monitor their child's progress.

Consequences of misbehaviour

The following protocols should be used as a guide for teachers when managing behaviour. We do not accept any behaviour that distracts or detracts from learning. All students have a right to learn in a way that is uninterrupted by poor behaviour choices by peers. It is important to understand that 'low level' behaviour should always be dealt with first at teacher level before escalating the behaviour through the route below. Careful consideration must be taken to determine when a Head of Faculty, Head of Year, or member of SLT needs to be involved.

Pre-emptive Strategies

Students are explicitly taught and demonstrate the expected behaviour both in lesson and outside of lesson. All teachers pre-empt any off-task behaviour in lessons, so that 100% of students are on task for every lesson. Teachers expect one voice in the classroom for instructions, explanations and discussions, and quiet focus for reading, writing and practice. As soon as any off-task behaviour occurs, teachers swiftly use these pre-emptive reminders:

- Silent non-verbal: hand signal, eye contact, facial expression, pause in speaking
- Unnamed: *"we are just waiting for the whole class to settle/pay attention"*
- Praise the desired behaviour: *"well done (student names) for listening well"*
- Named positive assumption: *"(Student), thank you for settling down now so we can begin"*
- Named directive *"(Student), please be quiet to listen to the instructions"*

Non-verbal cues: Often, subtle gestures like making eye contact, moving closer to the student, or giving a non-verbal signal can stop negative behaviour before it escalates.

Subtle conversations: If the behaviour continues, address the student quietly and subtly. This helps avoid public confrontation and embarrassment, giving the student a chance to adjust their behaviour without feeling humiliated.

Remind, don't threaten: Calmly remind the student of the rules and the consequences of their behaviour. Stay focused on the behaviour, not the individual, and avoid labeling the student as "bad."

Use of consequences

Consequences should be given in conjunction with other strategies, so students have an opportunity to amend their own behaviour.

- Use positively framed language to enable students to make the right decision
- Alter/differentiate task
- Briefly speak to the student subtly
- Distract
- Praise corrective behaviour

Escalating misbehaviour

Escalating poor behaviour follows a structured and consistent process, ensuring that consequences are proportionate and appropriate to the severity of the behaviour.

Three main factors are important to understand in terms of a consequences effectiveness:

1. Certainty rather than severity - the best way to ensure your consequences have an impact is to make sure that they are consistently applied, and that you are as vigilant as possible when you apply them.
2. Consistency is key – students move from lesson to lesson and from teacher to teacher. The consistency of all adults in addressing unwanted behaviour is key to supporting students in understanding the behaviour expectations of the school.
3. Consequences affect different people differently- research suggests that ‘a focus on punishment alone will not impact many of the highest rate offenders’ (Atkins, 2022). But this does not mean we should stop using them. They still impact many students, so not following up on students' poor punctuality to lesson, for example, because ‘they never get better’ will eventually have an impact on the whole school community.

Here is a step-by-step guide on how poor behaviour should be escalated at RIS:

1. Classroom-Level Interventions (Low-Level Misbehaviour- stages 1 and 2 examples described in this policy)

Non-verbal Cues and Redirection

- **Use Non-verbal Signals:** If the behaviour is minor (e.g., talking out of turn, lack of focus), teachers can give non-verbal cues like eye contact or a hand signal to alert the student without interrupting the flow of the lesson.
- **Proximity Control:** Moving closer to the student can serve as a reminder to correct their behaviour.
- **Use of Praise:** Praise desired behaviour by other students, clearly indicating the behaviour the teacher would like to see and that is being modelled by other students.
- **Verbal Redirection:** If non-verbal cues are ineffective, provide a calm, non-confrontational verbal reminder to refocus the student on the task.

C1- Verbal Warning

- **Give a Clear Warning:** Let the student know that their behaviour is unacceptable and if it continues, there will be consequences. It’s important to be specific about which behaviour is inappropriate.
- **Subtle Conversation:** If possible, have a brief conversation with the student in a low-key manner to ensure they understand the impact of their actions.

C2- Restorative discussion

- Bring the student back at break/lunch for a restorative discussion. Restorative discussions are an opportunity to repair any harm caused by misbehaviour through a co-operative process where all stakeholders meet to discuss the issue at hand and devise a solution to positively move forward (Strickland, 2022).
- Identifying areas that have caused the misbehaviour, and remedies to prevent it in the future. This may include change of seat, agreements for future consequences, and explanation of the escalation policy. A negative on Class Charts should be logged.

C3- Faculty detention

- If low-level misbehaviour continues after restorative discussion, the student is entered into faculty detention. A negative on Class Charts should be logged. Parents should be emailed through ISAMS to inform them of the misbehaviour, therefore keeping a record of correspondence that might be required at a later date.

2. Head of Faculty Intervention (Persistent stage 1/2 behaviour as described in this policy)

Persistent Low-level Disruption

- **Involve the Head of Faculty:** If the behaviour continues despite classroom teacher interventions, refer the student to the Head of Faculty. The Head of Faculty can arrange a meeting with the teacher and student to address the issues collectively.
- **Record the Incident:** Document the behaviour in the school's management system for future reference. This helps track patterns and creates a paper trail if escalation is needed.
- **Subject-Specific Sanctions:** Consequences may include a behaviour report specific to that subject, extra work, or the requirement to attend faculty detention.

Informal Parent Contact

- **Communicate with Parents:** If misbehaviour persists, the Head of Faculty should contact the parents. The aim is to inform them of the situation and collaborate on strategies to support positive behaviour at home and school.

Head of Year Intervention (Stage 1/2 behaviours continue despite HOF intervention, behaviours that take place outside of lesson times, or stage 3 example of behaviour)

Head of Year

- **Referral to Head of Year:** For behaviour that affects multiple subjects, take place outside of lessons, or involves more serious misconduct (stage 3 examples described in this policy), the Head of Year should intervene. They can provide targeted support, such as mentoring, counseling, or a behaviour monitoring report.
- **Formal Parent Meeting:** A formal meeting may be arranged with the parents, student, and Head of Year to discuss the behaviour and agree on an action plan, including any necessary interventions like counseling or a behaviour contract.

Senior Leadership Team (SLT) intervention (Stage 3/4 behaviour or continuous defiance)

Formal Escalation to SLT

- **Escalation to Deputy Head:** If the student's behaviour continues to deteriorate or involves serious infractions (stage 3/4 examples described in this policy), the issue is escalated to the SLT. The SLT will take more formal disciplinary action.
- **Internal withdrawal from lessons:** The SLT may implement internal withdrawal, where the student is removed from regular classes and placed within the school to work independently under supervision.
- **External suspension:** Depending on the level of misbehaviour, SLT may decide on a fixed-term external suspension.

Pastoral Support Plan (PSP)

- **Creation of a PSP:** For students who continually fail to meet behaviour expectations despite SLT intervention, a pastoral support plan (PSP) is developed. This plan outlines specific targets for the student, support strategies, and monitoring mechanisms. It may involve collaboration with additional professionals or external agencies (e.g. the school counsellor or educational psychologists).
- **Parental Involvement:** Parents are usually closely involved in the creation and monitoring of the PSP.

Suspension or Exclusion (Stage 4 examples as described in this policy or persistent misbehaviour)

Fixed-term Suspension

- **Short-term Exclusion:** In cases of very serious incidents or if other interventions have failed, the school may decide on a fixed-term suspension. The student is sent home for a set number of days. Parents will be notified formally and work will be set by each subject teacher on Teams/OneNote.
- **Reintegration Meeting:** After suspension, a reintegration meeting with parents, student, and school leadership is held to ensure the student understands the seriousness of their behaviour and to outline the support that will be given to prevent further issues. A formal KHDA undertaking is signed as evidence of the warning given by the school.

Permanent Exclusion

- **Final Measure:** If a student's behaviour poses a threat to the safety and well-being of others or is persistently disruptive despite all other interventions, the school leadership may consider permanent exclusion. This is a last resort and follows a formal process that involves the school's governing body and KHDA.
- **Appeals Process:** Parents have the right to appeal a permanent exclusion, and the school must ensure that due process has been followed.

Detentions

Late/Uniform Detentions

Students that arrive late to school (after 7:35am) will be issued a 15-minute break time detention on the day they are late. This will take place in the lecture theatre.

Students that arrive to school with the incorrect uniform will be issued a 15-minute break time detention on the day they are late. This will take place in the lecture theatre.

Faculty Detentions

Detentions for persistent 'low-level' disruption are conducted within faculties. This provides faculty staff with the opportunity to take ownership of behaviour within their subject and promote the values they expect students to adhere to. Work missed can be caught up in the presence of a subject specialist.

How faculties organise these detentions is the decision of the Head of Faculty. It might be distributed across the department on a rota basis or lead by the Head of Faculty.

Monday	Tuesday	Wednesday	Thursday
-English -Humanities	-Maths -Creative Arts	-Science -Business and Eco	-MOE and MfL -Computing -PE

Senior Leadership Detentions

SLT detentions will take place on Tuesdays, from 3:00pm-3:45pm.

Students that fail to attend a faculty detention, or a late to school/uniform detention will have their detention upscaled to a SLT detention. Students that demonstrate any stage 3 or above behaviours will automatically be issued an SLT detention.

Parents will be given 24 hours' notice if their child is issued a SLT detention.

Non-attendance to a SLT detention will result in a student being withdrawn from lessons the following full day (i.e. not a Friday).

Students of Determination (SEND)

Raffles International School is an inclusive school. We value the diversity of our student body and take pride in the appropriate support we offer our students and families.

All students at RIS are expected to display the school core values and meet behaviour expectations. Students with Special Educational Needs and Disabilities (SEND) are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special educational needs and disabilities must consider the nature of the student's special educational need and the Individual Education Plan for that student.

Search, seizure and confiscation of prohibited items

The school prohibits the following items from being brought onto our site:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Smoking related items (including vapes, e-cigarettes, and ignition materials such as lighters and matches);
- Any items that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage property of any person.

If an investigation or an allegation leads to reasonable suspicion of the presence of a prohibited item, and the search of a students clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head of School or Deputy Head of School or by a member of staff authorised by the Head of School, e.g. Head of Year. Any searches will be implemented in a manner that respects students rights, privacy and dignity. RIS protocols for conducting a search can be found in appendix 6 of this policy.

Exclusions from School

We want our students to be in school, in lessons, learning. However, there may be times when students have behaved in a way that means they have not followed our behaviour expectations. In some circumstances this may require their removal from lessons on a temporary basis. This may either be an internal suspension, where the student is in school but works isolated from their peers, or an external suspension, where students are required to stay at home for the duration of the suspension.

To comply with KHDA regulations, all higher-level misbehaviour incidents will require a warning letter and parent undertaking to be signed, as well as a readmittance meeting with both the parents and the student after the sanction has been served. The warning letter will be issued at least 24 hours prior to the meeting, with a copy being signed during the meeting prior to readmitting the student back into school. Students may be refused entry to the school if the warning letter and undertaking has not been signed during the meeting.

A student receiving 3 formal undertakings may result in their place at RIS being in jeopardy. RIS may approach KHDA recommending the student is permanently excluded from school, or they are not offered re-enrolment for the following academic year.

Pastoral Support Programme (PSP)

A student whose place at RIS is at risk, may be placed on a Pastoral Support Programme (PSP) if deemed necessary by his/her Head of Year or SLT.

The Pastoral Support Programme (PSP) is a 9-week, school-based programme of intervention to support individual students who may be at risk of failure at school through disaffection or rapidly deteriorating behaviour, or have had several fixed term suspensions that may eventually lead to a permanent exclusion or deregistration. They may include non-attendance at school.

The PSP should be used as part of the ladder of responses where there are challenging behaviours that make a child or young person at risk of suspension, permanent exclusion, or non-re-enrolment for the following academic year. The PSP provides a framework for analysing the factors that might be influencing behaviours so that the approaches used can be based on this assessment.

Policy Review

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

Appendix 1- Disciplinary Programme

The school provides a disciplined environment. Students are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, 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 indicate that the sanctions for the most serious acts of misbehaviour would only be deployed following careful investigation and after considering the appropriateness of applying lower-level sanctions.

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. The sanctions imposed by the school vary from the very light and simple to the very severe. Teachers are all expected to implement the Behaviour for Learning Policy, and it is recognised that, depending on the nature of the misbehaviour, it is sometimes necessary to refer a matter to a higher authority. In the case of a possible suspension or withdrawal/ non re-enrolment, the matter must be taken immediately to the Head of School and then to the Principal. *The Principal or in his absence the Head of School, is the only person with the authority to suspend a student and then only after having followed the correct procedure.*

The Deputy Head (Pastoral) will keep a record (hard copy/recorded on CPOMS) of sanctions for serious disciplinary offences (see below).

Withdrawal from Lessons

This is for more serious incidents such as serious misconduct, truancy, arson, fighting, aggressive assault, stealing, vandalism, serious bullying, and smoking/vaping. Please note that the consumption of alcohol and possession of drugs is a criminal offence and will be referred to the legal authorities. Students should not be sent out of lesson for common behaviour issues.

Procedure for the withdrawal from lessons

Following a most serious breach of discipline, the student will be referred immediately to the appropriate SLT and then the Principal. The student will be isolated from all other students and the parents will be informed of the alleged misbehaviour. An investigation into the alleged misbehaviour will be undertaken by a senior member of staff as directed by the Principal / Head of School.

The period of suspension may be up to a maximum of 10 school days. The relevant Head of Year will endeavour to provide work for the period of suspension. The investigating member/s of staff will present their findings to the Principal / Head of School as soon as possible. The SLT will decide on the level of punishment which is appropriate to the misbehaviour.

Should the decision be to suspend the student, the student's parents will be informed (either in person or via a phone call) of the circumstances and the sanction applied,



including the length of any suspension. A formal letter of exclusion will be emailed within 24 hours of the suspension being given.

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 SLT 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 practically 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 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 final subject to referral and review by the KHDA.



Appendix 2 - Examples of levels of incidents

Stage	Examples	Outcome	Support staff / system
1	<ul style="list-style-type: none"> • Talking over classmates or whilst the teacher is speaking • Not paying attention during lessons • Failure to complete classwork or homework to an appropriate standard • Not completing sufficient work in class • Shouting/calling out and interrupting teaching and learning • Use of mobile phones during lessons and without the permission of a teacher • Failure to bring the correct books and/or equipment to lessons • Arriving late to class without valid reason • Not completing/handing in homework on time • Talking persistently in class or in an assembly • Eating in class • Uniform infringements, (wrong shoes, too many earrings, too-short skirts, etc.) or extreme/inappropriate hair style, (colour and/or cut) • Device not charged 	<p>It is expected that lower-level behaviour issues, such as these, will be dealt with by the member of staff that encounters them. The student's Form Tutor, Head of Year and parents may be informed by e-mail or by a phone-call.</p> <p>Possible outcomes: -Verbal warning -Restorative meeting -Teacher detention -Parent meeting</p>	
2	<p>Regular repetition of stage 1 misbehaviours or-</p> <ul style="list-style-type: none"> • Throwing items across the class risking the safety of others • Teasing and taunting classmates • Arguing with members of staff • Deliberate damage to textbooks or other students' work • Vandalism/deliberate damage (including graffiti) • Rough and tumble or play fighting • Disruptive corridor behaviour 	<p>It is expected that stage 2 behaviours are dealt with by the class teacher, but persistent lower-level misbehaviour or single acts of mid-level misbehaviour will be referred upwards to the appropriate Head of Faculty, if this behaviour occurs within a curriculum lesson, and the Head of Year if this behaviour occurs outside of curriculum times. The student's Form Tutor, Head of Year and Parents should be informed.</p>	
3	<p>Regular repetition of stage 2 misbehaviours or-</p> <ul style="list-style-type: none"> • Truancy within school, i.e., not going to a timetabled lesson • Verbal or physical intimidation of other students amounting to bullying 	<p>Any persistent mid-level misbehaviour and/or single acts of serious misbehaviour involving damage or risk to person or</p>	



	<ul style="list-style-type: none"> • Defiant behaviour • Aiding and/or by-standing in incidences of cyberbullying by being a participant of or an instigator within an online group where bullying is taking place, particularly over extended periods of time • Asking for and/or circulating inappropriate images of other students or members of staff • Deliberately behaving in a way that is likely to cause injury to others • Serious, repeated or extended verbal abuse of another student or member of staff • Taking items that do not belong to you (stealing) • Possession of tobacco or related items such as Juuls, e-cigarettes, vape pens, pipes and cigarette lighters • Sexist behaviour/discrimination or use of sexist language • Racist behaviour/discrimination or use of racist language • Assault/fighting 	<p>property must be referred through the Head of Year who will liaise with the Deputy Head: Pastoral.</p> <p>Possible outcomes:</p> <ul style="list-style-type: none"> -Parent meeting -HOY report -HOF report -Internal suspension -External fixed term suspension -Formal undertaking signed -PSP 	
4	<p>Regular repetition of stage 3 misbehaviours or behaviours classed as “criminal” outside of RIS including but not limited to:</p> <p>Possession, use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault and cybercrimes as detailed in Federal Law No. 5 or wherever a student’s behaviour puts other students at serious risk.</p>	<p>The final decision on very serious misbehaviour that may result in a permanent exclusion from the school will be made by the Head of Secondary and approved by the Board of Governors before being presented to and ratified by the KHDA.</p>	

Appendix 3 - Procedure for dealing with stages of behaviour

Procedure for stage 1/2 examples of behaviour

Incident happens	
Positive reinforcement	
C1- Verbal warning	
C2- Restorative discussion at break/lunch time	
C3- Classroom level detention at break/lunch	
C4- Continued issues of same behaviour- refer to relevant Middle Leader	
Academic issue (generally anything affecting the learning of a subject)- HOF -Restorative discussion during break/lunch -Faculty detention -Contact parents	Pastoral issue- HOY -Restorative discussion during break/lunch -HOY detention -Contact parents
If issues continue: -Parental meeting -Faculty report for one week	If issues continue: -Parental meeting -HOY report for one week
Continued issues of same behaviour- refer to Deputy Headteacher	
Parental meeting Deputy Head report for one week Further consequences on an individual case-by-case basis	

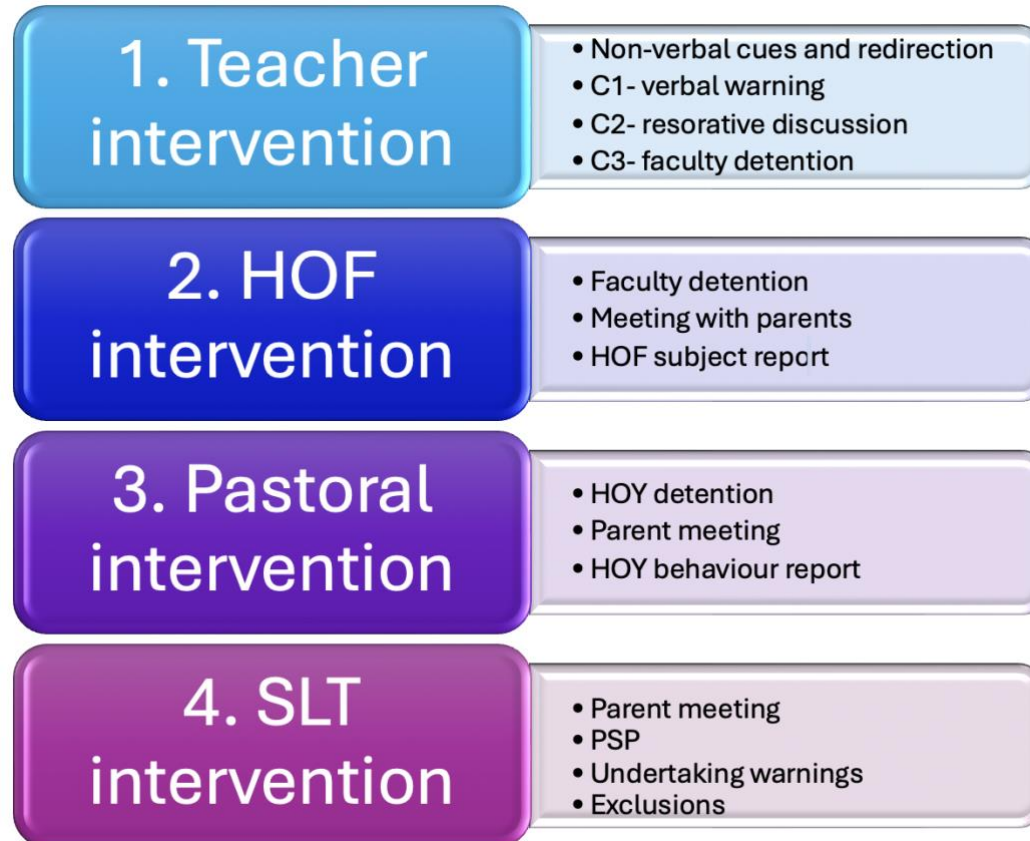
Procedure for stage 3/4 examples of behaviour

Incident happens
Head of Year and Head of Faculty to be informed immediately
Staff member to get students involved, including witnesses, to write statement using Student Incident Statement Sheet. Do not ask any leading questions.
If a safeguarding issue, the Designated Safeguard Lead should be informed ASAP. DSL to investigate further. All stage 3 / 4 behaviours are to be entered on CPOMS, with copies of student incident statements, teacher statements and any formal documents uploaded. Deputy Head to be informed and updated.
Consequences given on an individual case-by-case basis through discussions with HOY/HOF, Deputy Head, Head Teacher and Principal.

Appendix 4 - Some common behavioural issues

Issue	1 st offence	2 nd offence	3 rd offence	Ongoing
Late to school	-Negative logged on Class Charts by HOY (if student does not attend Form Time, or Form tutor if they do). -Break detention on the same day of lateness. -Email sent to parents.	-Negative logged on Class Charts. -Break detention on the same day of lateness. -Email sent to parents.	-Negative logged on Class Charts. -Break detention on the same day of lateness. -Email sent to parents, and parents invited in for meeting with HOY	-Formal undertaking issued to parents. -Meeting with Deputy Head. -PSP.
Incorrect uniform	-Form tutor to log negative on Class Charts and provide uniform pass. -Break detention on the same day of issue. -Email sent to parents.	-Negative logged on Class Charts. -Break detention on the same day of issue. -Email sent to parents.	-Negative logged on Class Charts. -Break detention on the same day of issue. -Email sent to parents, invited in for meeting with HOY	-Formal undertaking issued to parents. -Meeting with Deputy Head. -PSP.
Late to class	Classroom teacher - restorative discussion at break/lunch	Classroom teacher breaktime detention and email parents	Refer to HOY - contact parents and HOY detention	Refer to Deputy Head - HOY report with weekly Deputy meeting
Student off task and disturbing learning	Positive reinforcement	C1- Verbal warning procedures	C2- restorative discussion	Refer to HOF
Homework not completed	Classroom teacher - restorative discussion	Classroom teacher breaktime detention and email parents	Refer to HOF - contact parents and HOF detention	Refer to Deputy Head
Truancy	Refer to HOF and HOY - parents contacted and internal exclusion	Internal exclusion and SLT report	External exclusion - parents called in for meeting	
Incorrect uniform	Form tutor issue uniform pass and email home	Form tutor to email home and send student to HOY for a uniform pass	HOY to email home and issue uniform pass	Student is removed from class until correct uniform is worn

Appendix 5 - Simplified Escalation Process for misbehaviour





Appendix 6 - Searches

Staff who are authorised by the Headteacher to search students will adhere to the statutory safeguarding guidance provided by the DfE, contained within *'Keeping children safe in education'*, *'Working together to safeguard children'*, and *'Searching, screening and confiscation on schools'*.

A search can be considered if a member of staff has reasonable grounds for suspecting a student is in possession of a prohibited item identified in the prohibited items list, or if the student has agreed to be searched. A teacher or someone who has lawful control of the child can search a student with their consent to look for any item banned by the school rules. Before a search takes place, the member of staff conducting the search will explain why they are being searched, how and where the search will take place, and give an opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction, in accordance with this behaviour policy. If the student still refuses to co-operate, the member of staff will refer to a senior member of staff, whilst ensuring the student is supervised and kept away from other students.

Any search carried out will be done so in an appropriate location, away from other students. The search will only take place on the school premises or where the member of staff has lawful control of the student, for example on a school trip. The member of staff conducting the search must be of the same sex as the student being searched, and there must always be another member of staff present as a witness to the search.

A member of staff may search a student's outer clothing, pockets, possessions, bags or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. 'Possessions' means any goods over which the students has or appears to have control.

If a student is found to be in possession of a prohibited item listed in this policy, the staff member will inform the relevant Senior Leader, and the student will be sanctioned in line with this behaviour policy.

Any search carried out by a member of staff will be recorded, and shared with the Designated Safeguarding Lead (DSL). Parents will always be informed of any search for a prohibited item. Included in the record of each search will be:

- The date, time and location of the search;
- The student that was searched;
- Who conducted the search and the witnesses present;
- Why the search was taking place;
- What items, if any, were found;
- Follow-up action taken