



**RAFFLES**

**INTERNATIONAL  
SCHOOL**



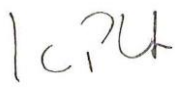
Towards Excellence

## Code of Conduct

**Adopted:** August 2014

**Revised/Amended:** August 2015, August 2016

**Next review:** August 2017

<b>CEO/Board</b>		 <b>Principal</b>	
 <b>Head of Primary School</b>	 <b>Deputy Head of Secondary School</b>		<b>Other relevant staff</b>

### Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

## CODE OF CONDUCT

### 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 | Integrity | Respect | Responsibility

## **1 AIMS**

The school's Mission Statement, upon which this document is based, says that

We are committed to excellence in education by striving to provide each student with opportunities to reach their full potential as lifelong learners, in a holistic, challenging and supportive learning environment, that will ultimately prepare them to play an active and responsible role, as global citizens in a multicultural world.

### **Core Values**

Achievement

Collaboration

Integrity

Respect

Responsibility

As such, and in the context of student conduct, our aim is to equip students with an awareness of our diverse society and to appreciate the value of difference. We believe this can be achieved by adherence to the following principles:

- The active foundation of RIS should be daily characterised by such virtues as integrity, commitment, responsibility, tolerance, fairness, care, openness and friendship.
- Consideration for the legitimate needs, feelings and interests of each individual, and a disposition to treat others, as we would wish to be treated ourselves.
- Discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.

At RIS we believe in breaking down barriers and prejudices, creating a safe learning environment for all. Consequently:

- 1 All members of the community are expected to show respect for self, respect for others, and respect for their environment.



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

**Towards Excellence**

- 2 It is therefore unacceptable that any member of the RIS community should suffer either mentally or physically at the hands of any other member, or members.
- 3 A progressive series of consequences will be taken against those students who choose not to conduct themselves in a manner deemed reasonable and acceptable, as specified in this code of conduct.

The code of conduct believes that tolerance, honesty, impartiality, sensitivity and respect are the hallmarks of relationships throughout the RIS community.

The school is unequivocally committed to supporting these principles and further believes that the wellbeing of each individual is best nurtured where it is established within an ethos which encourages mutual responsibility.

#### **A note on parental Involvement**

It is important to involve all parents, staff and students in establishing and maintaining good behaviour and to provide positive role models.

Therefore, parents share responsibility with the school to ensure their children comply with the RIS Code of Conduct.

## **2 REWARD SYSTEMS**

### **Introduction**

The school's stated mission, vision and core values place emphasis on its caring and supportive ethos and its attention to high academic standards. In support of these aims, the school has in place a variety of reward systems, each designed to celebrate student achievement, as well as to encourage all students to try their hardest in all possible endeavours, in and out of the classroom.

In general, it is the school's policy to ensure that all evidence of good achievement and effort is recognised and praised wherever possible. In so doing, the school believes that student self-esteem is enhanced, and that actions leading to special achievement and effort are reinforced. It is believed that praise, used sensitively and realistically, is a prime motivator and reinforcer of good practice. Thus, for example, teachers inform their students whenever house points are given, and highlight the reason(s) for the award.

The following reward systems are used in RIS. In keeping with the foregoing, this list is not exclusive, for teachers use rewards in a wide variety of ways and contexts on an ongoing basis.

- 1 Cumulative awards for house points
- 2 Cumulative awards for numbers of books read
- 3 Cups and certificates awarded on Prize Day
- 4 Student of the week certificates



# RAFFLES

INTERNATIONAL  
SCHOOL

## Towards Excellence

- 5 Sporting awards
- 6 Occasional other certificates
- 7 Awards for occasional competitions
- 8 Display of student work
- 9 Publication of awards in the newsletter
- 10 Achievement assemblies
- 11 Miscellaneous awards

### The house point system

Grade1 and above children are placed in houses as listed below:

Houses:        **Emirates**                      **Palm**                      **Atlantis**                      **Burj**

#### Earning and Recording House Points:

Teachers need to use their discretion when giving points to students. Students must work hard for their points and giving too many points at any given time or on one particular occasion could mean the points system loses its value. Suggestions of how many to give can be: 1 house point for outstanding homework, 1 or 2 house points for excellent outstanding behaviour around the school and in class etc.

Award a maximum of 10 points at any one time. The rest of the points can be awarded at teacher discretion. E.g. 5 points awarded to a student that tried to achieve their target but didn't quite achieve it.

Every week the house points are counted by the P.E Department (Aeham) and the weekly house winner will be announced during the Assembly. House points are then tallied over the course of a Semester and the winning house is announced, the children in that house are rewarded with a certificate. The House Champions will receive a house cup.

#### 1 (a) Cumulative awards for house points – Primary School

Note: house points are awarded for achievement that the teacher considers special. They are, therefore, closely related to effort, and reflect special effort and/or achievement.

House points are special awards, and have high currency. Nonetheless, it is not beyond the ability of any student to receive such a reward.

- When students receive their house points, they hand it to their form tutor who will record the House Points at the end of each week on the link provided and the House Points Card will be placed in the student file.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

- [https://docs.google.com/forms/d/1OfkywKMBt4DbH7beKhFnseNheCWHD\\_sHoog-V-M8P6Q/viewform](https://docs.google.com/forms/d/1OfkywKMBt4DbH7beKhFnseNheCWHD_sHoog-V-M8P6Q/viewform)

## 1 (b) Cumulative awards for house points – Secondary School

In the Secondary school, house points are accumulated weekly, and culminate in Student and House awards.

- Students are awarded house points; every time a teacher or member of staff would like to give a point – they must give students a house point card. Please see Appendix 3.
- When students receive their house points, they hand it to their form tutor who will record the House Points at the end of each week on the link provided and the House Points Card will be placed in the student file.
- [https://docs.google.com/forms/d/1OfkywKMBt4DbH7beKhFnseNheCWHD\\_sHoog-V-M8P6Q/viewform](https://docs.google.com/forms/d/1OfkywKMBt4DbH7beKhFnseNheCWHD_sHoog-V-M8P6Q/viewform)
  - At the end of each month during assembly, the head of house or Grade co-ordinator will give out the following certificates (and possibly prizes) to the students who have received the following:  
Bronze 50 house points  
Silver 100 house points  
Gold 200 house points
  - Also, in this assembly the house team with the most points will be announced (announcements can be made by head boy and head girl). There will be a trophy on which every month the winning house team's colour will be tied onto the trophy and displayed either in reception (or somewhere visible in the school) with a plaque card stating the winning house team for the month and their total.
  - Teachers need to use their discretion when giving points to students. Students must work hard for their points and giving too many points at any given time or on one particular occasion could mean the points system loses its value. Suggestions of how many to give can be: 1 house point for outstanding homework, 1 or 2 house points for excellent outstanding behaviour around the school and in class etc.

## 2 Cups and certificates awarded on Prize Day

Several cups and certificates are presented at the annual prize-giving ceremony. Many of these are subject-related, celebrating both effort and achievement. Others refer to student contribution to school life, for example.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

### 3 Sporting Awards

Physical education staff issue certificates in addition to the normal house points. These include, for example, participation, most improved and athletics certificates.

### 4 Occasional other certificates

Certificates are sometimes awarded for special achievements not covered in the foregoing, e.g. for particularly good behaviour or effort in a specific field commended by the teacher.

### 5 Awards for occasional competitions

Awards are made for success in certain annual competitions, e.g. public speaking, poetry, music, drama, competitions in Information technology, scientific enquiry, research projects, etc.

### 6 Display of student work

Student art and technology work is displayed prominently around the school, co-ordinated by the art and IT coordinator.

### 7 Achievement assemblies

Students celebrate accumulated academic achievement in their annual achievement assemblies, when the whole focus centres on what can be achieved by any student with commitment and effort.

### 8 Miscellaneous awards

Year groups and individual teachers operate their own informal systems of celebration of achievement, from in-class house points lists, to smiley faces and stars.

## 3 COMMUNITY RESPONSIBILITIES

- 1 Student expectations of staff
- 2 Staff expectations of students
- 3 RIS expectations of parents
- 4 RIS expectations of the principal

### 1. Student expectations of staff

We foster an environment amenable to growth and development by considering ourselves responsible for all the students at RIS and paying attention to the following:

- We walk calmly, quietly and safely around the school at all times
- If we greet and thank the students, they feel respected



# RAFFLES

INTERNATIONAL  
SCHOOL

## Towards Excellence

- If we accept and respect the students as individuals, they develop self-confidence
- If we give encouragement, the students recognise we promote self-esteem
- If we listen when students talk, they learn to listen
- If we respect students' rights, they learn to respect others' rights
- If we give students the chance to ask questions, they develop enquiring minds
- If we keep our promises, students trust us and learn to trust.

In addition, staff should

- be familiar with the code of conduct
- be positive, consistent (fair but firm) and explicit in their actions
- support other teachers through administering appropriate consequences
- liaise with management and subsequently inform parents of any concerns at an early stage
- encourage students to seek support
- explain the reasons for positive and negative consequences

**Listen carefully – here is a poem written by a student.**

**Please listen, by Samia Alibux**

*I need someone to talk to, To  
hold me when I'm in Pain,  
To listen to me  
Talk.*

*You're not listening,  
You're talking to me And  
giving me advice, I don't  
need that,  
I need you to listen.*

*When I ask you to listen to me,  
And you feel you have to do something, To  
solve my  
Problem.  
You have failed me, Strange  
that may seem.*

*When you do something for me that  
I need to do, For  
myself,*



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

*You contribute to my fear.*

*When I ask you to listen to me, And  
you ask why,  
I shouldn't feel that way.*

*You're listening now  
And I'm thanking you for listening  
To my problems, To  
my emotions,  
To my melancholy voice."*

- encourage students to speak openly
- respect the confidentiality of information entrusted to them
- enable students to change behaviour as opposed to reinforcing accusations
- make students aware of their own responsibility for their conduct

## **2 Staff expectations of students**

To ensure a safe and supportive learning environment, RIS students are expected to respect and adhere to the following:

- We always do our best in school
- We respect ourselves, each other, our school and all within
- We listen carefully, answer politely and do what we are requested the first time
- We are never dishonest and respond truthfully at all times
- We keep our physical being to ourselves, never intentionally hurting others





**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

- We never copy people who break the RIS code

### **3. RIS expectations of parents**

To support the school personnel and their students in the implementation of the code of conduct it is expected that a parent will be familiar with the Code of Conduct and will help the school by

- Encouraging and supporting students in their learning
- Working with the school on any behaviour issues and modification strategies
- Attending meetings or conferences with regard to their child's conduct and progress
- Ensuring the school has an alternative person to contact should they not be at home
- Checking and signing the homework diary or reading record (where applicable) regularly
- Becoming involved in activities within the school, where possible
- Emphasising the need for all students to follow and work to resolve conflict appropriately.

### **4. RIS expectations of the Principal; Head of Primary responsibilities**

- Liaising with the RIS community in the development of the code of conduct and support staff in its implementation
- Ensuring that teachers can teach, and students can learn, in an atmosphere of respect, security and enthusiasm
- Being available to assist all staff if a serious problem occurs, implementing appropriate action in line with the RIS code.
- Reinforcing the positive encouragement staff gives to students who behave responsibly.
- Assisting in the evolution of student development plans, where appropriate.
- Ensuring appropriate INSET, so staffs have an understanding and knowledge of behaviour management strategies.
- Endorsing the school's Code of Conduct and monitoring its effectiveness.
- Supporting staff through guidance in its implementation.



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

- Ensuring up-to-date accessible records are maintained for all who transgress the RIS code

#### **4 UNACCEPTABLE CONDUCT WITHIN THE RIS COMMUNITY**

Students are responsible for their own actions. Regardless of what has happened, transgressors are able to choose more appropriate conduct. This is aimed to help all at RIS meet their aspirations more effectively in the future.

Unacceptable conduct at RIS is conduct that conflicts with the rights of others, as specified within this code of conduct.

These are grouped in 4 levels, graded in severity, with appropriate consequences apportioned to each group:



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

## Group 1

Dealt with by the teacher

- School rules ignored (lining up/whistle response/running)
- Incorrect uniform
- Homework not done
- Habitual lateness
- Borrowing others' property without permission
- Talking inappropriately, in neglect of other tasks, such as in class/assemblies etc
- Inappropriate badges or insignia
- Jewellery and decoration (also affected by adherence to cultural courtesies and norms)
- Inappropriate hair styles relating to Health and Safety obligations and consideration of host country's cultural norms
- Obscene gestures
- Copying work and plagiarism
- In out-of-bounds areas without authorisation
- Uncooperative or disruptive by word or action
- Threats
- Disrespect
- Defiance
- Teasing
- Obscene/offensive language
- Spitting
- Telling lies
- Bus incidents – liaise with other class teacher – follow DAIR – record on Prodigy.

## Group 2

Referred to the Grade Coordinator

- Bullying, including racial taunts and emotional abuse
- Cheating in formal tests/exams
- Detention ignored
- Deliberate misuse of information resources
- Endangering others, in any way, shape or form
- Destruction or defacing of property (school/personal)
- Misuse of information resources

## Group 3

Referred to the Deputy Head of Primary (for Primary School) / Principal (For

- Physical assault
- Fire alarms or hydrants deliberately tampered with
- Stealing



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

**Group 4**            Forgery or misuse of or alteration to any RIS document or record in paper or  
Referred        to electronic form  
the Head        of Use or possession of weapons, such as guns, knives, catapults, blades, clubs etc.  
Primary        Illegal activity, activity contravening UAE law  
School            Substance abuse including smoking  
(Primary  
School  
/        Principal  
Secondary)



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

#### **4. Referral and monitoring system**

It is fully expected that all members of staff will deal in a stepwise manner with unacceptable student behaviour. They will use their discretion and experience in determining when specific steps apply. Students' age appropriately should be made aware of these outcomes by their class teachers and form tutors as a matter of course, and not as a reaction to a particular instance of poor behaviour.

**D  
A  
I  
R  
–**

1. Data (Find out all information including antecedent – what triggered the behaviour?)
2. Action (Appropriate sanction)
3. Impact (Note the impact of the sanction)
4. Review (Review the sanction, did it work?)

The aim of DAIR is to ensure the careful monitoring and encouragement of behaviour change. It is considered that the DAIR system is appropriate, with careful explanation, to students especially from Grades 3 to 9. The unacceptable conduct lists above apply, however, to students across the whole school.

#### **Advice for students to use their WITS –**

Provide students with this advice when confronted with behaviour they are not happy with

**Walk Away  
Ignore  
Talk to a Teacher  
Seek Help**

#### **DISCIPLINE Absence/Lateness**

- If your child is ill and going to be away from school, please notify the Homeroom teacher
- prior to 8:00 am of your child's absence.
  
- If your child is late, please "sign in" at the front desk in reception upon arrival. It is common courtesy to excuse yourself when entering a classroom late.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

- The KHDA has regulations about the required percentage of school days that must be attended each academic year. It is important to be aware that (to be confirmed)
- attendance is required in attending the school during an academic year.

## Basics

- Students are responsible for any valuable items brought to school.
- We would appreciate no mobile 'phones brought to school, unless necessary. However if they must be brought, mobiles 'phones are to remain turned off during school hours and stored appropriately. RIS does not accept responsibility for loss or damage of mobile 'phones.
- While every effort will be reasonably made, the school does not take the responsibility for lost and damaged personal belongings (including mobile 'phones).
- Be polite, be considerate, and respect the property of the school and other people.

## Student Behaviour

- Raffles International School aims to maintain an environment in which children feel safe and secure, valued and supported. This is established on the basis of mutual respect for the feelings and beliefs of others.
- These are fundamental guidelines at RIS and are outlined in the points below:-
- Raffles students are expected to be polite to each other, staff and visitors to the school.
- Movement around the school should be orderly and calm with no running.
- Students should excuse themselves when entering a classroom late or when interrupting another classroom. (for example when carrying a message).
- If a child wishes to ask a question, he or she should do so politely by raising his or her hand when in a classroom and wait to be spoken to by the teacher.
- Students should give others the opportunity to express their opinions, without interrupting them.
- Physical games are not to be played inside, unless under direct staff supervision.
  
- Students are to respect the reception area by remaining quiet and orderly while waiting.
- Students are expected to remain seated while they eat their lunch and snacks.
- In the canteen, they should remain at their table, eat their lunch and place their rubbish in the bins after they have finished, leaving their area clean and tidy. Shouting and running inside should not occur.
- If parents are present, students are to remember that the teacher is responsible for their classroom, not the parents.
- The property of other students is to be respected.
- Litter should be put in the rubbish bins.
- Students are to respect the boundaries and rules that guide activities.
- It is expected that a Raffles student will be polite and well-mannered in all environments.
- Honesty is a necessary quality in a Raffles International School student.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

- Students must treat each other with respect. Physical or verbal aggression is not acceptable.

### **Harassment and Bullying**

Tolerance of others is central to the Raffles International School (RIS) philosophy. The school expects and affirms each child's ability, worth and independence of thought. RIS believes students learn and develop effectively in an environment free from exclusion, prejudice, humiliation, oppression, abuse or harassment. Intolerance of others is unacceptable to the RIS ethos as it affects everyone, not just perpetrators and their victims. It is the responsibility of students and parents to advise staff members of any incidents of intolerance. Our aim is to have a safe, secure and harmonious environment for all.

Every student has the opportunity and the right to use school as a means for self-improvement and individual growth. In doing so, you are expected to conduct yourself in such a way as to ensure that other students have the same opportunities.

We encourage the students to use their WITS in dealing with challenging situations at school:

W	-	Walk Away
I	-	Ignore
T	-	Tell Someone
S	-	Seek Help

Of equal importance is the right of the school to prescribe and manage student conduct in the school that is consistent with this. The primary objective is the proper recognition and preservation of a student's rights in the following areas:

### **Freedom of expression**

Students may express a responsible point of view provided they do not intrude upon the rights of others.

### **Personal appearance**

Personal appearance should always be tidy and presentable to reflect the image of the school. It is expected that the dress code of the school will be complied with.

### **Student representation, Leadership and The student voice**

Student leadership is developed through the Student Council, House System, Environment Club, Sports Team and other activities and events when students take responsibility.

### **Student property**

The school will accept no responsibility for any personal items lost, damaged or stolen on the school premises. No expensive items (jewelry, mobile phone, iPod, etc.) should be brought into the school. A student's desk (or locker in the Secondary School) may be opened for inspection, when approved by the Deputy Head, Head of the Primary School, or the Principal.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

## **Sportsmanship**

Good sportsmanship is expected of all students who participate, either as athletes or spectators, in any form of school-related sports activities. At all times, including sports and games, students are expected to behave with self-respect, respect for others, and respect for their own and other's property.

## **Alcohol and drug abuse by students**

The possession and consumption of alcohol by students is prohibited. The possession and consumption of drugs will be dealt with in accordance with the law of the land. The administration is authorised to conduct random screening and detection procedures. Regulations and procedures to implement this policy shall be published in the parent and student handbook.

## **5 CONSEQUENCES**

A progressive series of consequences will be taken against individuals who, for whatever reason, choose to engage in unreasonable and unacceptable conduct.

This progression may include:

### **1 Informal discussion**

The student will be contacted by staff concerning his/her conduct. Expectations for the future will be outlined. It is anticipated that a correction in the unacceptable behaviour will occur.

### **2 Detentions**

This can be assigned at the discretion of the teacher, giving significance to the need for a behavioural change. The student's name, the reason and date are passed to the appropriate head of school, who keeps a log. Detentions are specific to each school (see attached).

**Please see Appendix 1 for Primary School and Appendix 2 for Secondary School.**

### **3 Formal interviews**

A discussion will take place with the student, teacher and head teacher in which expectations will be reviewed and further consequences assigned.

### **4 On report**

The student is placed on "Behaviour Monitoring Chart" to monitor and review progress. This is given to teachers at the start of each lesson. After the lesson the appropriate box, on the quality of contribution, is ticked and the report signed by the subject teacher. The student returns the report, to the homeroom, after a specialist period.

### **5 Parental involvement**

May be required to attend a meeting at the school to decide on a course of appropriate, reflective and corrective action. All members of staff may request a meeting, after liaising with the deputy head of school.





# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

## 6 Behavioural or performance contract

A formal, written agreement between the student and the school to clarify expectations and outline consequences for non-compliance. Parental knowledge and support is expected. A contract serves as motivation for immediate behavioural change.

## 7 Corrective withdrawal (suspension)

The principal or deputy head requires the student to return home for a specified period if the student is unwilling to change his/her inappropriate behaviour. Parents are notified in writing.

## 8 Restitution

In addition to other consequences, this may be necessary where damage to personal or school property occurs. To be determined by the principal or deputy head.

In addition, and depending on the seriousness of the issue, the following measures may be enacted:

- Reprimand
- Additional subject related work – in student's own time
- Community service – tidying/picking up litter/cleaning/polishing desks/chairs etc
- Temporary removal of privileges
- Temporary exclusion from class – to reflect on actions and emphasise unacceptable behaviour. This consequence is not, however, recommended as a routine measure, and is at the discretion of the teacher.

### Determining consequences – guidelines for teachers

- **Judicious use** – consequences should be used sparingly
- **Timing** – consequences should be given as soon after the transgression as possible
- **Tone** – a consequence should be an expression of disapproval of the action and given because it is in the best interest of the student and class as a whole
- **Due process** – consistency and fair warning must be applied
- **Effectiveness** – the consequence must be of a type that minimises any possible factors which may weaken its effectiveness
- **Code of conduct** – the consequence must be in line with this code of conduct

***In deciding on the appropriate sanction to be imposed for an act of student misconduct, consideration may also be given to the following factors:***

1 The extent of the misconduct



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

Towards Excellence

- 2 The inadvertent or the deliberate nature of the misconduct
- 3 Whether the act in question is an isolated incident or part of repeated acts of misconduct
- 4 Any other mitigating or aggravating circumstances

It is the unacceptable behaviour which is focused on, rather than the perpetrator.

## **6 BULLYING**

- 1 Bullying
- 2 Bills Of Rights
- 3 Guidelines for students
- 4 Procedures for staff

### 1 Bullying

The best weapon against antisocial behaviour is the clear acceptance of each member of the community of a personal responsibility for the well being of others and a willingness to take appropriate action on behalf of those in need.

Antisocial behaviour at RIS is behaviour that conflicts with the rights of others, as specified within this code of conduct.

We place a firm emphasis on the importance of relationships within school. If any individual attempts to impose his or her will on another person, or intimidates by physical or verbal means, this constitutes bullying and conflicts totally with the ethos of RIS.

It is therefore right and proper for individuals present to intervene personally, on behalf of anyone who suffers (in so far as their own well being is never placed at risk) to report such instances to those who can take proper action.

The school's priority is that the cause of any unhappiness should cease.

It should therefore be acknowledged by all that the following activities are unacceptable and not tolerated:

- Verbal intimidation, such as the use of threats, and personal comments, which could be construed as racially, sexually, physically or emotionally motivated
- Deliberate and premeditated exclusion of individuals or groups from the commonly accepted social involvement
- Threatening behaviour of any kind towards others, written, spoken, implied, or gestured, including physical harm caused by deliberate or reckless behaviour.

As behaviour such as above is unacceptable, then it follows that consequences will ensue and action will be taken to modify such behaviour when it occurs.



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

## 2 Bill of rights

This is a statement of the expectations of conduct aimed to support an effective learning environment.

As everyone learns and works best in a safe and secure environment, this bill of rights applies to all students, teachers, staff, parents, volunteers and visitors on school premises.

- Every has a right to a learning environment that is free from fear, humiliation, physical, emotional and social abuse
- Everyone has the right to civility and respect from one another
- Everyone has the right to feel safe and free from harassment
- Everyone has the right to safety for self and belongings
- Everyone has the right to uninterrupted learning
- Everyone has a right to be in a clean environment
- Everyone has the right to fair, consistent and positive discipline aimed at promoting personal growth and development
- Everyone has the right to express themselves freely and openly in a civil manner
- Everyone has the right to be listened to
- Everyone has the right to be meaningfully involved in all aspects of school life, as appropriate
- Everyone has the responsibility to cooperate in problem-solving to resolve conflicts
- Everyone has the responsibility to contribute to a learning environment which responds to individual needs
- Everyone has the right to become an integral and productive member of the community
- Everyone has the responsibility to honour this bill of rights. The following will be discussed periodically between students, class teachers and form tutors.

## 3 Guidelines for students

When someone is being bullied or is in distress, take action. Doing nothing can suggest your support for the bully.

Provide students with this advice when confronted with behaviour they are not happy with

**Walk Away**



# RAFFLES

INTERNATIONAL  
SCHOOL

Towards Excellence

## Ignore

## Talk to a Teacher

## Seek Help

Tell and inform an adult member of staff immediately of what you have seen or heard.

Alternatively, write down all the details you can remember.

- Every student at RIS has the right to look forward to coming to school each day. Every student has the right to feel safe.
- Do not allow bullies to become your friends. Bullies tend to stop if they are left out.
- Do not be afraid to tell. Telling is the responsible and right thing to do. Telling is also the first step into putting things right.
- If you are bullied, try to make a careful record of what happened. Remember and write down times, places, names and dates, what was said and what was done. These details make it much easier for others to help you.
- Never be tempted to fight back. This is what the bully wants you to do and what they will take pleasure from. Get away and tell an adult immediately. Remember it is no fun for a bully if you do not respond in the manner they expect.
- If bullying is to be stopped there can be no innocent bystanders. If you witness an attack of any kind, and do nothing, then indirectly you are supporting the bullying.
- Bullying is hurting, threatening or frightening someone. It may be hiding their bag or taking their sweets, or deliberately damaging their schoolwork or equipment. It could also be getting others not to be friends with them or not allowing people to join in, or simply giving “dirty looks”.
- If an individual attempts to impose his or her will on another person or intimidates by physical or verbal means, this constitutes bullying and conflicts with the RIS code of conduct.

## 4 Procedures for Staff

### Listen, believe, act

- Watch for early signs of distress or changes in behaviour patterns in your students.
- Listen carefully; offer the person who believes they have been bullied support and help. If necessary, refer the matter on.
- Arrange for, or interview the alleged bully and make it clear that certain types of behaviour break the RIS code and are not acceptable.
- Record all incidents and pass on to your Grade Coordinator.



**RAFFLES**

**INTERNATIONAL  
SCHOOL**

**Towards Excellence**

- All adults are involved and need to be made aware of the channels and not deal with incidents in isolation.

## **7 THE CLASS/FORM/SUBJECT TEACHER**

Teachers have basic educational rights in their classrooms, including:

- the right to establish optimal learning environments
- the right to request appropriate conduct, in line with the code
- the right to receive help from senior management and parents as needed

RIS is a child-centred school, and its teachers are seen as references and guides, and sources of aid to the growth and development of the individual child.

Consequently, class teachers and form tutors should ensure that reasons for every rule are clear to the students.

Also, the teacher

- shares decision-making processes with the class
- develops with students a classroom behaviour code
- encourages group initiatives to clarify and resolve sources of conflict
- delegates responsibility of conduct to the class
- encourages active participation to influence positive conduct
- encourages acceptance of responsibility for conduct within the RIS community.

### **Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Code of Conduct arrangements will be remedied without delay.

## Appendix 1

### BEHAVIOUR MANAGEMENT PROGRAMME

#### Code of Conduct

#### Primary School

Right Choices	Wrong Choices
✓ Only good touch	✗ Hitting, Kicking or touch that hurts
✓ Do as asked by adults	✗ Not doing as asked answering back
✓ Positive language only	✗ Swearing
✓ Treat others with respect	✗ Repeated teasing, bullying of others
✓ Respect the property of everyone	✗ Deliberately damaging things
✓ Be safe and allow everyone to be safe	✗ Serious actions which endanger yourself or others

**Steps Board:** At Raffles International School we believe that it is important for us all to understand that our actions have consequences. Everyone has the right to expect our school to be safe and positive. Wrong choices of behaviour will result in placement on the steps board.

**Step One:** Student's name is moved from **green** to **yellow 1** on the behaviour colour chart as a warning.

**Step Two:** Student's name is moved from **yellow 1** to **yellow 2** on the behaviour colour chart. The student will lose 10 minutes of play time if their wrong choice of behaviour continues (penalty is set by the homeroom/specialist teacher). Record on Prodigy (Refer to DAIR procedure)

**Step Three:** Student's name is moved from **yellow 2** to **Red** on the behaviour colour chart. This must be documented in the student's school diary to inform the parent about their behaviour. Record on Prodigy (Refer to DAIR procedure)

**Step Four:** Teacher/specialist will schedule and meet with student's parents. If the behaviour is a continuous issue then a behaviour contract will be implemented and parents are informed. Record on Prodigy (Refer to DAIR procedure)

**Step Five:** Negative behaviour continues then the teacher should contact Coordinator / School Counselor for assistance. Appropriate referral process.

**Step Six:** For serious wrong choice of behaviour (See DAIR for list) management is contacted, parents contacted to take the student home that day.

**Step Seven:** If negative behaviour continues while on behaviour contract, suspension may be applied as per KHDA regulations.

- The student starts to show positive behaviour he/she can work their way up the behaviour colour chart.

- Positive behaviour management will be set by the student's teacher.
- After consequences are fulfilled student should apologize for their behaviour.
- No student is to be sent directly to School Counselor or learning support. Follow DAIR Procedure, if a student is to be removed from class they are to buddy teacher's room to calm down and continue their work. DAIR and record on Prodigy.

#### **DAIR –**

1. Data (Find out all information including antecedent – what triggered the behaviour?)
2. Action (Appropriate sanction)
3. Impact (Note the impact of the sanction)
4. Review (Review the sanction, did it work?)

**This must be recorded on Prodigy - Student > Tasks > Notes on Student. Select grade, section, then student name and press Add.**

Only if this information is on prodigy can it be moved on to coordinator. Please note, minor bus incidents involving one child are to be initially dealt with by homeroom teachers following DAIR and recording on prodigy.

At no point should students be sent straight to SMT. SMT need documentation on the DAIR from the concerned teacher and then the coordinator. This is to be on Prodigy.

If an incident occurs while on duty it is the Duty teachers' responsibility to follow the DAIR procedure.

These guidelines are to assist and run alongside the behaviour policy.

Please note –

- No student is to be sent directly to School Counselor or learning support. Follow DAIR Procedure, if a student is to be removed from class they are to be taken to buddy teacher.

**Group 1**

Dealt with by the teacher

- School rules ignored (lining up/whistle response/running)
- Incorrect uniform
- Homework not done
- Habitual lateness
- Borrowing others' property without permission
- Talking inappropriately, in neglect of other tasks, such as in class/assemblies etc.
- Inappropriate badges or insignia
- Jewellery and decoration (also affected by adherence to cultural courtesies and norms)
- Inappropriate hair styles relating to Health and Safety obligations and consideration of host country's cultural norms
- Obscene gestures
- Copying work and plagiarism
- In out-of-bounds areas without authorisation
- Uncooperative or disruptive by word or action
- Threats
- Disrespect
- Defiance
- Teasing
- Obscene/offensive language
- Spitting
- Telling lies
- Bus incidents – liaise with other class teacher – follow DAIR – record on Prodigy.

**Group 2**

Referred to the Grade Coordinator

- Bullying, including racial taunts and emotional abuse
- Cheating in formal tests/exams
- Detention ignored
- Deliberate misuse of information resources
- Endangering others, in any way, shape or form
- Destruction or defacing of property (school/personal)
- Misuse of information resources

**Group 3**

Referred to the Deputy Head of Primary (for Primary School) / Principal (For

- Physical assault
- Inappropriate contact
- Fire alarms or hydrants deliberately tampered with
- Stealing



**Group 4**            Forgery or misuse of or alteration to any RIS document or record in paper or  
Referred        to electronic form  
the Head        of Use or possession of weapons, such as guns, knives, catapults, blades, clubs etc.  
Primary            Illegal activity, activity contravening UAE law  
School            Substance abuse including smoking  
(Primary  
School  
/        Principal  
Secondary)

**Advice for students to use their WITS –**

Provide students with this advice when confronted with behaviour they are not happy with

**Walk Away**

**Ignore**

**Talk to a Teacher**

**Seek Help**

## Appendix 2

### BEHAVIOUR MANAGEMENT PROGRAMME

#### Code of Conduct Secondary School

Right Choices	Wrong Choices
✓ Only good touch	✗ Hitting, Kicking or touch that hurts
✓ Do as asked by adults	✗ Not doing as asked answering back
✓ Positive language only	✗ Swearing
✓ Treat others with respect	✗ Repeated teasing, bullying of others
✓ Respect the property of everyone	✗ Deliberately damaging things
✓ Be safe and allow everyone to be safe	✗ Serious actions which endanger yourself or others

**Steps Board:** At Raffles International School we believe that it is important for us all to understand that our actions have consequences. Everyone has the right to expect our school to be safe and positive. Wrong choices of behaviour will result in placement on the steps board.

**Step One:** Verbal warning and name of student placed on classroom board. No further action taken.

**Step Two:** After one strike student will lose ten minutes of free time during either break or lunch time (penalties will be set by student's teacher). Record on Prodigy (Refer to DAIR procedure)

**Step Three:** Behaviour continues it must be documented in the student's school diary the same day. Record on Prodigy (Refer to DAIR procedure)

**Step Four:** The student will be required to copy or write out an apology letter stating their action. Teacher/specialist will schedule and meet with student's parents. If the behaviour is a continuous issue then a behaviour contract will be implemented and parents are informed. Record on Prodigy (Refer to DAIR procedure)

**Step Five:** Teacher and student will implement a behaviour contract. Record on Prodigy (Refer to DAIR procedure)

**Step Six:** Negative behaviour continues, the teacher should contact School Counselor for assistance. Appropriate referral process.

**Step Seven:** For serious wrong choice of behaviour (See DAIR for list) management is contacted, parents contacted to take the student home that day.

**Step Seven:** If negative behaviour continues while on behaviour contract, suspension may be applied as per KHDA regulations.

- No student is to be sent directly to School Counselor or learning support. Follow DAIR Procedure, if a student is to be removed from class they are to be taken to a buddy teacher's room to calm down and continue their work. Follow DAIR.

**DAIR -**

1. Data (Find out all information including antecedent – what triggered the behaviour?)
2. Action (Appropriate sanction)
3. Impact (Note the impact of the sanction)
4. Review (Review the sanction, did it work?)

**This must be recorded on Prodigy - Student > Tasks > Notes on Student. Select grade, section, then student name and press Add.**

Only if this information is on prodigy can it be moved on to coordinator. Please note, minor bus incidents are to be dealt with by homeroom teachers following DAIR and recording on prodigy.

At no point should students be sent straight to SMT. SMT need documentation on the DAIR from the concerned teacher and then the coordinator. This is to be on Prodigy.

If an incident occurs while on duty it is the Duty teachers' responsibility to follow the DAIR procedure, informing home room teacher.

These guidelines are to assist and run alongside the behaviour policy.

Please note –

- No student is to be sent directly to School Counselor or learning support. Follow DAIR Procedure, if a student is to be removed from class they are to be taken to buddy teacher.

**Group 1**

Dealt with by the teacher

- School rules ignored (lining up/whistle response/running)
- Incorrect uniform
- Homework not done
- Habitual lateness
- Borrowing others' property without permission
- Talking inappropriately, in neglect of other tasks, such as in class/assemblies etc.
- Inappropriate badges or insignia
- Jewellery and decoration (also affected by adherence to cultural courtesies and norms)
- Inappropriate hair styles relating to Health and Safety obligations and consideration of host country's cultural norms
- Obscene gestures
- Copying work and plagiarism
- In out-of-bounds areas without authorisation
- Uncooperative or disruptive by word or action
- Threats
- Disrespect
- Defiance
- Teasing
- Obscene/offensive language
- Spitting
- Telling lies
- Bus incidents – liaise with other class teacher – follow DAIR – record on Prodigy.

**Group 2**

Referred to the Grade Coordinator

- Bullying, including racial taunts and emotional abuse
- Cheating in formal tests/exams
- Detention ignored
- Deliberate misuse of information resources
- Endangering others, in any way, shape or form
- Destruction or defacing of property (school/personal)
- Misuse of information resources

**Group 3**

Referred to the Deputy Head of Primary (for Primary School) / Principal (For

- Physical assault
- Fire alarms or hydrants deliberately tampered with
- Stealing

**Group 4**            Forgery or misuse of or alteration to any RIS document or record in paper or  
Referred        to electronic form  
the Head        of Use or possession of weapons, such as guns, knives, catapults, blades, clubs etc.  
Primary            Illegal activity, activity contravening UAE law  
School            Substance abuse including smoking  
(Primary  
School  
/        Principal  
Secondary)

**Advice for students to use their WITS –**

Provide students with this advice when confronted with behaviour they are not happy with

**Walk Away**

**Ignore**

**Talk to a Teacher**

**Seek Help**

**Appendix 3**

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

## House Points



Name: \_\_\_\_\_ Form: \_\_\_\_\_

Awarded for:

Academic	Team Work	School Life	Sports
----------	-----------	-------------	--------

-  Burj
-  Emirates
-  Atlantis
-  Palm



No. points awarded:

Palm