




Behaviour Management Policy

Adopted: August 2014

Revised/Amended: August 2017

Next review: June 2018

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

Distribution List:

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

BEHAVIOUR MANAGEMENT PROGRAMME

Code of Conduct

Primary/Secondary School

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

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

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

RIS Principles

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

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

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

Expectations of RIS Stakeholders:-

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

1. Students

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

2. Teachers

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

3. School Leadership

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

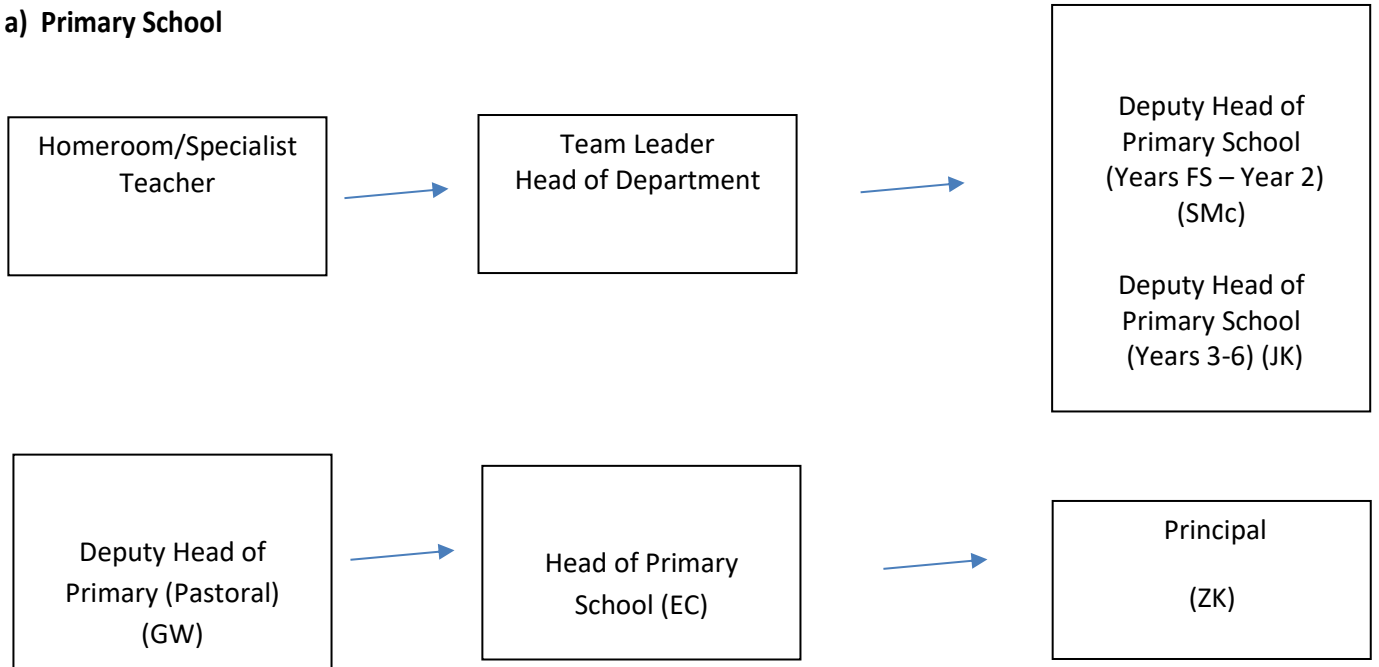
4. Parents

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

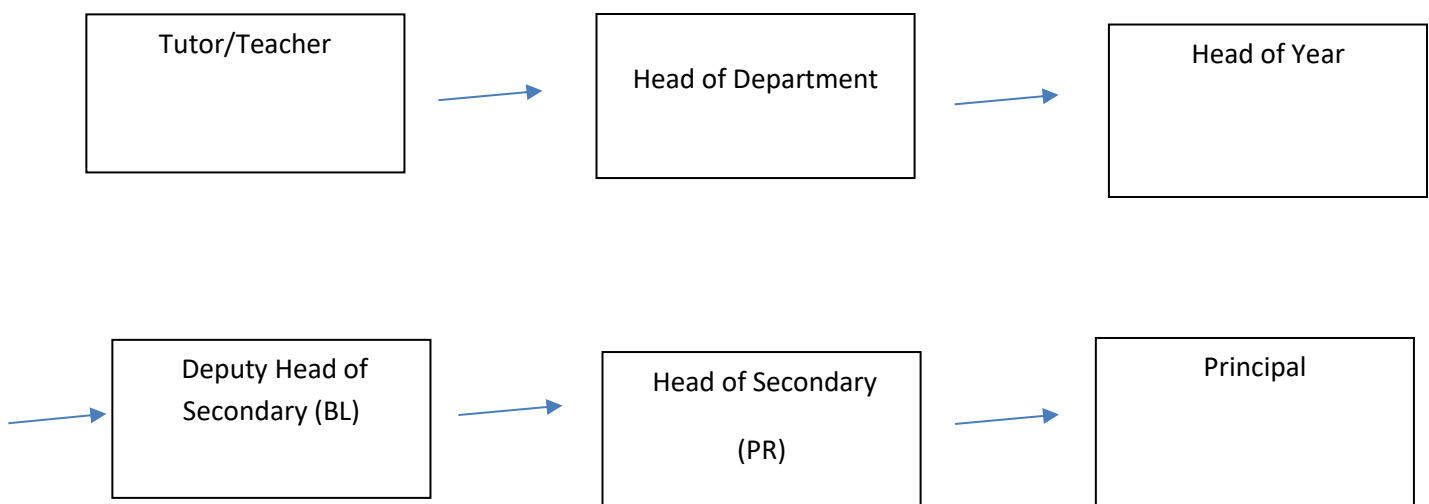
This policy serves as a high level overview of the school's expectations and procedures. Specific details including the behaviours that we discourage and encourage are outlined in the school's Code of Conduct (available on the RIS website)

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

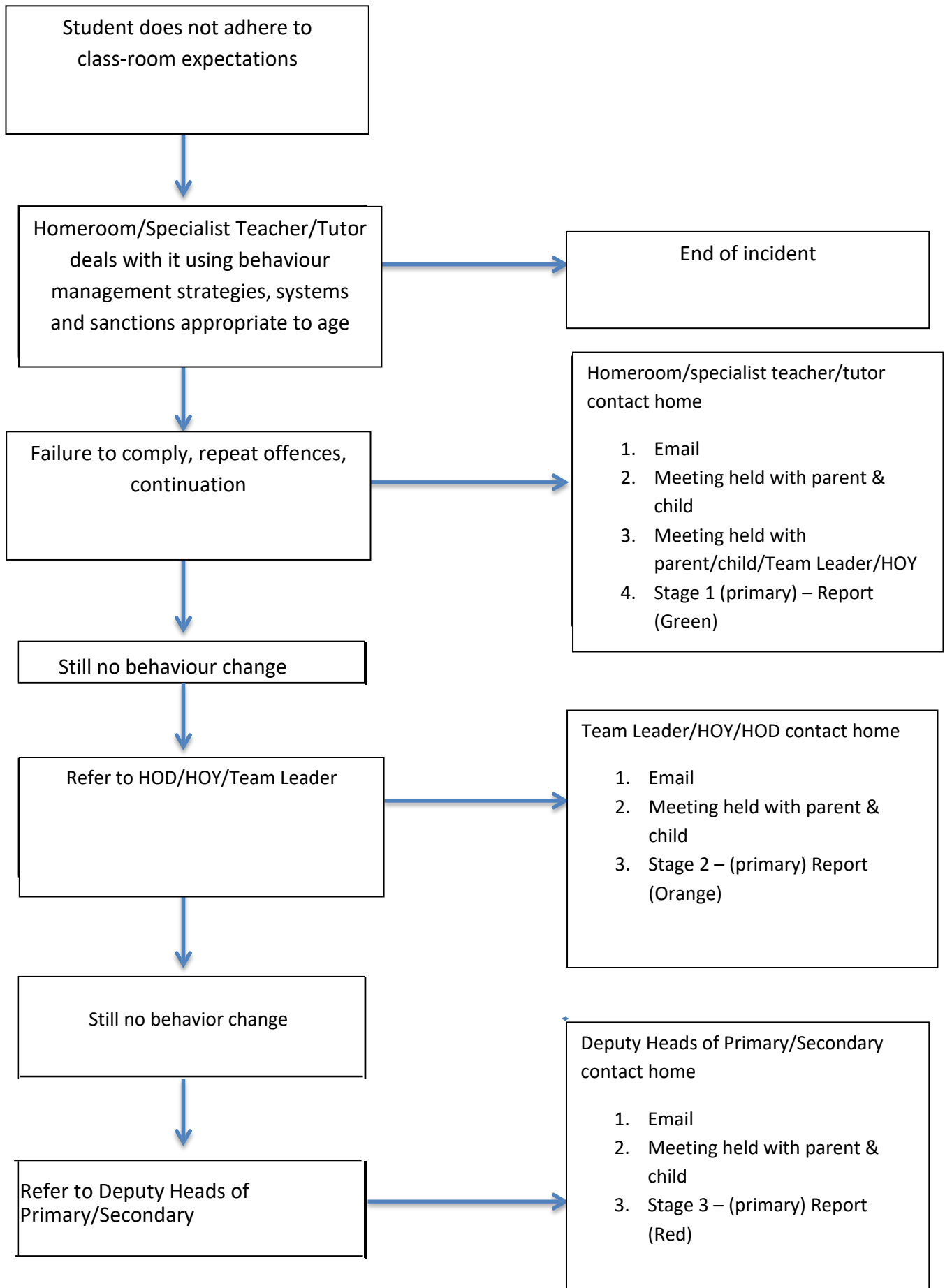
a) Primary School



b) Secondary School



Behaviour and consequences guidelines (Reporting System)



Still no behavior change (Primary/Secondary School)



Refer to Deputy Head of Primary/Secondary (Pastoral)



Deputy Head of Primary/Secondary (Pastoral) contact home

1. Meeting held with parent & child
2. Stage 3 – Report (Red)



Still no behavior change (whole school)



Head of Primary/Secondary School



Head of Primary/Secondary School contact home

1. Meeting held with parent & child
2. Exclusion (Temporary)



Still no behavior change (whole school)



Refer Principal



Principal contact home

1. Meeting held with parent & child
2. Permanent Exclusion

**** All incidents must be recorded on ISAM's ****

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

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

Bus incidents - minor bus incidents initially dealt with by the Homeroom Teacher and Tutors, more serious incidents are reported to the Deputy Head of Primary/Secondary (Pastoral – GW/BL)

Reporting System - behavioral incidents that continue to arise please follow the clear traffic light system (primary) ABC approach (secondary) as a matter of priority (mentioned above)

PLEASE NOTE CHILDREN ARE ONLY TO BE ON REPORT FOR A MAXIMUM OF A ONE WEEK DURATION ONLY PER REPORT STAGE (Primary ONLY) 2 WEEKS FOR SECONDARY

Reports are available from the Deputy Head of Primary (Pastoral) /Secondary (GW/BL) (these will be distributed to all staff) - ONLY reports designed by GW/BL are to be followed using the points system/Green Notes in order to promote a positive outcome

(Primary)

GREEN – Report to Homeroom Teacher/Tutor

AMBER – Report to Team Leader/Head of Department

RED – Report to Deputy Head of Primary School (Pastoral – GW) & Secondary (BL)

(Secondary) * (see separate document)

Weekly Report

Subject ONLY Report

Advice for students to use their WITTS –

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

Walk Away

Ignore

Talk to a

Teacher

Seek Help

Restorative Justice

Step 1 – Interview the children involved

When the teacher finds out that an incident has happened, discuss with both parties. Seek the student's views on the incident from both sides.

Step 2 – Share responsibility

The teacher does not attribute blame and asks the students to discuss the incident with each other.

Step 3– Ask the children for their ideas

Each student is encouraged to suggest a way in which they could have behaved in a different way. The teacher gives some positive responses to their discussion.

Step 4 – Leave it up to them

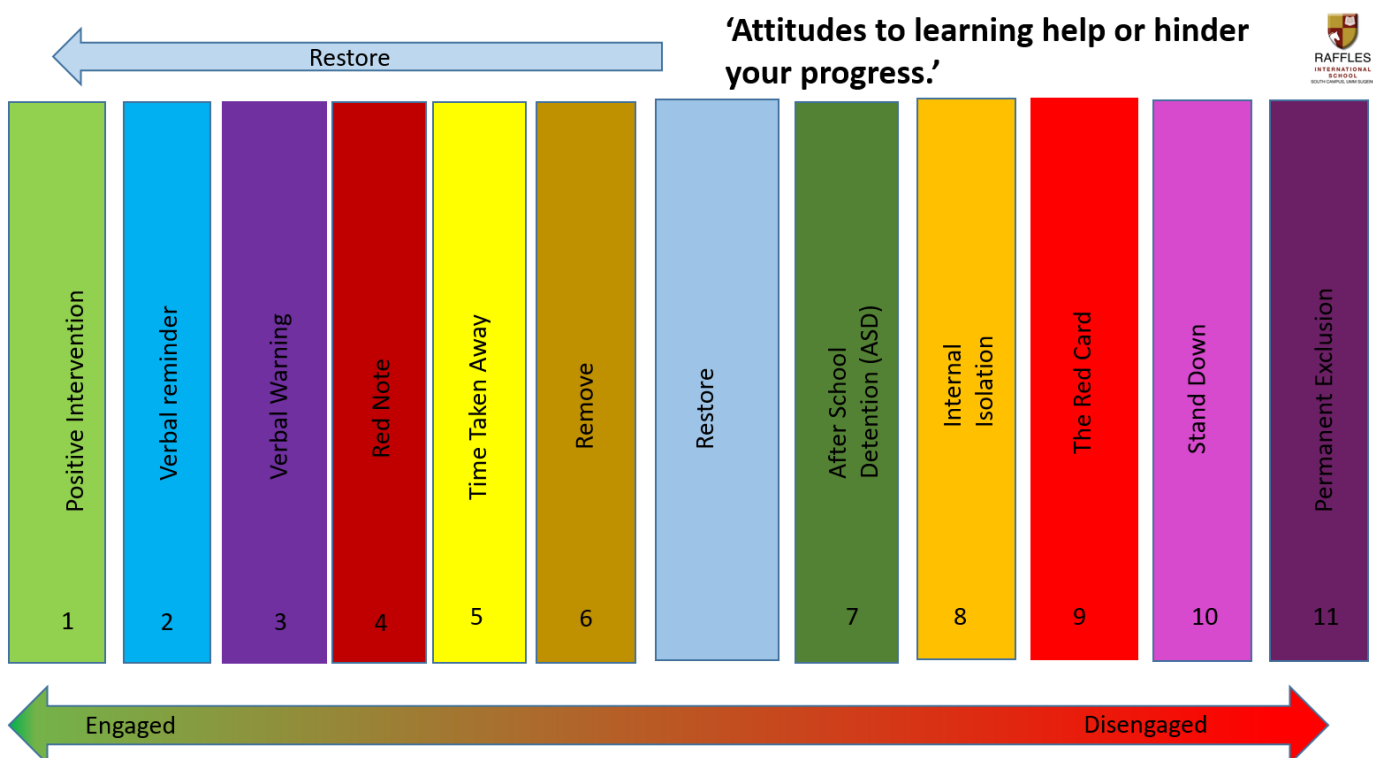
The teacher ends the meeting by passing over the responsibility to the students to solve the problem. She/he arranges to meet with them again to see how things are going.

Step 5 – Meet them again

Two days later the teacher discusses with each student, how things have been going. This allows the teacher to monitor the issue and keeps the students involved in the process.

***How Do We Know?** - Formal Lesson Observations/Learning Walks/Drop ins/Report Cards/Core Values, Student/Parent Surveys, Student Council Meetings/Meet the Principal Sessions, SLMT Weekly Reports/BSO/CIS/KHDA Inspections & Accreditations/Assemblies/Internal Inspection

Secondary Sanctions Over-view Report System

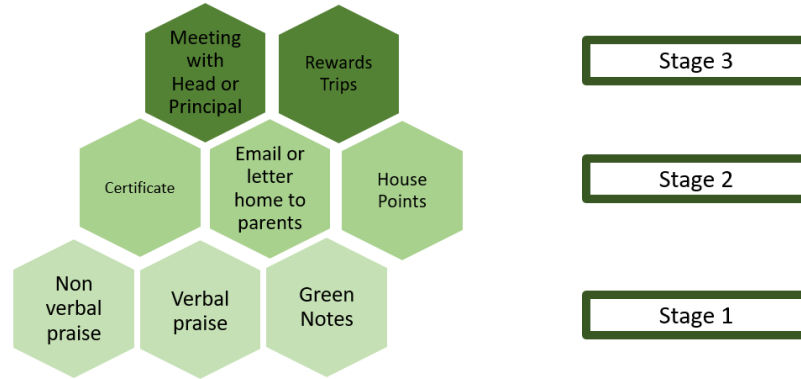


Secondary School Rewards

Rewards

Stage	Method	Reasons	Who?
1	Praise <ul style="list-style-type: none"> Non verbal verbal 	<ul style="list-style-type: none"> student answering a question well focused on work service within lesson or around school student producing excellent work for their ability work on display 	All staff
1	Green Notes <ul style="list-style-type: none"> Written in green pen into students diary only one to be given per homework only one to be given per lesson for each student aim to award approximately 5 each lesson not to be awarded to the whole class Avoid awarding to students for doing what is expected 	<ul style="list-style-type: none"> for homework which demonstrates excellent effort for service to others and the school for class work which demonstrates effort beyond the expected level representing the school at an event/sports competition recognition from form tutor colated each week by tutor and recorded in ISAMS HOY to receive report each week 	All staff
2	Email/letter home to parents	<ul style="list-style-type: none"> recognition of excellent effort in or out of lessons recognition of contribution to RIS community recognition of outstanding results 	All staff
2	Celebration in assembly and other communication tools <ul style="list-style-type: none"> facebook/twitter/instagram presentation of awards and certificates 	<ul style="list-style-type: none"> Green notes <ul style="list-style-type: none"> 10 =sticker in diary from tutor 20 = sticker in planner from tutor 50 = certificate from DH of SS 75 = certificate from Head of SS 100 = certificate and break with Principal Sports awards IVEI event certificates 	HOY/HOD/DH/H
2	House Points <ul style="list-style-type: none"> 10 green notes = 1 house point 	<ul style="list-style-type: none"> Collation of house points via ISAMS 	HOY/DH
3	Rewards Trips and events <ul style="list-style-type: none"> To occur each term 	<ul style="list-style-type: none"> Related to number of green notes awarded Recognition of service Recognition of whole tutor/class effort 	HOY/DH
3	Meeting with Principal or Head of Secondary School <ul style="list-style-type: none"> Break/lunchtime with refreshments Parents to be informed and students emailed invitation 	<ul style="list-style-type: none"> 75/100 Green notes In recognition of special service to RIS or achievement 	HOY/DH/H/P

Secondary School Rewards



Policy Review

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