



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

المدرسة الفاضلة  
السلام عليكم ورحمة الله وبركاته.

نود إعلامكم أنه تم اعتماد السياسات المدرسية لمدرستكم كما هو في المرفق المرسل الجزء 1، ونود أن نؤكد على ضرورة ما يلي:

1. الإلتزام بتحديث هذه السياسات التعليمية طبقاً للقرارات والتعميمات الصادرة من مجلس أبوظبي للتعليم.
2. إن النسخة العربية من السياسات المدرسية هي النسخة الملزمة، وفي حال وجود أي تعارض مع النسخة الإنجليزية تعتمد النسخة العربية
3. نشر السياسات التعليمية المعتمدة على جميع الموظفين والطلبة وأولياء الأمور وأي جهات أخرى ذات صلة وفي الموقع الإلكتروني الرسمي للمدرسة.
4. الحصول على موافقة من إدارة التراخيص والاعتماد في قطاع المدارس الخاصة وضمان الجودة في حال تعديل أو حذف أو إضافة أي بند على السياسات التعليمية المعتمدة.
5. العمل على تطبيق هذه السياسات التعليمية في المدرسة ابتداءً من العام الدراسي 2017 - 2018م وإلغاء أي سياسة تخالف ما تم اعتماده من إدارة التراخيص والاعتماد - قطاع المدارس الخاصة وضمان الجودة.
6. الإلتزام بتسجيل الطالب المستمر في أي نظام تعليمي إستناداً إلى تسلسله الدراسي، وتسجيل الطالب الجديد في الصفوف/السنوات الآتية: KG1/FS2 - KG2/Y1 - Gr1/Y2 إستناداً إلى عمره المعتمد في السياسة المدرسية المعتمدة من إدارة التراخيص والاعتماد - قطاع المدارس الخاصة وضمان الجودة.

مع جزيل الشكر والتقدير







## BEHAVIOUR POLICY

### INTRODUCTION

At Repton Abu Dhabi good behaviour is promoted through the development of good relationships between staff and pupils, teaching social and personal skills and rewarding appropriate behaviour. By working together we can devise effective, consistent strategies to maintain good behaviour.

Repton UK has a deserved reputation for maintaining high levels of discipline amongst its pupils, thereby facilitating the best environment and atmosphere for effective work and learning.

It is this ethos that we wish to replicate at Repton School Abu Dhabi. The Ten Values contained in the Mission Statement fully reflect our desire to encourage and maintain the highest standards of self-discipline amongst our pupils.

### PRACTICE

Standards of behaviour are set and monitored primarily through the work of the Class Teacher. The Head has overall responsibility for the Behaviour Management of children in the Early Years and Key Stage 1. However children, parents, teaching and non-teaching staff all share a collective responsibility for encouraging good behaviour. Moreover, the teachers will also set the highest possible standards in their professional duties.

### Code of Conduct

At Repton we aim to foster compassion, tolerance, honesty and integrity in our pupils. The children are expected to respect the rights, feelings and property of classmates, teachers and others and to be cooperative, courteous, considerate and well-mannered.

Our school behaviour code serves to ensure that all of our pupils follow these principles at all times and are aware of their responsibilities and rights as part of our school community, even from a very young age.

The Code of Conduct will be displayed throughout the school and represents the ethos of the school and reflects the Ten Values within the mission statement.

- We treat each other with care and kindness
- We take pride in ourselves and our school
- We are honest and trustworthy
- We show respect at all times
- We are ready and willing to learn



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**Teacher's Responsibilities:**

- Ensure School rules and expectations are discussed with all students at the start of each term.
- Model expected behaviours for children.
- Use Feelings Tree for FS and Worry Box for KS to encourage children express their feelings
- Create a positive learning environment for all children full of encouragement and praise.
- Focus on successes of pupils rather than failures.
- Sanctions must be used fairly in line with school Behaviour Policy.
- All behaviours must be reported through Engage Daybook System.
- Praise children and do not insult or humiliate the child
- Always talk to them in a calm manner
- Reward them and never take the rewards away.
- When informing parents of their child's behaviour, remember to stick to the facts of the incidents and the action taken.
- Catch them being good and praise expected behaviours.
- Use Circle Time and PSHE lessons to discuss issues, to have an open discussion and reinforce positive behaviours.

**Parent Expectations:**

- Follow the school policy guidelines.
- Participate in discussions and meetings regarding their child.
- Support their child and the school in managing the child's behaviour
- Have a role in implementing behaviour management strategies for their child, which are agreed and advised by the school as necessary.
- Parents have to support behaviour management strategies at home if they are mutually agreed by school and family

**Pupil Expectations:**

- Be aware of the policy and behaviour expectations.
- Follow school's Code of Conduct at all times.
- Be respectful of teachers and peers.
- Take care of school property
- Not hurt themselves and others.
- Always work towards achieving their full potential and give their best.



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## **REWARDS**

It is our intention to reinforce good behaviour by the use of a positive approach by:

- Focusing on what is expected rather than what is not;
- Reinforcing appropriate actions and behaviour with praise and rewards;
- Making it clear what are the consequences of inappropriate behaviour.

The children then have a choice. If they choose to follow the code, they will receive praise and be rewarded; this may be given in any number of ways such as:

- Stickers, stars, smiley faces given in books or on uniforms
- Verbal praise given to highlight good behaviour by Class teacher or more senior members of staff
- Positive comments and feedback given in books
- Excellent work shown to Heads of Department or Head Master
- Display of excellent work in the Classroom or Shared areas • Certificates
- Being chosen to do special jobs or errands
- Being chosen for responsibilities within the class or the school
- Being awarded extra time for 'Golden Time'
- Sharing good work or achievements with parents
- Reward charts for individuals or whole class achievements
- Positive feedback to parents of achievements

## **Sharing success**

We encourage good behaviour in a positive, constructive way. We believe that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it.

To further promote positive behaviour and ensure that there is a collective, whole school responsibility for behaviour, each week one child from every class will be chosen to receive the 'Superstar of the Week' award at assembly. This award is chosen by the class teacher and teaching assistant and reflects high achievement, particular effort or good behaviour throughout the week. The children may be encouraged to show their work at the assemblies, so that the other children and staff can celebrate their achievements with them.



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## **SANCTIONS**

If pupils choose not to follow the code and all positive strategies have been exhausted, then a sanction will follow. Sanctions should be seen to be fair and appropriate to the circumstances and although tailored to individual needs should not be personal.

At no time is corporal punishment used by any member of staff in school. In line with the behaviour and child protection policies, the school does not administer corporal punishment and staff do not threaten the use of corporal punishment or any form of punishment that could have an adverse impact on a child's well being.

At Repton Abu Dhabi we are consistent in our response to unwanted behaviour. Sanctions do not have to be severe to be effective:

- A verbal reminder of the Code of Conduct
- Discussion with child privately about repeated behaviour
- Withdrawal of privileges, for example loss of playtime or minutes off Golden Time
- Withdrawal from activities or pay back wasted time
- An apology to child or member of staff alongside discussion about behaviour
- Work in isolation or be seated by teacher
- Daily diary or record of behaviour after discussions
- Involvement of parents
- Involvement of Head of Department

All staff is expected to differentiate according to the individual, both within their teaching and in the delivery of the Behaviour Policy.

Date Reviewed: January 2018

Next Review Date: January 2019



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**APPENDIX**

**EYFS and KS 1 rewards protocol**

**Expected Behaviours**

- Listens to instructions
- Participates in lessons
- Plays well with peers
- Is respectful of property and peers.
- Tries his/her best.

**Rewards: Classroom sticker chart/class dojo points**

Reward for Expected Behaviours	Type of Rewards	Who Is Involved
<b>Level 1</b> 10 stickers on sticker chart/10 dojo points	1. High five, verbal praise- great work/proud of you/ specific praise.	<b>Class Teacher</b> <b>Teaching Assistant</b>
<b>Level 2</b> 20 stickers on sticker chart/20 dojo points	1. Star of the day 2. Seesaw information to parents 3. Information to HoY 4. HoY to encourage pupil 5. Golden time at the end of the day- (pupil's choice in classroom)	<b>Class Teacher</b> <b>Teaching Assistant</b> <b>Head of Year</b> <b>Parents</b>
<b>Level 3</b> 30 stickers on sticker chart/30 dojo points	1. Star of the week certificate in the assembly 2. Special 5 minutes of fame with HoKS 3. Email home	<b>Class Teacher</b> <b>Head of Key Stage</b> <b>Parents</b>
<b>Level 4</b> 50 or more stickers/50 dojo points	1. End of term special certificate by HoKS/DHT 2. Special 5 minutes of fame with HT/DHT 3. Email home by HoKS/DHT/HT	<b>Class Teacher</b> <b>Head Teacher/Deputy Head Teacher</b> <b>Parents</b>



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**EYFS and Key Stage 1 Sanctions Protocol**

Typical Behaviour	Strategies and Sanctions	Who is involved
<p><b>Level 1: One/ two-time offense.</b></p> <p>Not following simple instructions</p> <p>Talking at inappropriate times in class</p> <p>Arguing in the playground or classroom</p> <p>Fighting with a peer</p> <p>Mistreating equipment</p> <p>Not following school code of conduct</p>	<p>Class teacher has a conversation with a child about the behaviour and gives a reminder of the school policy, rewards and sanctions.</p> <p>If a teacher is on duty, note behaviour and inform class teacher on the same day.</p> <p>Engage notes completed</p>	<p>Class Teacher</p> <p>Teaching Assistant</p> <p>Teacher on duty</p>
<p><b>Level 2: Three or more times</b></p> <p>Not following instructions</p> <p>Not getting on with work and/or distracting other children</p> <p>Mistreating equipment</p> <p>Disruptive behaviours- fighting/arguing with peers, disrespecting teachers, running in and out of class, shouting out.</p>	<p>When level 1 strategy has failed; Teacher gives verbal warning.</p> <p>Pupil is moved from the current position, either next to the teacher/TA or a table isolated from his peers.</p> <p>Pupil is given time-out/thinking time about their behaviour.</p> <p>Reminder that the classroom reward is not given.</p> <p>Parents are informed through seesaw/telephone/end of the day.</p> <p>Engage notes- shared with HT/DHT/HoKS/HoY</p>	<p>Class Teacher</p> <p>Teaching Assistant</p> <p>Head of Year</p> <p>Parents</p>
<p><b>Level 3: Persistent offences after level 1 and 2 have been exhausted</b></p> <p>Disruptive behaviour</p> <p>Hurting/hitting themselves or others</p> <p>Destroying school property</p>	<p>Child sent to Head of Year/Key Stage for the first official warning, talking about repeated misbehaviour and its effect and discussing ways of solving the problem.</p> <p>Loss of part or whole playtime</p> <p>Write a letter of apology (where appropriate)</p>	<p>Class Teacher/Teaching Assistant</p> <p>Head of Year/Key Stage</p>







<p>Not following any instructions</p> <p>Unsafe behaviour- running out of school, running out in the corridor</p> <p>Shouting and screaming</p> <p>Disturbing other children from learning.</p>	<p>CT to create a positive notebook for the child, writing details of the child's day encouraging and reminding the child of expected behaviour.</p> <p>A parent meeting is scheduled with the class teacher and HoY to discuss child's behaviour and possible reasons and strategies to solve the problem.</p>	<p>Formal conversation with parents and child</p>
<p><b>Level 4: Serious offences of disruptive behaviour</b></p> <p>Physical offenses- Danger to themselves or others.</p> <p>Bullying- Name calling or threatening another child or member of staff.</p> <p>Violent Behaviour- has hurt his peers/teachers; has destroyed school property and continues to do so.</p> <p>Unsafe behaviour- pupil absconding</p> <p>Poor performance in academics as a result of this behaviour</p>	<p>When Positive notebook has failed;</p> <p>Use of different strategies with the child- creating an Individual Behaviour chart with specific targets with the help of colleague/counsellor.</p> <p>Child spends 15 minutes in DHT's office as a form of detention thinking and writing about the behaviour (during school hours).</p> <p>At DHT/HT's discretion, parents are phoned to come and collect the child if behaviour is severe.</p> <p>Formal meeting with parents with HoKS/DHT and class teacher to work together to use the new behaviour plan and set a review date.</p> <p>Involve Counsellor to explore possible difficulties and strategies.</p>	<p>Class Teacher/Teaching Assistant</p> <p>Head of Key Stage/Deputy Head</p> <p>Parents</p> <p>Counsellor</p>
<p><b>Level 5: Repeated offences of disruptive behaviour</b></p> <p>Repeated offences of violence, unsafe behaviour, disruptive behaviour even after parent meetings, positive book and behaviour chart</p>	<p>Meeting arranged between the Head and parents to discuss the 'next step' of action. At this stage it would be the discretion of the Head in consultation with the parents as to the most appropriate course of action. E.g. Child sent home, individual action plan with daily update for parents.</p>	<p>Class Teacher/Teaching Assistant</p> <p>Head of Year/ Head of Key Stage</p> <p>Deputy Head</p> <p>Headteacher</p>



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The above does not constitute a prescriptive or exhaustive process by which to monitor and resolve behaviour issues within the school; it is a guideline to follow in the event that the Class teacher and other adults within the class cannot manage behaviour and when positive reinforcement strategies have not worked.

To help support Class Teachers the follow adults can be utilised, depending on the stage of severity of the incidence:

**Other Year Group Teachers**

**Heads of Year**

**Head of Key Stage**

**Deputy Head**

**Headteacher**

**Principal**





## Appendix

### Restrictive Physical Intervention

"Restrictive Physical Intervention" is the term used to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident make it necessary to intervene.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The UAE Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

Restrictive Physical Intervention will be used when all other strategies have failed and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency.

### Acceptable Forms of Intervention (non-restrictive):

- Providing comfort for a distressed pupil
- When a pupil is being congratulated or praised (on shoulder)
- Demonstrating how to use a musical instrument/ hold a pencil correctly
- Demonstrating exercises or techniques during PE
- To give first aid
- Toilet accidents- cleaning and dressing a child





### Foundation Stage Children

First school experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. Physical intervention may be necessary. The main aim of the teachers is to:

- Protect the children from harm
- Provide comfort (if the child is happy with this).

### Important Reminders for Class Teachers

- Never assume that a child will accept a touch as a friendly gesture
- Children come from different backgrounds and cultures with different sensitivities to touch and physical space
- Inappropriate physical contact is never permitted
- Never hold or pull the child by their arm
- If possible, contain rather than restrain (e.g. put a barrier in the child's way rather than physical intervention)
- Restrictive Physical Intervention is an act of care and control, not punishment
- Force is used where it is necessary as a last resort
- The age, understanding and competence of the individual pupil will always be taken into account.
- As soon as it is safe, the restrictive physical intervention will be relaxed.
- Immediately release or modify the restraint to reduce risk if any warning signs appear.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- Pupils with a Behaviour Intervention Plan will have a written consent from parents to use physical intervention, as necessary.

### Possible Unsafe / Crisis Situations

There may be the need to intervene physically to stop someone putting themselves or others in danger.

Examples of these could be:

1. A child running towards a busy road
2. An angry child about to hurt someone
3. A serious fight
4. A child damaging school property
5. Running out of class in the corridor, risk of hurting himself or running out of the school
6. Hitting/ hurting another child
7. Hitting/ hurting teacher
8. Screaming, abusive language, disruptive behaviour
9. Unsafe behaviour- running in the parking area, not following instructions on a trip.
10. Child with SEN



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## Positive Handling Plan:

### 1. Positive Handling

In an escalating or dangerous situation, reasonable, calm and considered responses could be:

- Blocking a pupil's path
- Lock the room door in case of a runner
- Use calm corners in the nearest corridor
- Verbal de-escalation strategies such as STOP signal
- Using visuals for deep breathing or calming
- Use distraction with different activities/resources in your class
- Email- RPI Team for support (see below)
- Email- Reception to inform
- RPI Team creates risk management plan if the behaviour occurs regularly

### 2. Restraint

- Single person restraint



- Two -person restraints



- Seated restraint



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### 3. Reporting the Incident

- Use the Pupil RPI form to report any incidents
- Inform RPI Team of the incident.
- Report the incident to the RPI Team
- Report the incident to the parent on the same day and always copy SLT in the email.

#### Restrictive Physical Intervention Team (RPI Team)

##### Team Members:

HT

DHT

CPO

HoS

Nurse

##### Role of RPI Team:

1. To provide support/assistance to the teachers
2. To act as a witness
3. Assist in reporting and recording the incidents.
4. Keeping records of RPI used in school (Pupil Restrictive Physical Intervention Form)
5. Creating a Risk Management Plan and Risk Management Strategy (Risk Management Plan Form)
6. To monitor and observe the pupils under restraint for any warning signs like inability to breathe, becoming unresponsive, sudden increase or decrease in aggression, feeling sick, any redness or swelling.



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## FS CODE OF CONDUCT

### At school we are:

#### Respectful

- Be tolerant and care for each other
- Include everyone and show empathy
- Be honest
- Be polite and trustworthy



#### Responsible

- Come to school on time
- Always wear the correct uniform
- Be prepared for the day
- Take pride in ourselves and our school



#### Well Behaved

- Always follow the teachers' instructions
- Walk quietly around school in a line
- Use an indoor voice
- Be ready and willing to learn



#### Safe

- Care for ourselves and our peers
- Take care of school property
- Don't tease or bully our peers
- Play safely



#### E-Safe

- Use iPads for educational apps only
- Always keep our iPads in the cover
- Always sit to use them
- Never drink or eat around the iPad
- No hitting or banging the iPad



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## K&S CODE OF CONDUCT

### Respectful

- Be kind
- Care for each other and show empathy
- Include others (Show tolerance)
- Be honest and trustworthy
- Be polite



### Attentive

- Be ready and willing to learn
- Always follow teachers' instructions
- Take pride in our school and ourselves

### Safe

- Care for our peers and ourselves
- Take care of school property
- Don't tease or bully our peers

### Responsible

- Come to school on time
- Always wear the correct uniform
- Be prepared for the day
- Keep our school clean

### E-Safe

- We use iPads for educational purposes only
- Always keep our iPads in the cover and fully charged
- Never drink or eat near the iPads
- No hitting or banging the iPad
- Never use social media on our iPads



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