



BEHAVIOUR POLICY

Introduction

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

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

Abu Dhabi Department of Education and Knowledge (ADEK) believes that every student has the right to be educated in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning.

Practice

Standards of behaviour are set and monitored primarily through the work of the Class/Subject Teacher(s). The Headteacher/Principal has overall responsibility for the Behaviour Management of all students. However, students, 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 students. The students are expected to respect the rights, feelings and property of classmates, teachers and all members of the community and to be cooperative, courteous, considerate and well-mannered.

Our school behaviour code serves to ensure that all our students always follow these principles 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.

Rose Campus Specific

- Bee Ready
- Bee Respectful
- Bee Safe

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Fry Campus Specific

- 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

Teacher's Responsibilities:

- Ensure School rules and expectations are discussed with all students at the start of each term.
- Model expected behaviours for students, providing feedback if necessary.
- At Rose Campus, and for younger students, we focus on emotional regulation and encourage students to express their feelings.
- Create a positive learning environment for all students full of encouragement and praise.
- Focus on successes of students rather than failures.
- Sanctions must be used fairly and consistently in line with the school Behaviour Policy.
- All behaviours must be reported through iSAMS Rewards and Sanctions System including low level behaviours.

Parent Expectations:

- Follow the school policy guidelines.
- Each parent signs a copy of the ADEK guidelines and Repton terms and conditions on admission to Repton Abu Dhabi. This acknowledges that they have read the guidelines and fully understand their responsibilities to ensure that their child/ren will behave positively in school.
- Participate in discussions and meetings regarding their child.
- Support their child and the school in managing their child's behaviour.
- Show appreciation and respect for all school staff.
- Respond positively to school instructions and remarks on student behaviour and discipline.
- Parents support behaviour management strategies at home when mutually agreed by school and family.

Student Expectations:

- Be aware of the behaviour expectations and sanctions.
- Follow school's Code of Conduct at all times

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- Be respectful of teachers, school staff and peers.
- Behave responsibly so as not to disrupt the classroom or the learning of peers.
- Take care of school property.
- Not hurt themselves or others.
- Always work towards achieving their full potential and give their best.
- Take part in the restorative justice to improve behaviour.

Role of the School Counsellor/Social Worker:

- Supporting the establishment of a positive and a safe school environment.
- Supporting and enforcing the rules and regulations of the school-based student behaviour management systems.
- Providing guidance and assistance if a student has been referred by teachers for difficult behaviours and has difficulty following school rules.
- Assisting staff and students in accessing appropriate resources to support positive behaviour.
- Working with students, teachers and parents to resolve behavioural issues
- Reporting the situation to higher authorities at the school and working with teachers to implement behaviour intervention plans for positive student behaviour in the classroom.
- Convening regular meetings with the SDC.

Uniform expectations (Rose and Fry)

In EYFS students are expected to wear:

- Navy polo shirt/ grey shorts (boys)
- Summer dress/ grey skirt and polo shirt (girls)
- Black leather shoes (uniform)
- Sports shoes (with PE kit)
- Grey or white socks

Students in Year 1-Year 11 are expected to be dressed in full school uniform as follows:

- Repton Blazer (from Year 3)
- House tie
- Repton shirt
- Grey shorts (Boys Years 1-5)
- Grey trousers (Boys Years 6-11)

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- Skort (Girls Years 1-5)
- Grey skirt/trousers (Girls Years 6-11)
- Black leather shoes (with uniform)
- Appropriate sports shoes (with PE kit)
- Grey or white socks

Students in Years 12 and 13 are expected to be dressed in full school uniform as follows:

- Students in the Repton Sixth Form (Years 12 and 13) can wear a suit (black, grey, navy), a white shirt, Repton Sixth form tie and black, or brown leather shoes.

Female students in Years 6-13 should not wear skirts that are above the knee or wear high heels in keeping with local culture and modesty.

Students in all year groups are permitted to wear Repton PE kit on the days they have PE/Swimming.

Students in all year groups are allowed to wear a watch and one pair of stud earrings only. Hooped earrings, necklaces and bracelets are not permitted for safety reasons. Students wearing make-up and nail varnish will be asked to remove it.

Rose and Junior School

Parents are contacted when;

- **5 behaviour points – Class Teacher contacts parents (email/phone call)**
 - **10 behaviour points – Class Teacher and Head of Year contact for a meeting.**
 - **15 behaviour points – Head of Year and Assistant Head contact for a meeting.**
 - **20 behaviour points – Assistant Head and Headteacher contact for a meeting.**
 - **Incidents of a serious nature** will be directly reported to SLT.
 - All Parent meetings must be minuted, with actions, and emailed to parents as a record.
- Praise students and do not insult or humiliate the child.
 - Always talk to them in a calm manner.
 - Reward them and never take the rewards away for an unrelated incident.
 - 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.
 - Teachers to seek help from counsellors with difficult behaviours and refer to school disciplinary committee if required.

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- Use the restorative justice process and reflection sheets (Rose and Junior School)

Senior School (Years 6-13)

Parental communication

Parents are informed and contacted (email, phone, Zoom, or an in-person meeting) for breaches of the code of conduct. As a rule, a parent will be contacted to meet when a student receives the following:

- **5 behaviour points** by the form tutor and/or Head of Year
- **10 behaviour points** by the Head of Year/Assistant Head
- **15 behaviour points** by the Head of Year/Assistant Head/Headteacher
- **20 behaviour points** by the Assistant Headteacher/Headteacher
- **Serious incidents** will be directly reported to parents by a member of the Senior Leadership Team (SLT).

If a student consistently impacts teaching and learning in school in a negative manner and accrues behaviour points then the school will issue an ADEK warning letter, as per the ADEK guidance for schools. If a student does not show improvement, then further sanctions can be issued including (but not limited to) internal exclusions, fixed term suspensions, revoking re-registration for the following academic year and permanent exclusion.

Behaviour points

Students can receive a behaviour point when they do not model and demonstrate our Repton values or expectations, or do not follow the code of conduct. Behaviour points can be received for, but not limited to, the following behaviours:

- Not following instructions
- Distracting other students from learning
- Not completing expected levels of work
- Non completion of personal study
- Lack of effort/focus
- Lack of equipment
- Inappropriate behaviour
- Uniform infractions
- Physical altercations
- Use of negative language

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- iPad / Laptop misuse
- Vandalism
- Truancy
- Social media abuse
- Punctuality to school/lessons
- Attendance to school
- Plagiarism
- Use of mobile phones
- Theft
- Willful damage to school or, property

Rewards (Rose & Fry Campus)

It is our intention to reinforce good behaviour using 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 students 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 is given to highlight good behaviour by teachers or more senior members of staff.
- Display of excellent work in the Classroom or Shared areas.
- Certificates (Fry Campus - Star of the week/Certificate of Merit).
- Being chosen for responsibilities or jobs 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.
- Email home to parents highlighting positive behaviour.
- Positive postcards
- 1 House Point (Fry Campus) will be awarded for exceeding the normal expectations in terms of attitude to work, manners, conduct and behaviour:
 - **30 hp = Bronze Award**
 - **60 hp = Silver Award**

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- **100 hp = Gold Award**
- **150 hp = Platinum Award**
- **200 hp = Royal Blue Award**

* All students start an academic year with the same amount of House Points they finished the previous year with.

Sanctions (Rose & Fry Campus)

If students choose not to follow the code of conduct/behaviour policy 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 Safeguarding Policy, 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 student's wellbeing.

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 student privately about repeated behaviour.
- Discussions with all students involved in incidents
- Withdrawal of privileges, for example loss of playtime or minutes off Golden Time.
- An apology to student or member of staff alongside discussion about behaviour.
- Restorative justice and reflection sheets.
- Behaviour charts/ Academic monitoring report with targets.
- Involvement of parents.
- Involvement of Head of Department.
- Involvement of SLT.
- ADEK warning letters
- ADEK suspension letters
- Blocking the re-registration to Repton Abu Dhabi (see below for more detailed information)
- All negative behaviours recorded on iSAMS.
- **Restorative Justice (Rose & Fry Campus)**

The Restorative Justice process takes place with **Level 2 behaviours** (please see Appendix 2 in the Pastoral Booklet). The aim is to repair relationships by involving the student in deciding on the consequences. This

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allows the student to reflect on their actions and review what effect it had on others around them. This approach is about involving students and the wider community in the process of repairing harm so they can develop empathy, responsibility and personal accountability, something that imposing consequences often doesn't do.

When having conversations staff are encouraged to avoid asking 'why', initially. The focus is on who was affected and what can be done to fix the situation. Examples of questions to investigate incidents are below:

- What happened?
- What caused you to act in this manner?
- Who has been affected? How?
- How were you feeling?
- What do you think needs to happen next?
- How can we resolve the situation?

At times, students will be asked to write an account of an incident if they are not ready to discuss in person with the others involved.

Parents will be contacted via phone or email to inform of any incidents in school, if required.

Reflection sheets (Rose and Junior School)

These are completed by both students involved **on the same day** (when possible).

- Teacher logs incident on iSAMS.
- The offender and victim fill in a sheet with the teacher who was involved.
- Counsellor or another teacher to aid if the victim is extremely distressed.
- Students then come together to discuss what impact their actions have had on others around them – if not too distressing for the victim.

The offender can offer ideas and input to what the consequence is.

- It must be related to what they have done.
- Must give something back to the victim or school community.
- The teacher involved ensures the consequence is carried out.
- Examples of consequences include:
 - Written apology or face to face meeting between students.
 - Offender adhering to the wishes of the victim (being left alone).
 - Offender including the victim in games at break/lunch.
 - More serious acts (violence) will need a parent meeting.

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- Reflection sheet is then sent home for a comment from the parents.
 - The reflection sheet must be returned to the teacher involved.
 - Copy to be taken (picture on teacher iPad) before it goes home
 - Completed sheets to be kept by teacher involved.

Bus behaviour process (Rose & Fry Campus)

All incidents must be written in a report by the bus guardian and given to reception. This can be a range of behaviour that potentially distracts the driver (making the journey unsafe) or not following the school code of conduct.

- 1st Incident - Counsellor speaks to student about behaviour
- 2nd Incident - SLT speaks to student about behaviour . Parents are contacted and a warning of bus suspension is advised by email.
- 3rd Incident- 1-day bus suspension and parent meeting
- Further incidents will lead to longer bus suspensions and can lead to a permanent ban from the bus.
- **Serious incidents** will be directly reported to parents by a member of the Senior Leadership Team (SLT) and sanctioned appropriately.

School Disciplinary Committee (Serious, or consistent breaches of the code of conduct) - Rose & Fry Campus

Committee Members:

1. Principal
2. Vice Principal/ Headteacher/ Assistant Headteacher
3. School Counsellor
4. Three members from a different year group/ campus

Role of the Committee:

- Committee meets as and when serious behaviour incidents occur.
- Review student's behaviour and current intervention plans in place.
- Investigate inappropriate student behaviour that has escalated beyond the Class Teacher's control.
- Create a Behaviour Management plan for the student and share with people involved within 3 days of the meeting.
- Share Behaviour Management Plan with the teachers and parents. Parents to sign plan.
- Maintain records of all the meetings and signed plans.

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Suspension and Expulsion (Rose & Fry Campus)

The Principal reserves the right to suspend or expel students guilty of gross misconduct or very serious breaches of the Repton Abu Dhabi code of conduct. This includes acts that put any member of the community (including the offender) in danger of harm. Examples include the use of illegal drugs, knowing sexual misconduct, violence and deliberate law breaking. Such issues may also be referred to the police.

Suspension or expulsion will also be considered for students who are referred to SLT regularly and who are not able to modify their behaviour regardless of support from the school. In such circumstances parents will be consulted and the welfare of the child concerned will be carefully considered. However, it is to be remembered that the safety, health and well-being of the larger school community are paramount in such circumstances.

Non-re-registration for following the Academic Year

Repton Abu Dhabi have the option to block the re-registration of a student if they consistently break the student code of conduct and behaviour policy. The school will notify parents in writing by April 31st of the current academic year. If a parent has paid the deposit/fees for the following academic year, then a refund will be issued in full from the accounts department. The reasons a student could have the re-registration blocked, include, but not limited to:

- Receiving 25 (or more) behaviour points in an academic year on the school tracking system.
- If a student's attendance is less than 90%
- If a student has received more than 2 ADEK warning letters (Level 2 or 3) in an academic year
- For any serious breaches of the school behaviour policy or UAE laws/guidance.

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Next Review Date: April 2024

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