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REPTON
ABU DHABI

# Behaviour Policy

## 1. Introduction

At Repton Abu Dhabi good behaviour is promoted through the development of good 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.

It is this ethos that we wish to replicate at Repton School Abu Dhabi.

## 2. 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.

## 3. 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 others and to be cooperative, courteous, considerate and well-mannered.

Our school vision, aims and values serve 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. These aims and values are displayed throughout the school and represent the ethos of the school.

Aims:

- We are grounded
- We are rounded
- We are unbounded

Values: Respect, integrity, passion, empathy, growth mindset and innovation.

## 4. Stakeholder Expectations and Responsibilities

### Teacher's Expectations and 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.

- 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.
- Complete training on this policy and on positive behaviour management.

**Parent Expectations and Responsibilities:**

- 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 when needed.
- 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 and Responsibilities:**

- Be aware of the behaviour expectations and sanctions.
- Follow school's Code of Conduct at all times.
- 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 in line with the school's aims and values.
- Take part in the restorative justice to improve behaviour when needed ensuring that time is taken to reflect on said behaviours.

**School Social Worker Expectations and Responsibilities:**

**Where Senior Leadership see appropriate, cases may be referred to School Social Worker. In these events, the School Social Worker will provide:**

- 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.
- Attending Behaviour Committee meetings.

## 5. Undesirable Behaviour

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.

In line with ADEK requirements, before any disciplinary measure is applied, staff will review the incident with

the student, giving them the opportunity to explain, understand, take ownership and be accountable for their behaviour; analyse the root causes; involve the student in developing strategies to improve their behaviour; and, wherever possible, provide social, emotional and educational support before disciplinary measures are used.

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 undesirable behaviour. Sanctions do not have to be severe to be effective. Sanctions below are examples to be used where applicable to each individual case:

- A verbal reminder of the Code of Conduct.
- Discussion with student privately about repeated behaviour.
- Discussions with all students involved in incidents
- Restorative justice and reflection sheets.
- Involvement of parents.
- Involvement of Head of Department.
- Involvement of SLT/Student Protection Coordinators.
- ADEK warning letters (as appropriate)
- ADEK suspension letters (as appropriate)
- Recording on ADEK Connect Platform (as appropriate)
- Blocking the re-registration to Repton Abu Dhabi (see below for more detailed information)
- All negative behaviours recorded on iSAMS.

**<u>Undesirable behaviour points system</u>**

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
- Lack of effort/focus
- Inappropriate behaviour
- Physical altercations
- Use of negative language
- iPad/laptop misuse
- Vandalism
- Truancy
- Use of mobile phones
- Theft
- Willful damage to school or, property
- Bullying
- Serious Defiance
- Misuse of digital platforms
- Assessment malpractice
- Use of personal electronic devices at school, including mobile phones, smartwatches, tablets or other electronic devices, unless expressly authorised by the school. *The school's Bring Your Own Device (BYOD) arrangement applies to Years 10–13.*

**Restorative Justice**

Repairs relationships by involving the student in deciding on their own consequence. This allows the student to reflect on their actions and really 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.

**Reflection sheets (Junior School and Rose Campus)**

These are used in Junior school and are completed by both students involved **on the same day.**
At Rose Campus the offender completes an age-appropriate reflection sheet on the same day which is sent to parents.

- 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.

- Has to be related to what they have done.
- Has to give something back to the victim or school community.
- 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.

- Reflection sheets is sent home for a comment from the parents.
    - Reflection sheet has to be returned to the teacher involved.
    - Copy to be taken (picture on teacher iPad) before it goes home so it can be uploaded onto ISAMS.
    - Completed sheets to be kept by teacher involved.

**Further Parental communication regarding undesirable behaviour**

A parent will be contacted by email or phone (where needed to arrange an in-person meeting) for breaches of the code of conduct when undesirable behaviours are either consistently recorded a number of times, or the undesirable behaviour is one at a level where immediate contact is required. Communication may be in the form of the following depending on level/urgency.

- Teacher contacts parents (email/phone call)
- Class/Form Teacher and Head of Year contact for a meeting.
- Head of Year and Assistant/Deputy Head contact for a meeting.
- Assistant Head, Deputy Head and/or Headteacher contact for a meeting.

All Parent meetings will be minuted, with actions, and emailed to parents as a record. Meeting notes, where applicable, will also be added to the iSAMs to ensure that notes are kept for reference.

**Misconduct Policy for Undesirable Behaviour (Junior School and Rose Campus):**

A step-by-step intervention approach where applicable to undesirable behaviour as detailed below:

First Level: General Support (For all students)

- Daily practices encourage positive personality traits.
- Effective planning of daily routines to promote positive behaviours.
- Use positive methods to handle difficult, unsafe, and undesired behaviours.
- Provide opportunities for children to reflect on their actions through conversations or lectures.
- Focus more on the child exposed to undesired behaviour than the one who acted out to avoid attention-seeking.

Second Level: Targeted Support (For students who struggle with positive behaviours and do not respond to general support).

- Individualised strategies based on the child's needs, circumstances, and learning methods.
- Collaboration between parents, teachers, assistants, headteacher, and special education department to develop and follow up on an individual programme.
- Return to general support if progress is made; move to intensive support if not.

Third Level: Intensive Support (For children who do not respond to targeted support and exhibit hostile, age-inappropriate, or disruptive behaviours).

- Specialised interventions based on specialist evaluations and an individualised therapeutic plan.
- Support may come from specialists within or outside the educational system.
- Return to targeted support if acceptable progress is achieved.

Final Level: Decision to Transfer the Child to Appropriate Care Outside of School

If a child fails to progress and continues to exhibit undesired or harmful behaviour despite targeted and intensive support, and if their presence causes serious harm to themselves or the education or welfare of other children, the teacher, counsellor, and headteacher will consider transferring the child to a specialised institution. All interventions and procedures must be documented. This decision will be made in collaboration with the Ministry of Social Development by forwarding the child's file to the Academic Guidance Department and the Child Protection Unit in the Ministry of Education. The Department will provide support and alternative means for the guardian to manage the child's behaviour, working with specialists or specialised centres in this field.

**Misconduct Policy for Undesirable Behaviour (Senior School):**

The school will implement the misconduct policy outlined by the *ADEK School Student Behaviour Policy version 1.2 (Section 4: Misconduct Policy and Procedures).*
The policy is applicable to students in Year 6 and above and consists of four levels of behaviour, depending on severity. These behaviours will be sanctioned in accordance to the same policies' staged approach to disciplinary procedures, dependant on severity and occurrence. This includes tracking and logging behaviours of certain levels on ADEK Connect Platform in alignment with ADEK's revised Student Behaviour Policy.

**Mobile Phone Policy**

Repton Abu Dhabi operates a strict no phones policy to promote a focused learning environment and positive social interaction. All students must switch off their mobile phones and secure them in their designated phone pouches upon entering school. Phones must remain switched off and secured throughout the school day and must not be used anywhere in the school building. Students requiring contact with home must do so through Reception.
Any student found using a mobile phone or failing to comply with the phone pouch requirements will be subject to a **one-day suspension**, in accordance with the school's Behaviour Policy and applicable ADEK disciplinary procedures. The device will be confiscated and held at Reception for collection by a parent or guardian. Further details are outlined in the school's Mobile Phone Policy.

**Students with Additional Learning Needs (ALN)**

All students, including those with additional learning needs, are expected to follow the school's Behaviour Policy. However, we recognise that some students may require reasonable adjustments, personalised strategies and additional support to meet behavioural expectations. In line with ADEK's Inclusive Education and Student Behaviour Policies, individual needs and circumstances will be considered when responding to behavioural concerns, ensuring a fair, consistent and proportionate approach. Where appropriate, the Head of Inclusion will be consulted, and individualised behaviour support strategies will be documented through a Student Passport (Documented Learning Plan) and/or Risk Assessment. The school remains committed to maintaining high behavioural expectations while ensuring the safety, wellbeing and inclusion of all students and staff.

**Teachers must not do the following when dealing with undesirable behaviour:**

When some children exhibit undesirable behaviours, teachers shall provide appropriate support and apply educational procedures and intervention strategies based on the behaviour policy.

The following practices are strictly prohibited:

- Physical punishment of any kind, shape, or form.
- Deprivation of meals.
- Provoking or mocking the child/pupil.
- Preventing the child/student from relieving themselves.
- Psychological punishment, such as verbal insults or threats.
- Restricting the child's/pupil's freedom or detaining them in the kindergarten or school.
- Seizing the personal belongings of the child/pupil without a Behaviour Management Committee (BMC) resolution.
- Expelling the child/pupil from the class, activity, kindergarten, or school during the school day without supervision.
- Defaming the child/pupil or speaking negatively about them in front of peers and the school.

## 6. Rewards

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.
- Verbal praise is given to highlight good behaviour by teachers or more senior members of staff.
- Sharing good work or achievements with parents.
- Email home to parents highlighting positive behaviour.
- Positive postcards.
- 1 House Point will be awarded for exceeding the normal expectations in terms of attitude to work, manners, conduct and behaviour in line with the values and aims.

- House Point system in terms of recognition through Repton badges is:

    - 30 house points = Bronze Award
    - 60 house points = Silver Award
    - 100 house points = Gold Award
    - 150 house points = Platinum Award
    - 200 house points = Royal Blue Award

NB. All students continue with the same amount of House Points they finished the previousyear with.

## 7. Searching, Screening and Confiscation

If staff or students are at **immediate risk**, the Principal or delegated staff may **search, screen, and confiscate** a student's possessions if there are **reasonable grounds** to suspect possession of an illicit item. The school is also authorised to use **metal detectors and mobile phone jammers** if necessary.

Other than where there is immediate risk, a student's personal items will only be temporarily or permanently confiscated following a resolution of the Behaviour Management Committee.

## 8. Bus behaviour process

All incidents must be written in a report by the bus guardian and given to reception.

- 1st Incident - Counsellor speaks to student about behaviour
- 2nd Incident - SLT speaks to student about behaviour. Parents are contacted and a warning of bussuspension 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 permanent ban from bus.
- **Serious incidents** will be directly reported to parents by a member of the Senior Leadership Team (SLT) and sanctioned appropriately.
- All incidents must be recorded on iSAMs.

## 9. School Behaviour Management Committee (Serious, or consistent breaches of the code of conduct)

**Committee Members:**

1. Principal
2. Headteacher
3. Deputy/Assistant Headteacher
4. School Social Worker / DSL
5. Representative from Inclusion Team, where appropriate.
6. One unbiased member from a different year group/campus

**Role of the Committee:**

- Convene regular meetings to address student behaviour issues raised by the teachers/staff.
- 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.
- Be available to convene at any time, according to the urgency of the situation.
- Ensure all decisions are fair and equitable, age- and ability-appropriate, and proportionate to the level of misconduct.
- Approve any confiscation of a student's personal items.

**Student Protection Team Members**

1. Principal
2. School Social Worker
3. Student Protection Coordinator (Head Teachers)
4. Deputy Student Protection Coordinator (Assistant Head)
5. Representative from Inclusion Team

**Suspension and Expulsion:**

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 may be considered in cases of serious misconduct or persistent breaches of the school's Code of Conduct, particularly where a student has not demonstrated improvement despite appropriate support and intervention.
Such measures will be a last resort and applied in accordance with ADEK's staged disciplinary procedures. The individual circumstances of the student, the support provided and the safety and wellbeing of the wider school community will be taken into consideration. Parents will be consulted throughout the process. Onsite and offsite suspensions will be applied in accordance with ADEK requirements. Offsite suspension pending investigation may not exceed five school days. Expulsion may only take place with prior ADEK approval, supported by documented evidence that the required disciplinary stages and interventions have been followed.

**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.

## 10. Appeals Committee

Repton Abu Dhabi has established an appeals procedure based on the Behaviour Management Committee's decisions.

1. **Timelines for Appeal:**
    - **Suspension:** Parents have **1 working day** to appeal.
    - **Expulsion:** Parents have **10 working days** to appeal.
    - The school must issue a final decision within **2 working days** for suspensions and **7 working days** for expulsions.
    - If the school does not respond within **3 working days** or if the parent rejects the decision, they may escalate the complaint to ADEK within **5 working days**.
2. **Appeals Committee:**
    - Repton Abu Dhabi has an Appeals Committee separate from the Behaviour Management Committee.
    - The committee **does not include** the Principal, Vice Principal, or any staff with a conflict of interest or who were a part of the Behaviour Management Committee.

**Date Reviewed:** September 2026
**Next Review Date**: September 2027