



Primary: Student Code of Conduct

2025 – 2026

RVIS -25-014

Riffa Views International School (RVIS) - Primary: Student Code of Conduct

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RVIS - Elementary: Student Code of Conduct

For more information about our approach to consequences for unacceptable behavior and the support systems in place, please see the [RVIS Procedures for Elementary Student Misconduct](#).

Living by RVIS Values

At Riffa Views International School (RVIS), we work together to make our school a friendly, caring, respectful, and safe place where everyone feels they belong and can be proud of who they are. Our Student Code of Conduct explains how we are expected to behave as members of the RVIS community.

Guided by the IB Learner Profile and Approaches to Learning (ATLs), we learn how to be principled, caring, open-minded, and reflective, while building skills to think, communicate, and work well with others. We are encouraged to take responsibility for our actions, use our voices respectfully, make thoughtful choices, and show initiative in both our learning and our friendships. By following these expectations, we help make RVIS a place where everyone can grow, learn, and succeed together.

Wellbeing and Behavior

At RVIS, student well-being and positive behavior make our school a safe, caring, and welcoming place for everyone. We expect students to use kind words, respectful actions, and thoughtful communication so that everyone feels they belong. We practice noticing our own feelings and choices, including others in activities, and working together to build a strong school community. Students are encouraged to ask for help if they feel worried or upset and to partner with their teachers as they grow in their learning.

Elementary School Behavioral Expectations

Behavioral expectations apply in all classrooms, throughout the campus, and during school-approved off-campus activities. Consistency in these expectations, supported by restorative practices, helps create a safe and positive school environment.

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Students are encouraged to reflect on their behavior through the IB Learner Profile. Together with teachers, they develop essential agreements that guide how we treat one another and support a respectful and responsible community. Everyone at RVIS, both students and staff, is expected to follow and uphold these agreements.

We ask students to act with kindness, fairness, and care for safety, to value differences, and to think carefully before making choices. Positive behavior is always expected, whether in class or during transitions throughout the school day.

Elementary School Student Expectations at RVIS:

At RVIS, elementary students are expected to demonstrate the attributes of the IB Learner Profile in their daily actions and interactions:

- **Thinker:** Apply critical and creative thinking skills to analyze situations, solve problems, and make thoughtful, reasoned decisions.
- **Communicator:** Listen actively, speak respectfully, use polite language, and acknowledge the ideas of others to create a positive and inclusive environment.
- **Reflective:** Reflect honestly on actions and take responsibility for mistakes. Practice mindfulness and make intentional choices that promote personal growth.
- **Principled:** Demonstrate honesty, fairness, and integrity. Respect the rights of self and others, take ownership of actions, and engage inclusively with all members of the school community.
- **Open-Minded:** Be open to diverse perspectives, cultures, and ideas, and show a willingness to consider and learn from different viewpoints.
- **Caring:** Show empathy, compassion, and kindness. Contribute positively to the community so that everyone feels respected, valued, and safe.
- **Balanced:** Maintain a healthy balance between personal needs and responsibilities and contribute to the well-being of the whole school.

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Alongside the IB Learner Profiles, all students are expected to grow as learners by practicing the **IB Approaches to Learning**. These skills guide how students think, act, and interact with others, both inside and outside the classroom.

- **Thinking Skills:** Be curious, creative, and reflective. Use critical thinking to solve problems and make thoughtful choices.
- **Social Skills:** Show kindness, cooperate with others, and treat people with respect to build a caring school community.
- **Communication Skills:** Listen carefully, share ideas clearly, and use respectful words and actions in all interactions.
- **Self-Management Skills:** Take responsibility for behavior, manage time and belongings, and keep trying even when learning feels challenging.

By developing these skills, RVIS students become more independent, respectful, and responsible members of our school community.

Responsibilities of Students

Elementary students at RVIS are expected to demonstrate positive and respectful behavior as active members of the school community. They are encouraged to take responsibility for their choices, act with integrity, and approach challenges with empathy and open-mindedness, consistent with the IB Learner Profiles and ATL.

Students are expected to:

- Resolve conflicts using safe, respectful, and constructive approaches that reflect skills in **social and self-management** (ATL skills).
- Seek adult guidance when a conflict feels unsafe or too difficult to manage independently.

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- Engage in conflict resolution strategies such as counseling, peer mediation, or restorative practices with the support of a teacher, counselor, Student Services Team member, or principal.
- Understand that if restorative approaches are unsuccessful, appropriate disciplinary measures may be applied.

As representatives of RVIS, students are expected to uphold these behavioral standards during all school-related activities, including:

- Field trips and excursions
- Overnight camps
- Community-based events and service initiatives
- Participation in sports teams and inter-school events

Students are ambassadors of the RVIS community and are expected to consistently reflect the school's values and the IB Learner Profile, both on and off campus.

Responsibilities of Parents

A strong partnership between parents and teachers is essential for supporting positive student behavior and academic success. Open communication and mutual respect build trust, making it easier to address concerns when they arise. As key members of the learning team, parents are encouraged to model and support positive behavior and to help create a caring school environment.

Parents are responsible for:

- Taking an active and consistent role in their child's educational journey
- Supporting their child in understanding and following the Student Code of Conduct

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- Promoting the prevention of bullying through guidance and open conversations at home
- Maintaining open, respectful communication with Elementary School teachers and staff
- Partnering with the school in addressing behavioral concerns involving their child
- Ensuring their child contributes to a welcoming, caring, respectful, inclusive, and safe learning environment

Responsibilities of Teachers

The term teacher includes homeroom teachers, specialist teachers, and teaching assistants. If a behavioral incident occurs, the staff member responsible for the student at the time is expected to manage the situation appropriately. Support can be sought from the homeroom teacher or communicate to them as needed.

For incidents that require a broader school response, teachers may consult with the homeroom teacher, grade-level leader, elementary school counselor, or elementary principal, depending on the nature and severity of the situation.

Teachers are responsible for the following:

- **Model Appropriate Behavior:** Demonstrate the conduct expected of students by consistently showing respect, responsibility, and inclusiveness.
- **Establish Clear Expectations:** Clearly explain classroom rules and behavioral expectations so students understand what is appropriate.
- **Promote a Positive Learning Environment:** Create a classroom culture that is safe, respectful, inclusive, and supportive of learning and engagement.
- **Implement Restorative Practices:** Use restorative approaches to address conflicts and behavior issues, fostering dialogue, understanding, and mutual respect.

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- **Monitor Student Behavior:** Observe students regularly and provide timely guidance to help them follow the Code of Conduct.
- **Encourage Reflection:** Help students reflect on their actions and understand how their behavior affects themselves and others.
- **Collaborate with Families:** Communicate openly with parents or guardians about behavioral concerns and work together to support positive behavior.
- **Provide Support and Interventions:** Identify students who need extra support and work with relevant staff to implement targeted interventions.
- **Document Incidents:** Keep accurate records of behavioral incidents and any interventions to support effective follow-up and monitoring.
- **Engage in Professional Development:** Participate in ongoing training to strengthen skills in behavior management and effective teaching strategies.

Responsibilities of the Elementary School Counsellor and Head of Pastoral Care

The Elementary School Counsellor plays a key role in supporting students and staff with Social and Emotional Learning (SEL) across SK to Grade 5. This position requires regular visibility throughout the school day, offering guidance and emotional support to students, while also serving as an important resource for teachers and school leaders.

As a member of the Student Services Team, the counsellor provides both proactive and responsive support. This includes one-on-one counselling, small group interventions, and in-class assistance when needed. The primary focus is to promote student well-being and resilience while contributing to a positive, inclusive, and supportive school environment.

The counsellor's responsibilities include, but are not limited to:

- **Delivering a Continuum of Support:** Provide preventative, developmental, remedial, and intervention services to students and their families to promote well-being and support learning.



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- **Individual and Group Counselling:** Offer targeted counselling services to students demonstrating social, emotional, or behavioral needs.
- **Crisis and Trauma-Informed Support:** Assist staff and leadership in planning for and responding to critical incidents using a trauma-informed approach.
- **Family Engagement and Support:** Build meaningful relationships with families of students requiring emotional or counselling support, and help families identify needs, plan next steps, and access appropriate external services when necessary.
- **Student Advocacy and Voice:** Support inclusive student relationships, guide behavior, encourage leadership opportunities, and provide both informal and confidential ways for students to share concerns about their well-being.
- **Collaboration with Staff:** Partner with teachers and school leaders to integrate SEL into the curriculum, model best practices in student support, and contribute to a safe, respectful, and supportive school environment.

Responsibilities of the Elementary School Principal

The Elementary School Principal leads the development and implementation of a school-wide positive behavior framework. This includes universal supports for all students, as well as targeted and intensive interventions when needed. The principal ensures that behavioral expectations are applied consistently and that the school environment remains safe, inclusive, and conducive to learning for every student.

Key responsibilities include, but are not limited to:

- **Fostering a Positive School Culture:** Promote a respectful, inclusive, and engaging learning environment that reflects the school's mission, values, and community expectations.
- **Implementing the Student Code of Conduct:** Communicate and enforce the code of conduct fairly and consistently across the school community.

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- **Leading Restorative Practices:** Provide guidance and support to staff in understanding and applying restorative approaches to behavior management and conflict resolution.
- **Responding to Serious Incidents:** Ensure all reports of violent, threatening, discriminatory, intimidating, or bullying behavior are thoroughly assessed, documented, and addressed in a timely and appropriate manner.
- **Engaging Families:** Communicate promptly with parents or caregivers when significant behavioral incidents occur, including those that require a school-level or system-level response.

Unacceptable Behavior

Students are expected to follow the Elementary School (ES) Student Code of Conduct at all times, both on and off campus, during school hours, and in virtual settings. Occasionally, reminders, reflection, or disciplinary action may be necessary. If behavior outside school

negatively affects the safety, well-being, or learning environment of the school community, administrators may apply appropriate disciplinary measures.

Students are accountable for their behavior in all settings, including:

- Within school buildings and classrooms
- On school property (e.g., playgrounds, buses)
- During school hours or events



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- While representing the school in off-campus or virtual settings
- Through digital communication and social media platforms

Examples of teacher-managed (classroom-level) unacceptable behaviors include, but are not limited to:

- Use of inappropriate or disrespectful language
- Inappropriate or unwanted physical contact
- Name-calling or teasing
- Defiance or refusal to follow instructions
- Disruptive behavior that interferes with learning
- Misuse of classroom materials or technology
- Minor or petty theft (e.g., taking items without permission)

Examples of administrator-managed (school-level) unacceptable behaviors include, but are not limited to:

- Repeated use of inappropriate language or name-calling
- Use of abusive, threatening, or intimidating language
- Racial, discriminatory, or prejudiced remarks, including online
- Physical fighting or acts of aggression
- Repeated truancy or leaving class without permission
- Acts of bullying, including cyberbullying or intimidation
- Vandalism or deliberate damage to personal or school property
- Possession of weapons or dangerous items on school grounds



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- Major theft or deliberate theft of high-value items

School Responses to Behavior Concerns

When we work on solving behavior concerns, we think about many things to make sure our response is fair and helpful. We consider:

- **Age and maturity:** How old the student is and how they usually make choices.
- **Personal circumstances:** Their social, emotional, and developmental needs.
- **Learning needs:** Any special ways they learn or need support.
- **What happened:** How serious the behavior or incident was.
- **Impact:** How the behavior affected other students, staff, or the school community.
- **Past behavior:** Whether something like this has happened before and what we tried to help in the past.
- **Future growth:** How our response might help the student make better choices next time.
- **Other important details:** Anything else the teacher, counselor, or principal feels is important to know.

Disciplinary Actions & Interventions

When deciding how to respond to a behavior concern, we make sure our actions help students learn from their choices and support the whole school community. We focus on:

- **Helping and correcting:** Making sure our response teaches better choices for next time.
- **Using the right support:** Choosing strategies that fit the situation and the student's needs.

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- **Reflecting and making amends:** Giving students a chance to think about their actions and fix any harm caused.
- **Being fair and kind:** Treating everyone with respect and making sure decisions are fair.
- **Caring for everyone:** Supporting any students who were hurt or upset by the behavior.
- **Listening to students:** Understanding how the student sees the situation.
- **Working with families:** Talking with parents or guardians early and often so we can work together to help the student succeed.

When a student makes an unacceptable choice, the school will respond in ways that help them learn from the situation and make better choices in the future. Possible consequences and support may include:

- **Talking it through:** A staff member, teacher, or school leader discusses the behavior and guides the student toward better choices.
- **Finishing or redoing work:** The student completes or resubmits assignments.
- **Changing location for a while:** The student works in a different supervised space in the school.
- **Learning in another setting:** Temporary placement in an alternate learning environment.
- **Losing privileges for a time:** This may include not being able to represent RVIS in activities, sports, or extracurricular programs.
- **Meeting with parents or guardians:** To work together in supporting the student.



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- **Extra support:** This can include positive behavior strategies, behavior agreements, counseling, or restorative activities.
- **Repairing harm:** Replacing or paying for damaged property.
- **Taking time away from school:** In-school or out-of-school suspension.
- **Leaving RVIS:** In very serious cases, a student may be expelled.

Our goal is always to help students understand the impact of their actions, repair any harm, and make better choices moving forward.

Documentation of Incidents

All incidents of unacceptable behavior, whether classroom-level or school-level, must be recorded in **Toodle** under the **Behavior** tab. Accurate documentation plays a vital role in supporting student wellbeing and ensuring a safe, respectful learning environment.

The purposes and benefits of documenting behavior incidents include:

- **Ensuring consistency and clarity** in how behavioral incidents are recorded and addressed across the school.
- **Identifying behavior patterns** that may indicate underlying social, emotional, or academic challenges.
- **Supporting targeted interventions** and individualized strategies to address specific student needs.
- **Promoting accountability** by encouraging students to reflect on their actions and take responsibility.
- **Facilitating clear communication** among teachers, administrators, counsellors, and other relevant staff.
- **Enhancing parent collaboration** by providing a factual basis for discussion and shared problem-solving.

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- **Maintaining a secure record** for future reference, which can support decision-making related to behavior management and student support plans.

By maintaining accurate and timely records, we work together to uphold a positive, inclusive, and safe school environment for all learners.

Roles and Responsibilities

Students play an important role in making RVIS a positive and successful school for everyone. They help themselves grow and support the school community by:

- **Creating a welcoming and safe environment:** Being kind, caring, respectful, and inclusive.
- **Following school expectations:** Listening to rules and guidelines to keep the school running smoothly.
- **Taking responsibility:** Owning their choices and behavior
- **Working together respectfully:** Cooperating with teachers, staff, and peers to support learning and growth.
- **Participating positively:** Engaging in school and community activities in a helpful and friendly way.
- **Handling conflicts peacefully:** Solving problems calmly or asking for help when needed.
- **Showing good behavior everywhere:** Acting responsibly on and off campus.
- **Respecting others:** Treating everyone with dignity and building supportive relationships.

Parents play an important role in helping their child succeed and in making RVIS a positive school for everyone. They support the school by:

- **Working with school staff:** Supporting their child's learning and overall growth.

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- **Encouraging good choices:** Helping their child understand and follow the Student Code of Conduct.
- **Fostering a positive environment:** Promoting a welcoming, caring, respectful, and safe school community.
- **Preventing harmful behavior:** Supporting awareness and prevention of bullying, discrimination, and unsafe actions.
- **Collaborating on discipline:** Working with the school to address and resolve behavior concerns involving their child.

School staff play an important role in helping students succeed and creating a positive school environment. They support students by:

- **Promoting positive behavior:** Encouraging good choices through a school-wide behavior framework that reflects RVIS values.
- **Communicating expectations clearly:** Sharing and upholding the Student Code of Conduct fairly and consistently.
- **Responding to concerns quickly:** Acting on reports of bullying, violence, or unsafe behavior through careful investigation and appropriate action.
- **Being role models:** Showing respectful, responsible, and positive behavior in all interactions with students, staff, and the community.
- **Providing support:** Offering programs and help to support students' learning, emotional well-being, and personal growth.
- **Being present and engaged:** Moving throughout the school to encourage, guide, and reinforce positive behavior.

By following these practices, school staff help students feel safe, supported, and motivated to do their best every day.

Student Behavior Expectations, Disciplinary Process, and Interventions



For more information about our approach to consequences for unacceptable behavior and the support systems in place, please see the [RVIS Procedures for Elementary Student Misconduct](#).

1) *Respecting our Learning Community*

Creating a respectful, inclusive, and focused learning environment is essential for all students to learn and feel safe. Disruptive behaviors, such as unkindness, breaking rules, using rude or inappropriate language, or dishonesty, are not allowed because they make it harder for everyone to learn and feel secure. Students are expected to act honestly, treat others with respect, and contribute to making RVIS a positive and caring community.

2) *Bullying, Harassment and Threatening Behavior*

At RVIS, we want everyone to feel safe, respected, and included. Bullying, teasing, lying, or threatening others, whether in person, with words, actions, or online, is not allowed. These behaviors go against our values and make it harder for students to learn and feel secure. All incidents are taken seriously, and students receive support, guidance, and fair consequences to help them practice respect, kindness, and honesty.

3) *Acceptable Use of Technology*

At RVIS, students should use technology, like computers and phones, safely and responsibly. Devices are mainly for learning and following school rules. Students should be kind online, keep personal information private, avoid sharing or looking at inappropriate

content, and never use technology to hurt others. Using devices responsibly also means being honest in schoolwork and making sure technology helps learning, not distracts from it.

4) *Academic Integrity*

At RVIS, being honest in our learning is very important. Students are expected to do their own work, give credit when using someone else's ideas, and work responsibly when learning with others. They should also use technology and social media safely and respectfully and always follow the rules during tests and assessments. By making

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honest choices, students build trust, show respect for others, and develop the skills they need to succeed in school and beyond.

5) Attendance, Punctuality & Uniforms

Coming to school every day, in uniform, and on time helps students do their best and show pride in being part of RVIS. Being present in class supports learning, builds good habits

such as responsibility and time management and helps everyone work together positively. When students miss school, they are expected to catch up on any work so that learning can continue smoothly.

6) Willful Damage or Theft of School and Personal Property

At RVIS, students are expected to take care of school property and the belongings of others. Damaging or taking something that does not belong to you breaks trust and goes against our community values. If this happens, it will be taken seriously and may result in consequences. Students are encouraged to take responsibility for their actions, make things right, and help keep our school a safe and respectful place for everyone.

Self-Management and Personal Growth

Every student can grow into a confident learner, a caring friend, and a responsible community member. Self-management means making good choices, staying organized, and treating others with respect. Personal growth is about trying new things, learning from challenges, and striving to be your best self. By setting goals, working hard, managing your actions and emotions, and showing kindness, students build skills that help them succeed and make our school a stronger community.

Personal Learning

Students are expected to come to school ready to learn, stay engaged in class, and think carefully about their work. Joining clubs and participating in activities is encouraged to help students explore new interests and grow as learners. By keeping a

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positive attitude and supporting others, students can help everyone learn and improve together.

Community Building

Students are an important part of the RVIS community. They are expected to follow school expectations, wear the RVIS uniform, and treat peers and staff with politeness and respect. Students should welcome new classmates, including others, and appreciate the different ideas, cultures, and beliefs that make our community unique.

Self-Management in Learning

Students are responsible for managing their own behavior and for coming prepared with the materials they need, such as clothing, equipment, and assignments. This includes completing homework, preparing for assessments, and staying organized so they can do their best both in and out of the classroom.

Empowering Students to Thrive

The RVIS Elementary Student Code of Conduct guides students in making responsible, respectful, and ethical choices at school. It sets clear expectations for learning, behavior, attendance, uniform, and interactions within the school community. Following these

expectations help students develop IB Learner Profile qualities, while strengthening Approaches to Learning including self-management, communication, social, research, and thinking skills.

The code encourages students to take ownership of their actions, learn from mistakes, and engage positively with peers, teachers, and the wider community. It supports a safe, inclusive environment where everyone can thrive academically, socially, and emotionally. Practicing the learner profiles and ATLs helps students build character, strengthen skills, and develop habits that prepare them for lifelong learning and responsible citizenship.



The Code of Conduct is more than a set of rules. It is a guide to nurturing confident, caring, and capable learners who contribute positively to the RVIS community and beyond.

Definitions

Bullying refers to repeated, hostile, or demeaning behavior by an individual within the school community, intended to cause harm, fear, or distress to one or more members. This may include actions that inflict psychological harm or damage an individual's reputation.

Conflict occurs when a breakdown in relationships arises from a disagreement or misunderstanding between individuals. Developing the skills to resolve conflict constructively is an essential and natural part of a student's education.

Discrimination refers to actions or decisions that unfairly treat an individual or group negatively based on characteristics such as race, religion, color, gender, gender identity or expression, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

Diversity encompasses the full spectrum of human uniqueness. This includes, but is not limited to, cultural and linguistic backgrounds, family composition, language, physical attributes, and socio-economic status.

Harassment refers to any behavior or repeated pattern of behavior that demeans, humiliates, or harms another individual, undermining their dignity and respect. Such conduct is degrading and unacceptable.

Positive Behavior is an approach that fosters the development of constructive social and communication skills while minimizing and preventing problematic behaviors. Key elements of promoting positive behavior in schools include cultivating strong relationships, teaching social-emotional competencies, establishing clear behavioral expectations, and utilizing positive reinforcement strategies.

Unacceptable Behavior refers to any conduct, regardless of whether it occurs on school property or during the school day, that disrupts the educational environment or infringes upon the rights of others to learn, be treated with respect, or feel safe.

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Restorative Practice encompasses a range of strategies designed to transform learning environments and enable school staff to respond more effectively to inappropriate behavior. Rooted in the principles of restorative justice, these practices prioritize repairing harm to individuals and relationships over punitive measures. By fostering supportive learning environments and emphasizing social-emotional development, restorative practices strengthen relationships and promote accountability.

Targeted Interventions refer to specific classroom and school-wide strategies designed to support students who are identified as being at risk of developing significant behavioral challenges. These interventions are proactive and tailored to address individual student needs.

Universal Interventions encompass the foundational strategies, expectations, and practices implemented consistently across all classrooms to support the behavioral and social-emotional development of all students.