RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

Policy title	Safeguarding Behaviour Policy
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Policy Version	1
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Prepared by	Name
SLT	SLT

Approving Committee	Name	Signature
Vice Principal	Carol Michelle Pratt	

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Introduction

The Raha Behaviour Policy has been developed to promote positive student behaviour and to provide clear guidance for staff when applying disciplinary actions for student misconduct. The policy is reviewed annually to ensure it follows all decrees, policies, and regulations set by Abud Dhabi Department of Education and Knowledge (ADEK), the UAE Ministry of Education, and UAE law.

Rationale

RIS is committed to maintaining high standards of behaviour. In accordance with our Mission Statement, we endeavour to provide a safe, happy and caring community that creates a passion for learning and empowers individuals to excel. We aim to develop young people through fostering a climate of intercultural understanding and respect to become responsible and thoughtful global citizens.

Positive Behaviour

At RIS we recognize the value of promoting positive behaviour in the school community. As an IB World School, our code of conduct for students is framed within the Learner Profile and IB Attitudes which are dutifully modelled by teachers. Our students are taught to be *open-minded* and *respectful communicators* who *think caringly* about the impact of their behaviour on others. When faced with choices in social situations, they are expected to be *principled* and *empathetic* in their decision making and *reflective* when they could have made better decisions. Purposeful modelling and positive reinforcement of the IB learner profile and attributes by all members of the school community encourages our students "to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IBO, 2016).

Developing and reinforcing positive behaviour is an essential responsibility of our school community. We recognize the importance of nurturing and guiding our students as they grow and develop to make appropriate behavioural choices and to provide them with the required opportunities for reflection and counsel when less desirable behaviours occur. At RIS we endeavour to promote positive behavioural choices through:

- The advocacy and purposeful modelling of the IB Learner Profile by all teachers and community members
- The recognition by all community members of students who exemplify the attributes of an IB Learner within the class, school or community setting
- The delivery of rigorous MYP and DP curricula that promotes and acknowledges action taken in the service of others (SA, CAS).
- The school-wide teaching of Collaborative and Affective IB Approaches to Learning (ATL) skills

- Our pastoral system of student mentors, Advisory Teachers, Heads of Grade, Student Support Team and Deputy Head who oversee the social and emotional development of our students while acknowledging positive behaviours and contributions to the school and wider community
- Providing opportunities, resources and referrals for students in order to reflect on inappropriate behaviour and create action plans in cooperation with all stakeholders to foster positive change
- Encouraging students to take advantage of school leadership positions such as peer mentors, Raha Ambassadors, Student Council and Model United Nations.

Acknowledgement of positive behaviour

It is essential that all members of the school community seek out and take opportunities to recognize positive behaviour as it occurs. Positive reinforcement of the demonstration of favourable behavioural outcomes builds a strong school ethos, sense of belongingness and accomplishment in our community.

Specific verbal feedback is given frequently by teachers, often in a classroom setting, to students highlighting their positive demonstration of the attributes of an IB Learner or the development of an Approaches to Learning (ATL) skill.

Social recognition is provided for students who have clearly demonstrated an outstanding pattern of behaviour consistent with the profile of an IB Learner. This recognition requires a nomination by a community member for an explicit accomplishment or contribution to our school, community, or other individual or organization. Students will be recognized in a forum of their peers.

Community recognition can be provided to any student whose accomplishment or contribution to global citizenry may inspire others into thoughtful action. Community recognition can occur through formal assemblies, announcements or posts in community or global media.

Responsibilities of students

IB Learner Profile

It is expected that all RIS students strive to conduct themselves in accordance with the profile of an IB Learner. "The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (IBO, 2016).

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IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the

	experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB approaches to learning (ATL) skills

In addition to the focus on the Learner Profile, our positive behaviour system involves the guided development of two specific ATL skill sets, collaboration and affective skills.

Collaboration skills are focused around the question, "How can we collaborate effectively with others?" With the guidance of teachers, students are expected to:

- Use social media networks appropriately to build and develop relationships
- Practice empathy
- Delegate and share responsibility for decision making
- Help others to succeed
- Take responsibility for one's actions
- Manage and resolve conflict

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- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Affective skills are focused around self-management and the question of "How can students manage their own state of mind?" Affective skills are categorized into five main areas to be developed in order to foster positive well-being:

Mindfulness

- Practice focus and concentration
- Practice strategies to overcome distraction

Perseverance

- Demonstrate persistence and perseverance
- Practice delaying gratification

Emotional Management

- Practice strategies to overcome impulsiveness and anger
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

Self-motivation

- Practice analysing and attributing causes for failure
- Practice managing self-talk
- Practice positive thinking

Resilience

- Practice 'bouncing back' after adversity, mistakes and failures
- Practice 'failing well'
- Practice dealing with change

Responsibilities of teachers

Teachers are expected to model the IB Learner Profile and refer to its attributes as part of best practice of teaching and learning in classrooms and around the school campus. Students should be given recognition for their modelling of the attributes of an IB Learner and for positive behaviour in general. Teachers are encouraged take advantage of opportunities to provide individual, social and community recognition for students whose behaviour has made a positive impact on themselves or others.

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It is expected that teachers set clear behavioural expectations or create essential agreements for student conduct in their classrooms in line with school-wide expectations (e.g. appropriate uniform, mobile phone use). When less desirable behaviour occurs in the classroom, teachers are expected to address the issue promptly with the student, referring to the Learner Profile as necessary.

Discipline with dignity

Students at RIS are routinely commended for their high standards of behaviour at school and in the community. However, should undesirable behaviour occur, we take a measured, student centred approach to discipline, that recognizes the situation and context in which the offending behaviour occurs.

Abu Dhabi Department of Education and Knowledge (Policy 50) divides behavioural offenses into three levels:

Level 1: Behaviour leading to disturbing the educational process

Level 2: Behaviour leading to severe disruption of the educational process or causing harm to self or others or to school properties

Level 3: Behaviour leading to endangering the lives of others, and the violation of the laws prevailing in the state

Within each section of the school, procedures are provided that ensure an age-appropriate response to behaviour issues is taken.

Bullying and Cyberbullying

Bullying

At Raha International School, we strive to promote healthy relationships and ensure a safe environment for all members of the school community. The UAE Ministry of Interior Child Protection Center identifies bullying and peer abuse, and cyber bullying under its child protection dimensions, "The Ministry of Interior Child Protection Centre will work, in collaboration with other entities and agencies, to address the issue of bullying among children in order to ensure that children do not suffer the harm that is often associated with this activity" (MoI- CPC, 2016).

Aligned with the policies and guidelines of the Ministry of Interior Child Protection Center, RIS treats any form of bullying as a serious offence and as such does not tolerate or trivialize bullying behaviours:

"Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over

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time." (www.stopbullying.gov). Bullying may be verbal, physical and or social. Examples of bullying include, but are not limited to: making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. (Stopbullying.gov)

Cyber bullying is particularly dangerous as it usually involves relative anonymity and the ability to reach large audiences. Furthermore, material once online may never be completely removed. Examples of cyberbullying include but are not limited to: mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

It is expected that parents work in cooperation with the school to educate our students about the seriousness of cyber bullying. While some incidents of cyber bullying do occur at school, most reported cases occur outside of school hours. In these cases we work together with parents to ensure that this behaviour stops. If the cyber bullying action adversely affects the safety and wellbeing of a student while in school, RIS will take disciplinary action against those students involved. RIS students who commit cyber bullying will be subject to the consequences for bullying in the Matrix of Consequences.

Students are encouraged to report all incidents of bullying, and community members are expected to enforce the policy.

Mobile Phones

Personal electronic devices have become an almost ubiquitous appendage of modern life. Raha International School understands the importance of mobile phones for communication and to ensure the safety of students who travel to and from the school. However, students and parents should understand that in a school environment, use of mobile phones demonstrates disrespect, lack of courtesy and is distracting. All mobile phones must remain out of sight during the school day unless a teacher gives explicit permission for its usage. In DP, students may use phones at breaktimes in designated DP areas (away from MYP students).
If a student has a mobile phone out during the school day, without permission from a teacher, the teacher will confiscate the item and turn it over to the Head of Grade or Deputy Head (Pastoral). The item will be kept until parents have been contacted. Repeated use of devices will result in a longer confiscation of the said device.

Early Years

These procedures have been tailored to meet the needs of children within our Early Years community and aligns with the Responsive Classroom philosophy.

LEVEL 1 BEHAVIOURS				
	WHICH?	HOW?	WHO?	WHAT?
LEVEL	Which **deliberate** behaviours were observed?	How can you deal with it in the classroom?	Who should you contact?	What do you need to do now?
1	Defying basic rules essential agreements Not following instructions Not listening Calling out Running in the school building Silly noises Minor Annoyances Minor Playground Incidents Unkind words to others	Eye contact Move nearer to behaviour Reminding Language Interactive modelling Change of carpet space 5 minute cool down in classroom Refer to Essential Agreements Use own strategies based on observations of child Check with parents regarding possible causes for behaviour	Buddy within year group for support Teachers on duty deal with playground incidents (any potential inclusion cases or lack of improvement in minor consistent behaviours should be flagged as early as possible)	Monitor behaviour After several repeated incidents within a small time frame, then move to stage 2

LEVEL 2 BEHAVIOURS				
	WHICH?	HOW?	WHO?	WHAT?
LEVEL	Which **deliberate** Behaviours were observed?	How can you deal with it in the classroom?	Who should you contact?	What to you need to do now?

2	Repeated stage 1 behaviour Persistent higher-level disruption Challenge to authority Repeatedly antagonising other children Causing physical harm Damage to school/pupil's property Consistent playground issues Stealing after being warned Repeated name-calling/taunting Fighting/lashing out/biting (only in retaliation to provocation)	Redirecting language Repair/clean-up of damage Interactive modelling Time out within class Time out to buddy class	Buddy Teacher GL Leader (if you are a GLL then contact Deputy of EY)	Teacher to email parents and copy GL leader in (Several repeated incidents within a short time frame or repeated and more serious incidents in the playground to be reported to Deputy of EY)

LEVEL 3 BEHAVIOURS				
	WHICH?	HOW?	WHO?	WHAT?
LEVEL	Which **deliberate** behaviours were observed?	How can you deal with it in the classroom?	Who should you contact?	What do you need to do now?

3	Repeated Stage 2 Behaviour Running away from class or playground Deliberate rudeness to adults or harmful/offensive name calling	Removal to Deputy of EY	Deputy of EY	Record incident on iSams
	Verbal or physical abuse to any staff Extreme danger or violence Very serious challenge to authority Repeated stealing Serious fighting & intentional physical harm Repeated bullying			Deputy of EY to contact parents to arrange urgent meeting in school Possibility of child needing time away from the environment (all actions will be at the discretion of the school)

Responsive Classroom

The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.

The Responsive Classroom approach plays a vital role within our Early Years community and is a key element of both classroom and behaviour management.
We know that children learn best when they feel safe, challenged and happy. The following 10 principles should be evident in all classrooms and will subsequently allow teachers to create an environment where children are free to learn and develop.

- Morning Meeting
- Essential agreement/ Rule creation
- Interactive Modelling
- Positive Teacher Language
- Logical Consequences

- Guided Discovery
- Academic Choice
- Classroom Organisation
- Working with Families
- Collaborative Problem Solving

All teachers should be trained in the Responsive Classroom approach in order to consistently fulfil this policy.

Inclusion

For children with an inclusion passport or suspected inclusion needs, the recommendations within the passport, and/or the child's individual needs should be taken into consideration when dealing with behaviour. Teachers should be aware of any recorded information regarding the children in their class and are responsible for checking iSams on a regular basis for updates.

Buddy System

All teachers in Early Years should be assigned a buddy. A buddy is a teacher who you may use for support, guidance or a second opinion. This should ideally be a teacher next door to you or nearby, who is experienced with the behavioural expectations of the school.
Your buddy should be used in the event of a child needing time-out in another classroom.
Your assigned buddy may not always be available and therefore all staff members should be aware of the buddy system and be willing to support colleagues when needed.

Primary School

There are a variety of procedures that have been developed to support the Responsive Classroom philosophy, while also maintaining high expectations for behaviour among students. The procedures are as follows for each level:

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LEVEL 1

Behaviour that causes the disruption of teaching and learning.
Behaviours in Level One may include but are not limited to:
- Tardiness
- Unexplained absences
- Not bringing the necessary books and equipment
- Incorrect school uniform (including sports uniforms)
- Disruptive classroom and school behaviour
- Breaking school rules including classrooms, hallways, playgrounds and buses.
- Defying school authority and staff members and not obeying school authority, staff and teachers' orders.
- Abusive or inappropriate language toward peers
- Disruptive behaviour on school buses

Level 2

What happens if ....?

1st
- Teacher redirects behaviour.
- Teacher keeps a record

2nd
- Repeat 1st step
- Students moves to Time Out

3rd
- Repeat 2nd step
- Teacher completes incident record
- Reflection time with teacher or Buddy Teacher
- Behaviour Reflection sent home

4th
- Level 1 warning letter sent home
- Student goes to the Reflection Room with a Primary leadership member or the counselor whom will meet the Parents and sign Behaviour contract

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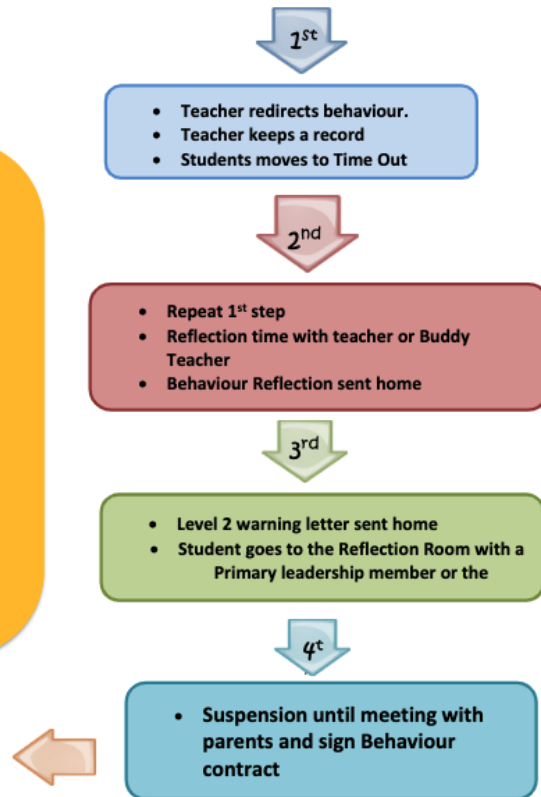**RAHA INTERNATIONAL SCHOOL**
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LEVEL 2

Behaviour that causes greater disruption of teaching and learning than level one behaviour. It also covers student behaviours that may lead to physical and mental harm of another person or property damage.

Behaviours in Level Two may include but are not limited to:

- Trespassing
- Mocking others
- Fighting with other students and bullying
- Theft
- Vandalism
- Using cell phones during school time
- Leaving school without permission
- In possession of or viewing inappropriate material
- Cheating on exams or assignments
- Providing false documents (e.g. signing letters without the knowledge of parents)

Level 3

What happens if ....?

1st

- Teacher redirects behaviour.
- Teacher keeps a record
- Students moves to Time Out

2nd

- Repeat 1st step
- Reflection time with teacher or Buddy Teacher
- Behaviour Reflection sent home

3rd

- Level 2 warning letter sent home
- Student goes to the Reflection Room with a Primary leadership member or the

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- Suspension until meeting with parents and sign Behaviour contract

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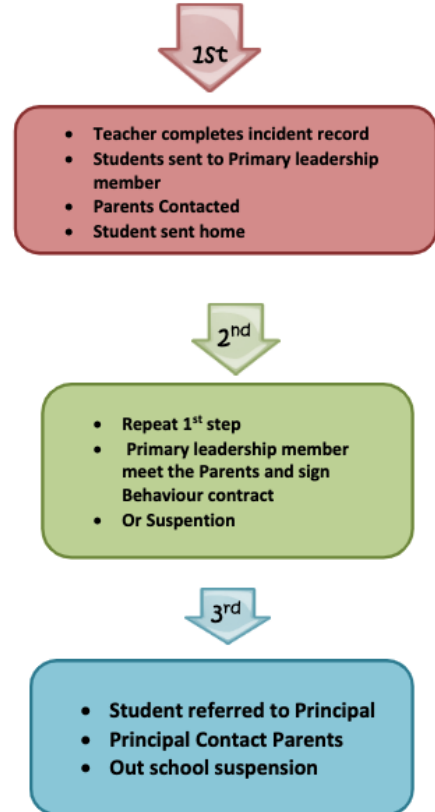
What happens if ....?

LEVEL 3

Behaviour that causes the physical or mental endangerment of fellow students, school staff and other people. Behaviours in Level 3 are at times also violating UAE Laws.
Behaviours in Level Three may include but are not limited to:
- Fighting with teachers, staff members and/or community members.
- Sharing or distributing inappropriate material.
- Willful damage to, or destruction of, school and personal property.
- Possessing, selling, weapons and/ or explosives
- Using/possession of any illegal and inappropriate substances
- Exchanging any inappropriate materials, photos, etc
- Committing major actions contradictory to the morals values and the customs and conventions of the country.

1st
- Teacher completes incident record
- Students sent to Primary leadership member
- Parents Contacted
- Student sent home

2nd
- Repeat 1st step
- Primary leadership member meet the Parents and sign Behaviour contract
- Or Suspension

3rd
- Student referred to Principal
- Principal Contact Parents
- Out school suspension

- **Out school suspension**
- **Disciplinary Transfer and Expulsion**

Secondary School

Behaviour Levels & Responses

Infraction Level	Behaviours	Responses
Warning Level	Low level disruptions that do not necessarily disrupt the learning environment for all learners. Behaviours may include but are not limited to: • Brief moments of off-task behaviour • Engaging in hushed conversations during group or independent work time • Occasionally forgetting essential items • Momentary lapses in focus during lessons	**Teacher** • Oral Warning • Change seating • Email home • Reflection time, when necessary

	• Minor courtesy lapses • Minor lapses in expected participation	
Level 1	Behaviours that cause disruption of teaching and learning for many or all learners. Behaviours may include but are not limited to: • Repetition of Warning Level Behaviours • Tardiness/lateness to school or class • Unexplained absences that do not meet ADEK requirements • Incorrect school uniform • Failure to follow teacher instruction/participate/engage • Entering class or going out of class without permission or skipping class or school activities without acceptable excuse • Not bringing a charged device to class or the necessary books, equipment, etc. • Disruptive classroom and/or school behaviour • Breaking classroom rules • Inappropriate communication/disrespectful behaviour • Subtle mockery/misrepresentation/dismissive language or actions towards another • Using mobile device, headphones, (or similar) during a lesson without permission • Defying school authority and staff members • Gum chewing • Discourse or side conversations that are not related to the study which hinders the course of the lesson • Misuse of school learning platforms (Teams, Outlook, Padlet, Canva, Kahoot, and all other teacher hosted learning communities) • Repeatedly playing games on technology (except with the express permission of the teacher, such as games being an educational necessity related to the lesson) • Sleeping during the class or school activities (medical case cleared)	**If Committed – Teacher** • Oral Warning • Change seating • Email home, when necessary • Reflection time, when necessary **First Repeated Misbehaviour – Teacher** *(After conferring with Head of Grade)* • Oral Warning • Email home with an official Level 1 Warning email (template on iSams) • Reflection time, when necessary **Second Repeated Misbehaviour - Teacher** *(After conferring with Head of Grade)* • Oral Warning • Email home with an official Repeated Level 1 Warning letter • Schedule meeting with parents

	- Eating during the classes or the morning assembly (Medical case cleared) - Failing to attend a teacher assigned reflection time - Failure to submit homework and assignments on time (Submit to SAIL and inform Head of Department) - Adding any unauthorized programs, including those that are shared and free to digital technology - Misuse of the microphone, camera, or chat feature on technology without permission from the teacher - Playing games on technology (except with the express permission of the teacher, such as games being an educational necessity related to the lesson) - Similar such violations	- Reflection time, when necessary **Third Repeated Misbehaviour Teacher** *(After conferring with Head of Grade)* - Internal case study amongst Pastoral team to address underlying issues - Implement a set of actions that contribute to reducing the behaviour - Request for external assessment report, when necessary - Escalate the incident to a Level 2 infraction
Level 2	Behaviours that cause greater disruption to teaching and learning for most or all students; behaviours that may lead to physical and mental harm to another person or may lead to property damage. Behaviours may include but are not limited to: - Repetition of Level 1 Behaviours - Fighting with other students - Physical contact in any form (RIS does not tolerate or endorse play fighting or rough	**If Committed – Head of Grade** **First Repeated Misbehaviour – Head of Grade** **Second Repeated Misbehaviour – Head**

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		housing between friends, even if considered consensual play fighting)	of Grade with Head of Pastoral Care
		• Bullying (the repeated and targeted behaviours, actions, language towards a student particularly where there is an imbalance of power—socially, culturally, or otherwise) • Theft • Trespassing • Vandalism of school properties or school buses • Possession of vaping or smoking tools on school grounds, transportation, or school-related events • Absence from school before and after the holidays, vacations, and the weekend before Term Exams • Defacing school property • Using cell phones during instructional time • Unauthorized absence/truancy (skipping lessons) • Cheating on exams or assignments (and similar behaviours as clarified in the Academic Integrity Policy) • Providing false documents (ex. signing letters without the permission or knowledge of parents) • All forms of discrimination • Abusive or inappropriate language toward peers and teachers (for example, profanity or insults directed at teachers/peers) • Provoking/Instigation of fights, or threatening or frightening school mates • Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc • Photographing, possessing or publishing photographs of school staff or students	**Third Repeated Misbehaviour – Head of Grade with Head of Pastoral Care**

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	without authorization (such as social media accounts, "Raha slander" accounts) • Placing inappropriate digital images of citizenship or modesty as the display image or within the contexts provided • Photographing, keeping or publishing photographs of school staff or students without authorization • Creating quarrels between students, whether visibly or in written form, through the use of technology • Removal of the teacher or students from a digital group which leads to obstruction of the lesson course, teacher's work, and other students' rights • The use of profanity, racial expressions, or other words (text, sound, or hint) that may be offensive to any other user through the use of technology • Using email or social media to reveal information of a personal nature • Similar such violations • Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Head of School.	
Level 3	Behaviours that endanger or otherwise threaten the safety of fellow students, school staff , and/or other people; behaviours that are, at times, also violations of UAE law. Behaviours may include but are not limited to: • Repetition of Level 2 Behaviours • Committing major actions contradictory to Islamic values and morality • Deliberately setting off the fire alarm and so putting staff and students at risk • Committing acts of public indecency in school	**If Committed – Head of Pastoral Care with Head of School** **First Repeated Misbehaviour - Head of Pastoral Care with Head of School** **Second Repeated Misbehaviour - Head of Pastoral Care with Head of School**

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• Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of the society • Defaming of staff or school mates on any of the social media tools • Persistent bullying of staff or students • Stealing or covering up thefts • Vandalism of/to or unauthorized acquisition of the school equipment or facilities • Insult of/to religions or instigating sectarianism at school • Smoking or vaping while on the school grounds, transportation, or at school-related events • Tampering or vandalism of school buses or causing harm to road users • Physical altercations or physical assault on classmates or school workers • The acquisition and possession of bladed weapons or similar weapons within the school • Sexual harassment within the school • Access and exit from school grounds without permission • Using digital technology to insult, spread profanity, threaten violence, defame, or bring about intentional blackmail • Giving personal information, whether it is related to the student him/herself or to another student or to one of the teachers, including the home address, phone number, account data or email through digital technology • Unauthorized obtaining of specific copies related to school, or modifying files and other data, or passwords belonging to other users on the network	**Third Repeated Misbehaviour - Head of Pastoral Care with Head of School**

• Logging in and using the account of another teacher or student with or without his/her information • Tampering, dismantling, or intentionally removing any device software and hardware on the device without authorization • Installing or downloading software or products that could harm the device or the network • Using any camera (available as part of or as an add-on to certain devices) for any personal use, or to share photos or any information about any of the students, parents, employees, or any other person without their expressed consent • The usage of digital technology to photograph and record conversations between students and share them without prior permission • Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Head of School. • Similar such Level 3 violations	
Level 4	Behaviours that will also be reported to the proper authorities such as Child Protection MOI, ADEK or similar as appropriate with a recommendation for Disciplinary Transfers or Expulsion from school. Behaviours include but are not limited to: • Repetition of Level 3 Behaviours • Possession or use of firearms or use of bladed weapons in school • Sexual assaults inside the school premises or facilities • Physical assault in the school leading to injury • Leaking exam marks or participating in such in any way • Causing fires within the school premises	**If Committed – Head of School with Vice Principal**

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- Impersonating others in school transactions or falsifying documents
- Defaming political, religious, and social symbols in the country
- Possession, collection, promotion or use of narcotic drugs, tranquilizer drugs, psychotropic substances within the school
- Possessing and/or selling weapons or explosives
- Appearing under the influence of the above substances
- Broadcasting or promoting extremism or atheistic ideas and beliefs
- Intentional usage of montage software that can produce unreal and fake content and be circulated on social media
- Using the network to develop programs that disturb users, or to hack or destroy other people's accounts and devices
- Intentionally publishing, creating, exchanging or promoting malicious or suspicious software
- Intentionally viewing, adding, or sharing pornography images
- Uploading, copying or duplicating and/or distributing intellectual property without obtaining specific written permission from the author
- Using the network to access oppositional, or prohibited material, and text files containing inappropriate content
- Contributing to, posts and sharing content that is inconsistent with the values, morals manners and public system, or promoting inappropriate content on the internet
- Circulating or sharing answers for exams or assignments on different platforms
- Creating, conveying, displaying, publishing or sharing any material that may harm the reputation of the UAE

• Publishing any hate speech, successive messages, harassment, racist statements, and other aggressive behaviours • Similar such Level 4 violations	

In an effort to promote clear and consistent behaviour management expectations and responses, the Pastoral Care Team has highlighted instances of behaviour that we consider to be "non-negotiables" of expected student behaviour at Raha International School. In the below instances, the listed responses will be applied consistently.

1. **Uniform**
    a. Students that are not wearing the school approved uniform will be addressed by their Advisory Teacher. The student will then need to acquire a Uniform Pass from their Advisory Teacher or Head of Grade in order to be permitted into their lessons throughout the day. Students that are not in the school-approved uniform and do not have a Uniform Pass will not be permitted into their lessons.

2. **Mobile Phones/Headphones**
    a. Students are not permitted to use their mobile phones or headphones on school grounds unless they are provided permission from their classroom teacher for the specified class only. Students caught using their mobile phones or headphones, for any reason or any amount of time outside of this specified window will have their device confiscated, given to the Head of Grade, and returned at the end of the day. If a student's mobile phone is given to the Head of Grade more than once, the mobile phone or headphones will be given to the Head of Grade and can only be collected at the end of the day by a parent or guardian.

3. **Ordering Food**
    a. Only food that has been purchased at the school cafeteria or prepared at home and brought to school in a lunch box/bag will be permitted at school. If a student orders food to the school, it will not be delivered to the student and it will not be held for any amount of time for the student. Students caught ordering food to school will be directed to their Head of Grade who will contact parents/guardians and students will have reflection time.

Revision Log

Date	Changes	Reviewed By
Sep 2022	New	Carol Pratt
August 2023	Change to Secondary behaviour procedures	Tara Manson/Carol Pratt