

RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

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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 Abu 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 curricula that promote and acknowledge action taken in the service of others (Action, Service as Action, 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, Inclusion Team and senior leaders 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 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 recognised 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).

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
- 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 on self-management and the question of "How can students manage their state of mind?" Affective skills are categorised 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.

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 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)

Cyberbullying 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 cyberbullying. 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 cyberbullying 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 cyberbullying 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.

<u>Level 1 Behaviours</u>				
	WHICH?	WHY?	WHO?	WHAT?
LEVEL	Which <u>deliberate</u> 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 Disrespectful behaviour e.g. not listening, calling out Minor Playground Incidents Unkind words to others	Eye contact Move nearer to behaviour Reminding Language Interactive modelling Change of carpet space 5-minute Reflection time 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 and report to homeroom teacher (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 and log on CPOMS and alert Assistant Head of EY & DSL
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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 do you need to do now?

2	Repeated level 1 behaviour	Redirecting language	Buddy Teacher	Teacher to email parents and copy GL leader and Assistant Head of EY
	Persistent higher-level disruption	Repair/clean-up of damage	GL Leader (if you are a GLL then contact	
	Challenge to authority	Interactive modelling	Assistant Head of EY)	Incident logged on CPOMS and alert Assistant Head of EY and DSL
	Repeatedly antagonising other children	Reflection time within class	Report physical harm to students or adults immediately to AHT of EY	Depending on incident AHT of EY will call parents, this may result in a face-to-face meeting
	Causing physical harm	Report physical harm to students or adults immediately e.g. hitting, biting		
	Damage to school/pupil's property			Any reports of physical harm to students or adults may lead to an early dismissal for the child (all actions will be at the discretion of the school)
	Consistent playground issues			
	Stealing after being warned			
	Repeated name-calling/taunting			
	Fighting/lashing out/biting (only in retaliation to provocation)			

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 level 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 Reflection time within class Time out to buddy class Report physical harm to students or adults immediately e.g. hitting, biting	Buddy Teacher GL Leader (if you are a GLL then contact Assistant Head of EY) Report physical harm to students or adults immediately to AHT of EY	Teacher to email parents and copy GL leader and Assistant Head of EY Incident logged on CPOMS and alert Assistant Head of EY and DSL Depending on incident AHT of EY will call parents, this may result in a face to face meeting Any reports of physical harm to students or adults may lead to an early dismissal for the child (all actions will be at the discretion of the School Disciplinary Committee, made up of senior leaders)

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:

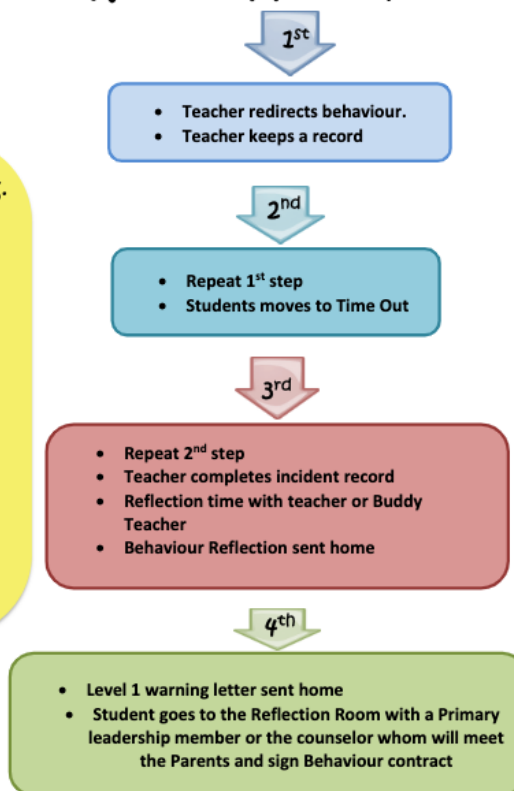
LEVEL 1

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?





LEVEL 2

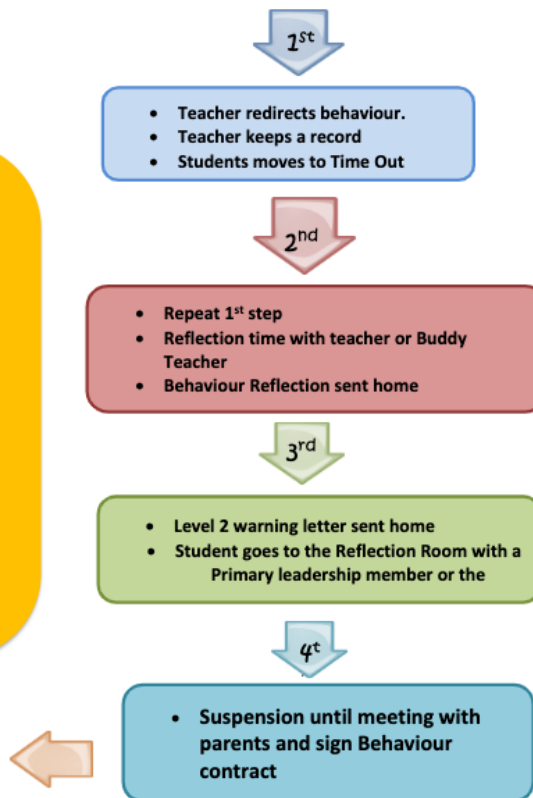
Behaviour that causes greater disruption of teaching and learning than level one behaviour. It also covers student behaviours that may lead to physical and mental harm of another person or property damage.

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?



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.

- Out school suspension
- Disciplinary Transfer and Expulsion

What happens if?

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

Secondary School

Disciplinary support is provided by the Heads of Grade, Head of Pastoral Care, and Head of School. Teachers are expected to address behavioural issues first-hand and escalate concerns when necessary. Parents should be involved in early discussions about behavioural concerns, ensuring open communication and collaborative support.

Aims

1. To promote student well-being and happiness.
2. To create an orderly school community where effective learning can take place and mutual respect is the foundation of relationships.
3. To foster self-discipline in students and accountability for their actions.
4. To ensure consistency in applying sanctions while promoting positive behaviour management.

Student Code of Conduct

All students at Raha International School are expected to adhere to the following code of conduct:

- Be diligent in pursuing academic studies.
- Attend school regularly and punctually with the necessary tools for learning.
- Respect the school environment and remain within school boundaries.
- Behave responsibly and avoid disrupting the learning environment.
- Demonstrate respect for all members of the school community.
- Refrain from bullying, harassment, or any behaviour that negatively affects others.

Positive Recognition and Rewards

At Raha International School, we believe that positive recognition plays a vital role in promoting a culture of motivation, respect, and belonging. Recognising students for their effort, growth, and contributions, both inside and outside the classroom, is fundamental to our philosophy of nurturing the whole child and developing balanced, principled, and caring learners.

Use of EPraise

To support our overall mission, we utilise EPraise, our digital platform for student recognition and engagement. EPraise allows staff to acknowledge and reward students for their positive behaviours, academic effort, leadership, and contributions to the wider school community.

Each recognition on EPraise is linked to the IB Learner Profile attributes, encouraging students to reflect on their strengths and areas for development as internationally minded learners. Students earn points in categories such as Caring, Inquirers, Communicators, Risk-takers, Principled, Knowledgeable, Balanced, Reflective, Open-minded, and Thinkers. As students accumulate points, they achieve milestones and badges that represent their growth and contributions within these attributes.

EPraise also enables students to monitor their progress and set personal goals, fostering intrinsic motivation and a sense of ownership over their learning journey. Weekly and termly recognitions, including “Learner Profile Awards” and “EPraise Certificates,” celebrate these achievements publicly and reinforce the positive culture of our school.

Impact on Wellbeing and Practice

Positive recognition directly contributes to student wellbeing by enhancing self-esteem, motivation, and connection to the school community. When students feel seen, valued, and celebrated for their efforts and character, they are more likely to engage meaningfully, take risks in learning, and demonstrate empathy and leadership among peers.

Furthermore, the data collected through EPraise provides valuable insights for teachers, Heads of Grade, and the Pastoral and Leadership Teams. Patterns in recognition can highlight where students are thriving and where additional support or intervention may be needed. This information informs decisions about pastoral initiatives, student leadership opportunities, and targeted wellbeing programmes, ensuring that our practices remain responsive, equitable, and student-centred.

Ultimately, our approach to recognition through EPraise reinforces the school’s commitment to nurturing confident, compassionate, and well-rounded individuals who contribute positively to both our school and the wider community

Behaviour Levels and Consequences

RIS maintains high expectations for student behaviour that align with the principles of respect, responsibility, and integrity. Our goal is to guide students toward self-regulation, accountability, and restorative reflection, ensuring that consequences are both educational and proportionate.

Our school follows the ADEK Student Behaviour Policy Framework, which categorises behavioural infractions into four levels according to their severity, frequency, and impact on others and the school community.

Level 1 – Minor Misconduct

These are low-level behaviours that disrupt the learning environment but do not cause harm to others.

Examples include:

- Incomplete homework or missing materials
- Minor class disruption or off-task behaviour
- Not following uniform or appearance expectations
- Late arrival to class or lesson without valid reason
- Repetition of Warning Level Behaviours
- Gum chewing
- Unexplained absences that do not meet ADEK requirements
- Incorrect school uniform
- Breaking classroom rules: disruptive classroom and/or school behaviour such as failure to follow teacher instruction/participate/engage in the lesson.
- Entering class or going out of class without permission or skipping class or school activities without acceptable excuse.
- Discourse or side conversations that are not related to the lesson
- Misuse of school learning platforms (Toddle, Outlook, Padlet, Canva, Kahoot, or other teacher-hosted learning communities)
- Repeatedly playing games on technology (except with express teacher permission when educationally necessary)
- Sleeping during class or school activities (unless medically cleared)
- Eating during class or assembly (unless medically cleared)
- Failing to attend teacher-assigned reflection time
- Playing games on technology without permission
- Similar such violations

Response:

Addressed by the teacher through verbal reminders, re-direction, reflection tasks, or restorative conversation. Repeated Level 1 incidents may be escalated to the Head of Grade or recorded in CPOMS for monitoring.

Level 2 – Moderate Misconduct

These behaviours show disregard for rules or community expectations and may negatively impact others or the learning environment.

Examples include:

- Repeated Level 1 behaviours after intervention
- Disrespectful language or tone towards peers or staff
- Misuse of school property or digital devices
- Leaving class without permission
- Dishonesty or disruptive social media use
- Fighting with other students
- Any physical contact (play fighting or roughhousing is not tolerated)
- Trespassing
- Possession of vaping or smoking tools on school grounds, transport, or events
- Absence before/after holidays, vacations, or before Term Exams
- Defacing school property
- Using mobile phones during the school day
- Unauthorized absence or truancy (skipping lessons)
- Cheating on exams or assignments (see Academic Integrity Policy)
- Providing false documents (e.g., signing letters without parental permission)
- Abusive or inappropriate language toward peers or teachers
- Provoking or instigating fights; threatening or frightening peers
- Violating school or UAE societal expectations (e.g., inappropriate haircut, attire, makeup)
- Photographing and/or publishing images of staff/students without authorization
- Posting inappropriate or immodest digital images
- Creating quarrels via technology
- Removing teachers/students from digital groups disrupting lessons
- Using email or social media to reveal personal information about students or staff
- Similar such violations

Response:

Formal Level 2 Warning Letter issued and 1–3 days suspension from learning, reflective meeting with Head of Grade and/or Advisor, parental contact, and restorative action where appropriate (e.g., apology, repairing harm, service to community). Behaviour recorded in CPOMS and monitored. Repetition may lead to escalation.

Level 3 – Serious Misconduct

These behaviours cause harm to individuals or the school community and require immediate administrative intervention.

Examples include:

- Repetition of Level 2 incidents over an academic year (may be escalated by Head of School)
- Physical altercations or assault
- The possession of and/or vaping, smoking or the use of nicotine/tobacco products on school grounds, transportation, or at school events
- Vandalism, damage, and/or unauthorized acquisition of school property
- to school property
- Actions contradictory to Islamic values and morality
- Deliberately setting off the fire alarm
- Acts of public indecency
- Displaying or promoting unauthorized or culturally insensitive materials
- Defaming staff or students on social media
- Racism in any form (verbal, written, or digital)
- Persistent bullying of staff or students (targeted and repeated behaviour with power imbalance)
- Sexual harassment of members of the school community
- Stealing or concealing theft
- Vandalism or Insulting religions or instigating sectarianism
- Smoking or vaping on school grounds, buses, or events
- Tampering with school buses or causing harm to road users
- Possession of bladed or similar weapons
- Unauthorized entry or exit from school grounds
- Using technology to insult, threaten, defame, or blackmail
- Sharing personal or confidential information digitally
- Unauthorized access to or modification of files, data, or passwords
- Using another person's account without consent
- Tampering with or removing device software/hardware
- Installing harmful software
- Using cameras for personal or unauthorized purposes

- Recording or sharing conversations without permission
- Similar such violations

Response:

Formal Level 3 Warning Letter issued in accordance with ADEK guidelines. Consequences may include in or out of school suspension from learning for 1–5 days, parental meeting, restorative conference, and ongoing monitoring by the Pastoral and Senior Leadership Teams. The student may also be referred for counselling or targeted support interventions. Behaviour recorded in CPOMS and monitored. Level 3 behaviour infractions are reported directly to ADEK.

Level 4 – Critical Misconduct

These are grave violations that threaten safety, security, or the wellbeing of others, or seriously damage the reputation of the school.

Examples include:

- Repetition of Level 3 Behaviours
- Possession or use of firearms or bladed weapons
- Sexual assault within school premises
- Physical assault causing injury
- Leaking or sharing exam materials or answers
- Causing fires within school premises
- Impersonation or falsification of documents
- Defaming political, religious, or national symbols
- Possession, promotion, or use of narcotic or psychotropic substances
- Possession or sale of weapons or explosives
- Appearing under the influence of drugs or alcohol
- Promoting extremism or atheistic ideologies
- Using montage software to create false or harmful media
- Hacking, spreading viruses, or destroying accounts/devices
- Creating or distributing malicious software
- Viewing or sharing pornographic material
- Accessing prohibited or inappropriate content online
- Posting or promoting immoral or offensive content
- Sharing material that harms the reputation of the UAE
- Publishing hate speech, harassment, or aggressive behaviour
- Persistent racism in any form
- Similar such violations

Response:

Immediate removal from the learning environment and full investigation by the Senior Leadership Team. Actions may include external suspension or recommendation for expulsion, as per ADEK Behaviour Policy (2021). A detailed report is submitted to ADEK, and parents are formally informed. Restorative re-entry planning and pastoral support are required before return to school and are at the discretion of the Senior and Executive Leadership Teams.

Restorative and Reflective Approach

Across all levels, Raha International School remains committed to restorative practice, focusing not only on consequences but also on rebuilding trust, repairing harm, and restoring positive relationships. Reflection sessions, student statements, and reconciliation meetings form an integral part of the behavioural response process.

Behaviour incidents are tracked through our internal platforms such as EPraie and CPOMS to ensure transparency, consistency, and data-driven decision-making. This data enables the school to identify behavioural trends, implement proactive wellbeing initiatives, and ensure equitable application of the policy across all phases.

Intervention Process

The Intervention Team—composed of School Counsellors, the Head of Inclusion, Heads of Grade, the Vice Principal, and the Head of School—will meet monthly to review students identified as at-risk. Teachers are required to report students of concern every two weeks and provide updates on strategies used to support the student. Communication with parents is mandatory, ensuring transparency and partnership.

Monitoring and Communication

RIS uses a structured approach to monitor student behaviour. Regular behaviour meetings within divisions are held every two weeks to review student progress. Parents are regularly informed of their child's behaviour through meetings, reports, and written communication.

School Disciplinary Committee

At Raha International School, we ensure that all significant disciplinary decisions are made collectively by a **School Disciplinary Committee (SDC)**. This committee is responsible for reviewing serious behavioural infractions, ensuring that all actions taken are fair, consistent, and in line with school policy and ADEK regulations.

Committee Composition:

- Head of School
- Head of Pastoral Care
- School Counsellors
- Heads of Grade
- Head of Inclusion
- Relevant subject teachers (as needed for context)

Role of the Disciplinary Committee:

1. **Fair and Consistent Decision Making:** The committee reviews all serious behaviour cases, especially those reaching Level 3 or Level 4 infractions, ensuring that the consequences are appropriate to the behaviour and that individual circumstances are considered.
2. **Collaborative Approach:** Decisions on suspensions, expulsions, and other major disciplinary actions are made collectively by the SDC to avoid bias and ensure a well-rounded perspective. Each member brings their insights to the discussion, particularly those working closely with the student in question.
3. **Transparency and Communication:** The committee ensures that decisions are communicated clearly to the student and their parents, providing an opportunity for discussion and support as necessary. A transparent process ensures that all parties understand the reasons behind disciplinary actions.
4. **Appeals Process:** Should students or parents disagree with a disciplinary decision; they have the right to appeal to the committee. The SDC will review the case, considering any additional information provided, and make a final decision.

The **School Disciplinary Committee** plays a vital role in upholding Raha International School's values, ensuring that all decisions are made with integrity, fairness, and the best interest of the student and wider school community in mind. This collective approach ensures that disciplinary actions are not taken lightly and that students are given every opportunity to correct their behaviour before severe consequences are imposed.

Revision Log

Date	Changes	Reviewed By
Sep 2022	New	Carol Pratt
Aug 2023	Change to Secondary behaviour procedures	Tara Manson / Carol Pratt
Aug 2024	Updates on EY section	Emily Merton / Kerry Mesmer
Sep 2024	Updates on the Secondary section	Tara Manson / Carol Pratt
Oct 2025	Updates on the Secondary section	Rachel Smith