



## **Academic Behaviour Policy**

### **Emirates International School - Jumeirah**

<b>Academic/Pastoral</b>
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Please note that this explains our Positive Behaviour System within our school. There are sections within this which are specific to Primary and High School Phases

## Behaviour Policy

### Values and Beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe children have rights and responsibilities.

Students have the right to be safe, be treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

1. Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
2. Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
3. Be fair and consistent with each other. However, we recognise that treating people fairly may not mean treating everyone the same.
4. Value, take pride in and care for the school by looking after school property and equipment. Staff will use their professional judgement on how a student's behaviour will be sanctioned or rewarded. This judgement should be based on the severity of the behaviour and the behaviour history of the student.

To enable students to reach their true potential through a supportive environment, which encourages students to develop the attitudes found in the IB Learner Profile. The school is dedicated to creating a positive learning environment for all. The school expects all students to be positive contributing members to the school community, with respect towards other students and teaching staff.

### Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

At all times your behaviour will have a big impact on how the children will respond to you and others. We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry. We are always respectful of others; never belittle, humiliate or deliberately embarrass children. Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

If you feel that you are losing your temper, stop or walk away, and ask someone else to deal with the situation. Use Physical intervention as a last resort.

Don't greet a child's anger with your own, be calm and rational.

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst are physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity.

At this point an adult's reaction will have huge consequences on the child

Do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc.

However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important these are not viewed as rewards which can be associated with poor behaviour.

#### **Links to phases specific information**

[Primary School](#)

[High School](#)

## **Primary School**

### **Essential Agreements**

Each class creates their own set of essential agreements at the start of each academic year. The rules/agreements are worded positively linked back to IB Learner Profiles. They are an integral part of every class, and may change and evolve over the year.

### **Responsibility**

Children are given responsibility in class and around school in a variety of ways. This ranges from: class monitors, school monitors, house captains, sports leaders, through to the school council. These roles will be allocated by teachers and SLT.

### **Curriculum**

At EISJ we strongly believe the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities that promote student agency and good behaviour. School encourages systems and routines to keep well ordered classrooms. The values and school rules are reinforced by:

- Giving clear and concise directions to children so misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action
- Rewards systems
- Achievement certificates will be awarded to students each week in assemblies

### **Inappropriate Behaviour**

At EISJ we will not tolerate behaviour which impacts on other peoples' learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

When a child behaves inappropriately, the decisions made by the adults must not be led by the childrens' demands/behaviour.

An example of this may be:

1. A reminder given on what is expected, what rule they are breaking and what choices they have.
2. Miss part of break and/or lunchtime
3. Spend their entire lunch break in the Reflecting on their actions
4. Removal to a partner class (Agreed between teachers) for a set amount of time with work to complete – class teacher to inform parents
5. Sent to Assistant Head - Pastoral/Inclusion – parents informed by phone or letter. (Possibility of being invited in.)

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact, then an Individual Behaviour Plan may be drawn up and the following actions may occur.

1. Discussion between teacher/child/parent - agreeing on targets for behaviour
2. Isolation in school
3. Child excluded from lunchtimes (If lunchtime related)
4. Child reduced to a part time timetable
5. Fixed term exclusion
6. Permanent exclusion

It can only be the decision of a member of SLT to suspend a child or reduce a pupil's timetable. It may also be necessary to involve others, such as the School Counsellor and Educational Psychologist.

Children who display significant and /or persistent behaviour difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other childrens' safety is at risk. If, while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Head of School and the Assistant Head - Pastoral/Inclusion so they can take necessary action.

## **BYOD/E-safety**

If a student violates the terms of the BYOD/E-safety agreements the following sanctions will be put in place:

1<sup>st</sup> offence is a verbal warning from the teacher and the iPad is taken off the student and returned at the end of the school day.

2<sup>nd</sup> offence the student will be sent to the Assistant Heads office and parents will be contacted

3<sup>rd</sup> offence the students' device will be removed and they will be provided one from the school for a duration agreed by the Assistant Head, the Class Teacher and the Head of school.

Any extreme incidents with regards to E-Safety (stage 5 behaviours) will be dealt with by the Assistant Head immediately.

## **Formal KHDA Stages of Behaviour and Interventions**

Students of Determination			
	Behaviour	Appropriate Sanctions	Comments
<b>Stage 1</b>	<b>Annoyances</b> <b>Calling out</b> <b>Wandering about classroom</b> <b>Running in the school building</b> <b>Ignoring minor instructions</b> <b>Silly noises/Minor Annoyances</b> <b>Pushing in the line</b> <b>Talking during silent work</b> <b>Minor Playground Incidents</b>	<b>Eye contact</b> <b>Reminders</b> <b>Verbal telling off</b> <b>Statement of inappropriate behaviour and consequences for repeating it</b> <b>Change of seating</b> <b>Name written on board</b> <b>5 Minute playground cool Down period</b> <b>Tactically ignore</b>	<b>Not recorded</b> <b>No other staff members involved</b> <b>Teachers on duty</b> <b>Deal with playground incidents After 3 repetitions within a small time frame then move to stage 2</b>

<b>Stage 2</b>	Repeated stage 1 behaviour Deliberate disruption Accidental damage through carelessness Minor challenge to authority Repeatedly annoying other children Playground skirmish Harming someone Damage to school/pupil property	Child to be separated from class group 5 - 20 minutes Repair/clean-up of damage Sent to Year group leader	Incidents recorded on Prodigy Parental contacted if needed Reported to Year Coordinator Repeated incidents within a short time frame to be reported to Assistant Head - Pastoral/Inclusion Repeated and more serious incidents in the playground – possible referral to counsellor
<b>Stage 3</b>	Repeated Stage 2 Behaviour Leaving class without permission Deliberate rudeness to adults Harmful/offensive name calling/Directed swearing at another child Bullying Running out of the classroom or school Verbal physical abuse to any staff Extreme danger or violence towards staff and themselves Very serious challenge to authority Stealing Serious fighting & intentional physical harm to other children	Immediately notify Assistant Head - Pastoral/Inclusion /School counsellor Parents are notified Possibility of child sent home Possibility of exclusion from 1-3 days (all sanctions will be at the discretion of the school)	Incidents recorded on Prodigy Parental contacted Reported to Year Coordinator Repeated incidents within a short time frame to be reported to Assistant Head - Pastoral/Inclusion Repeated and more serious incidences in the playground – possible referral to counsellor

### Early Years

	<b>Behaviour</b>	<b>Appropriate Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	Annoyances Calling out Wandering about classroom Running in the school building Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents	Eye contact Reminders Verbal telling off Statement of inappropriate behaviour and consequences for repeating it Change of seating Name written on board 5 Minute playground cool Down period Tactically ignore	Not recorded No other staff members involved Teachers on duty Deal with playground incidents After 3 repetitions within a small time frame then move to stage 2

<b>Stage 2</b>	<b>Repeated stage 1 behaviour</b> <b>Deliberate disruption</b> <b>Accidental damage through carelessness</b> <b>Minor challenge to authority</b>	<b>Child to be separated from class group 5 - 20 minutes</b> <b>Repair/clean-up of damage</b> <b>Sent to EY Coordinator</b>	<b>Incidents recorded on Prodigy</b> <b>Parental contacted if needed</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be</b>
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	<b>Repeatedly annoying other children</b> <b>Playground skirmish</b> <b>Harming someone</b> <b>Damage to school/pupil property</b>		<b>reported to Assistant Head - Pastoral/Inclusion</b> <b>Repeated and more serious incidences in the playground – possible referral to counsellor</b>
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<b>Stage 3</b>	<b>Repeated Stage 2 Behaviour</b> <b>Leaving class without permission</b> <b>Deliberate rudeness to adults</b> <b>Harmful/offensive name calling/Directed swearing at another child</b> <b>Bullying</b> <b>Running out of the classroom or school</b> <b>Verbal physical abuse to any staff</b> <b>Extreme danger or violence</b> <b>Very serious challenge to authority</b> <b>Stealing</b> <b>Serious fighting &amp; intentional physical harm to other children</b>	<b>Sent to EY Coordinator</b> <b>Sent to Assistant Head - Pastoral/Inclusion</b> <b>Possibility of child sent home (all sanctions will be at the discretion of the school)</b>	<b>Incidents recorded on M school</b> <b>Parental contacted</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be reported to Assistant Head - Pastoral/Inclusion</b> <b>Repeated and more serious incidences in the playground – possible referral to counsellor</b>
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**YEARS 1 - 6**

	<b>Behaviour</b>	<b>Appropriate Sanctions</b>	<b>Comments</b>
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<b>Stage 1</b>	<b>Annoyances</b> <b>Calling out</b> <b>Wandering about classroom</b> <b>Running in the school building</b> <b>Not putting hand up to talk</b> <b>Interrupting other pupils</b> <b>Ignoring minor instructions</b> <b>Silly noises/Minor Annoyances</b> <b>Pushing in the line</b> <b>Talking during silent work</b> <b>Minor Playground Incidents</b>	<b>Eye contact</b> <b>Reminders</b> <b>Verbal telling off</b> <b>Statement of inappropriate behaviour and consequences for repeating it</b> <b>Change of seating</b> <b>Name written on board</b> <b>5 Minute playground cool Down period</b> <b>Tactically ignore</b>	<b>Not recorded</b> <b>No other staff members involved</b> <b>Teachers on duty</b> <b>Deal with playground incidents After 3 repetitions within a small time frame then move to stage 2</b>
<b>Stage 2</b>	<i>Repeated stage 1 behaviour</i> <b>Refusal to work/Unacceptable output</b> <b>Deliberate disruption</b> <b>Accidental damage through carelessness</b>	<b>Separation from the rest of the class within classroom</b> <b>Writing a letter of apology during playtime/breaktime</b> <b>Child to be separated from class group 5 - 20 minutes</b>	<b>Peer Mediators</b> <b>Teacher on duty to report playground incident to class teacher</b>

	<b>Cheek, offhand comments</b> <b>Minor challenge to authority</b> <b>Minor, non-directed swearing</b> <b>Repeatedly annoying other children</b> <b>Playground skirmish</b> <b>Spitting</b>	<b>Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour sheet</b> <b>Repair/clean-up of damage</b> <b>Losing Golden Time</b>	<b>Repeated incident within a short time frame to be reported to Year Coordinator</b> <b>Repeated incidents in the playground – consider social skills groups to prevent escalation (school counsellor)</b> <b>Repeated incidences – refer to Assistant Head Pastoral/Inclusion for discussion</b>
<b>Stage 3</b>	<i>Repeated Stage 2 Behaviour</i> <b>Deliberately throwing small objects with intention of harming or breaking them.</b>  <b>Harming someone</b>  <b>Damage to school/pupil property</b>  <b>Leaving class without permission</b>  <b>Repeated refusal to do set tasks</b>  <b>Deliberate rudeness to adults</b> <b>Harmful/offensive name calling/Directed swearing at</b>	<b>Informal contact with parents by class teacher</b> <b>Separation from the rest of the class - external from classroom</b> <b>Writing a letter of apology during playtime/breaktime</b> <b>Behaviour chart/Behaviour log monitored by Grade coordinator or Dean of Student</b> <b>Internal exclusion</b> <b>Withdrawal from whole school events e.g. trips (all sanctions will be at the discretion of the school)</b>	<b>Incidents recorded on Prodigy</b> <b>Parental contact recorded</b> <b>Reported to Year Coordinator</b> <b>Repeated incidents within a short time frame to be reported to Assistant Head - Pastoral/Inclusion</b> <b>Repeated and more serious incidences in the playground – definite referral to school counsellor</b>



	<p>another child</p> <p><b>Bullying</b></p> <p>Less serious playground incidents/fighting</p>		
<b>Stage 4</b>	<p><i>Repeated Stage 3 Behaviour</i></p> <p>Repeatedly leaving the classroom without permission</p> <p>Fighting in the classroom</p> <p>More serious playground incidents/fighting</p> <p>Serious fighting &amp; intentional physical harm to other children</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse/swearing to any staff or parent</p> <p>Bringing the school into disrepute e.g. on public transport, road.</p> <p>Vandalism/Graffiti</p> <p>Stealing</p> <p>Persistent bullying</p> <p>Racist incidents</p> <p>Truancy</p> <p>Malicious or inappropriate use of new technologies (see also ICT/BYOD policy)</p>	<p>Formal telephone call/contact/ letter/ meeting with parents. Possible recompense for damaged property from parent School 'community service'</p> <p>Behaviour chart/Behaviour log monitored by Grade coordinator or Assistant Head - Pastoral/Inclusion</p> <p>Daily home school behaviour book</p> <p>Possible denial of technology access rights</p> <p>Possible fixed term suspension days</p> <p>Withdrawal from whole school events e.g. trips</p> <p>Internal exclusions (all sanctions will be at the discretion of the school)</p>	<p>Requires immediate involvement of Head of Primary /Assistant Head - Pastoral/Inclusion</p> <p>Student assessed by educational psychologist If persistent place on SEN register</p> <p>Involvement of outside agencies</p> <p>Incidents recorded on Prodigy</p> <p>Parental contact recorded</p>

## High School

### High School Guiding Principles For Behaviour Management

The management of student behaviour at EISJ High School, is based on the following principles which guide all decisions on how to approach problems with behaviour:

- **Individualism:** All students are individuals and respond to different situations in different ways. A blanket punitive measure on a particular type of behaviour is never effective. Why has this *particular student* behaved in this way and why? What might be the best course of action? We consider all circumstances before deciding what is best for the student.
- **Strengths:** We create the conditions for students to see and feel real success. Students' interests and strengths are identified from the start and incorporated into their learning to ensure a sense of positive participation and fulfilment.
- **Students achieve when they can:** No healthy student wants to fail or to get into trouble, but behaviour is a skill. We need to model and teach good behaviour to the individual. We support and teach academically and we must support and teach behaviourally, not just punish. That is not to say that sanctions can't be applied (sometimes they must) but we must always ask the question, 'will these help the student do better in the future?'
- **Belonging:** We all need to belong. How are we fostering a sense of belonging both in and out of the classroom?
- **Self-Motivation:** It has been noted several times that giving carrots and sticks for behaviour simply makes students good at getting carrots and sticks. To create long-term success, we must foster an environment that builds self-motivation. Students do the right thing because it is the right thing to do.
- **Everyone makes mistakes:** We all make mistakes. But we need to take responsibility for them, make things right, and work to ensure the same mistake doesn't happen twice. Students need to grow behaviourally as they grow academically. It's very rare for any student to receive a 7 in any subject without guidance, nurturing and being able to recognize where they have gone wrong. Behaviour is no different.

**Communicating our values** - We promote the school practices set out below through:

- 2.1 Embedding our beliefs and values and actively delivering them through our curricula including a robust and age appropriate UAE Moral and Social Education Programme.
- 2.2 Development of a pastoral structure to enable a consistent approach to behaviour management among staff.
- 2.3 Ensuring the Pastoral team maintains a reasonable balance between the welfare of the majority of the school community and individual students whose behaviour gives rise to concern.
- 2.4 Encouraging students to see good behaviour as a means of empowering them as learners and providing them with opportunities to progress socially, emotionally, and academically.
- 2.5 Use of positive language with students.
- 2.6 Having a positive, collaborative, and consensual approach to behaviour management that puts the student at the centre.
- 2.7 Ensuring all students, teachers, and non-academic staff set high standards of behaviour and work - through dignity, courtesy, punctuality, loyalty and pride in one's work.
- 2.8 Imperative to this is the involvement of the parents and their shared and clear understanding of the behaviour expected and recognition when students attain what has been asked of them.
- 2.9 EIS-J staff members never use force or threaten a student with physical contact as a punishment.

### **3 Procedures in place to support communication**

3.1 A tailored induction process for all students and staff at the beginning of each academic year and on entry to the School. Clear expectations and consequences are shared during induction and are reflected in classroom displays. This supports an environment which values good behaviour, the health, safety and security of all members of EIS-J.

3.2 Consistency of practice is supported by a pastoral structure which includes Form Tutors and Heads of Year in an environment which challenges received attitudes and practices; clear Online Safety policy which involves regular training for students and staff by the Designated Safety Officer; staff Code of Conduct which takes account of expected professional standards having due regard for practices enshrined in the School's Safeguarding policies.

### **4 Non Negotiables**

4.1 Respect all members of the School Community; their views, their right to learn and their physical space regardless of their ethnicity, religion, sexuality, orientation and learning differences.

4.2 Support inclusive practices in School and in the wider community.

4.3 Take individual responsibility for your actions and learning.

4.4 Take individual responsibility for your own safety and have regard for the safety of other people.

### **5 Rewards and Sanctions**

#### **5.1 General Procedures**

5.1.1 Tracking behaviour on School Management System (MSchool). All members of the Faculty will have access to and training in the use of the School Management System (MSchool) in order to log both positive and challenging behaviour.

5.1.2 All members of the Pastoral team, including Form Tutors, should track and monitor the behaviour of the students in their care, using the School Management System.

5.2. House points are allocated by staff members, recorded in the School Management System and monitored by the Pastoral team. They reflect the School's core values (IB Learner Profile), Achievement, Inclusion, Compassion, Safety and Global Engagement as well as the 10 Attributes of the IB Learner Profile. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. Points are awarded for demonstrating:

- Respect for one's own learning
- Respect for the learning of others
- Demonstration of any of the 10 IB Learner Profile attributes.
- Kind and thoughtful behaviour towards others
- Verbal praise
- Notes/Emails home
- Prominent display of students' work
- Additional responsibilities and privileges
- Termly awards and certificates

- Award ceremonies in school

5.3 Sanctions/Interventions There are three levels of sanctions/interventions linked to a range of behaviours (Please refer to the table beginning on pg 5)

## **6 Procedure and sanctions with regard to Drugs, Alcohol and Smoking (including electronic cigarettes/vapes)**

6.1 EIS-J has a NO TOLERANCE policy for drugs and alcohol. Student safety and compliance with Federal Law is our number one priority. If a student is found in possession of drugs and/or alcohol, the police will be called immediately and the student is at risk of expulsion.

6.2 EIS-J operates non-smoking campuses. Smoking/Vaping is therefore forbidden in any area of the School buildings. Smoking/Vaping is also forbidden on School trips, both day and residential.

6.3 All smoking incidents are reported to the Dean of Students and dealt with under Level 3 of the Sanctions Procedures.

## **7. Offensive Weapons and Other Harmful Items**

7.1 Weapons or other harmful items are prohibited from all school sites and all activities trips whatever their location.

7.2 As soon as any member of the School staff is aware either that a student is in possession of an offensive weapon, or that there has been an incident involving an offensive weapon, the following should occur:

- Immediately inform the Head of High School and/or the Assistant Heads.
- Inform the Designated Safeguarding Lead urgently
- Staff should not try and deal with the situation alone
- The Head of School must decide whether it is necessary to contact the police
- The school should consider how to deal with the matter as a disciplinary issue.

7.3 If the student has the article in his/her possession for entirely innocent reasons and it is deemed there is no intention to use the item as a weapon, then the Head of HS will not contact the police.

7.4 Where this is in doubt, the police will be called and our sanctions for serious offences will be called upon.

## **8 Searching Students Protocol**

8.1 The Principal/Head of HS and/or the Dean of Students and delegated staff members have the statutory power to search students or their possessions (including electronic devices), without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. Searches will be carried out by two members of staff of the same gender as the suspected offender.

### ***Prohibited items include:***

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking paraphernalia
- Fireworks
- Pornographic material
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person.

8.2 The Head of HS and/or Dean of Students and/or Heads of Year and further members of staff (as decided by the Head of HS /Dean of Students) will manage searching of personal electronic devices where there is suspicion of misuse of the device.

8.3 School staff can seize any prohibited item found as the result of a search. The confiscated item(s) will be handed over to parents or police as appropriate.

## 9. Behaviour Protocols Framework

Level	Behaviour Displayed (please use your professional judgement)	Action	By Whom
1a	<b>Low level Disruptive Behaviour:</b> <ul style="list-style-type: none"> <li>• Breaches of common sense (running/shouting in corridor)</li> <li>• Uniform infringements</li> <li>• Talking, inattention, lack of work, no appropriate equipment, misuse of equipment/environment, lack of respect, not following instructions</li> <li>• Arriving late with no genuine reason or note</li> <li>• Bad language used between pupils but not directed at staff</li> <li>• Missed homework (first time)</li> <li>• Poor classwork/homework (incomplete, insufficient, lack of effort)</li> </ul>	Verbal Warning Reminder of Essential Agreements	Teaching Staff Tutor
1b	<b>Continued Low Level Disruptive Behaviour</b> <ul style="list-style-type: none"> <li>• Continuation of above behaviours; (Excessive talking or shouting in class, persistent lack of effort, no equipment or lateness, unkindness, use of native language)</li> <li>• Breaching teacher essential agreements</li> <li>• Further uniform infringements</li> <li>• Continued inadequate work</li> <li>• Misuse of device (not on learning task)</li> <li>• Using Mobile Phone</li> <li>• Attendance 96&lt; (Tutor Intervention)</li> </ul>	15 minute Break/Lunch Time reflection with class teacher Student Complete Reflection Form	Teaching Staff Tutor
2a	<b>Mid-level Disruption</b> <ul style="list-style-type: none"> <li>• Repeated failure to respond to above actions.</li> <li>• Consistently ignores subject teacher</li> <li>• Persistent lateness to lessons</li> <li>• Persistent low level disruption</li> <li>• Late homework/coursework. Homework still missing after extension</li> <li>• Continued minor disruption inside or outside of lessons</li> <li>• Not Following COVID 19 Protocol.</li> </ul>	Incident Report Form completed by subject teacher and sent to HOD.  30 minute Break/Lunch Time Reflection with HOD.  Student Complete Reflection Form	Teaching Staff Tutor HOD

2b	<b>Disobedience</b> <ul style="list-style-type: none"> <li>Continued disruption within a subject. No improvement from HOD sanction.</li> <li>Abusive use of email</li> <li>Continued rudeness to teachers/HOD</li> <li>Repeated failure to respond to Level 1, 2a.</li> <li>Low Level Fighting</li> <li>Signs of Physical, Social, Verbal Bullying</li> <li>Unsatisfactory Academic Progress/Academic Honesty Breach</li> <li>Attendance &lt;92 (HOY Intervention)</li> </ul>	Incident Report Form to HoY  60 minute Break/Lunch Time Reflection with HOY  Student Complete Reflection Form  Round Robin Issued by HOY. monitored by Form Tutor in liaison with subject teachers. Second offense - HOY Report Card Issued  Referral to Counsellor, if advised...	HOD HOY Additional referral to MYP/CP/DP coordinator for academic malpractice
3a	<b>High Level Inappropriate Behaviour</b> <ul style="list-style-type: none"> <li>Failure to improve behaviour after using the report card or disruptive behaviour of a more seriousness nature</li> <li>Serious incident from outset (stages 1-3 jumped) or escalation (may be at other stages but moves quickly to stage 3).</li> <li>Serious incident: bullying, fighting, someone may be physically harmed, serious verbal or physical aggression.</li> <li>Serious misuse of device/social media (eg. cyber bullying/ misuse of social media on school site)</li> <li>Possession of Vape/Harmful Substances</li> <li>Plagiarism IBDP/IBCP/MYP</li> <li>Vandalism/Graffiti</li> <li>Attendance 90&lt;</li> </ul>	Incident Report Form to Assistant Head: Pastoral Internal suspension run by Assistant Head  Student Complete Reflection Form  Internal Suspension issued for a number of days. External Suspension to be decided by AH.  Referral to Counsellor	RW  Academics MYP/DP Leaders
3b	<b>Higher Level Inappropriate Behaviour</b> <ul style="list-style-type: none"> <li>Repeated Level 3 Infractions</li> <li>Breaching UAE Federal Law</li> <li>Possession/use of Offensive Weapon</li> <li>Attendance 85&lt;</li> </ul>	Referral to Counsellor Possible Temporary exclusion Permanent exclusion/managed move  Action/decisions made by the Principal.	Senior Leadership Principal