

Behavior Policy	
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Philosophy of Responsibility

In addition to an excellent Inquiry based curriculum, we believe that an International IB education consists of learning how to be a citizen of the world, how to belong and behave in our community, take responsibility for ourselves, our rights and the rights of others. Education at Raha International School stretches learning into the realms of loving, living and leading well.

As Inquiry based educators committed to our school's mission of educating young people to be internationally minded, safe and confident, and lead lives of integrity and action, our response to misbehavior is to envelop the choices into the learning process in the following ways:

- We speak directly with the students involved (*and when necessary, witnesses*) in an incident and help everyone affected reflect on the feelings, choices and outcomes involved. The aim is to reinforce the Learner Profile and PYP Attitudes, building confidence, resilience and responsible choices.
- We speak with the adult responsible for supervision at the time of the incident and communicate the details with the homeroom teacher and administration to keep on record all patterns of behavior and social/emotional development.
- We determine logical consequences which are relevant, reflective and related to the specific misbehavior, and followed up with accountability.
- When determining consequences, we take into consideration the following
 - the nature of the choice: immaturity, frustration, lack of understanding, missing social skills, deviance, etc.
 - the level of intervention and pattern of past behavior
 - motives leading to the inappropriate behavior
- We are intentional about how to help the students learn and grow from the experience, and how the consequences can help students reflect on and improve their behaviors and sense of identity, belonging, and responsibility to their community and society as a whole.
- We review the IB Learner Profile, essential agreements, PYP Attitudes as well as strategies students can use to help them handle difficult situations in the future.
- We involve parents in a Level 2 or 3 Intervention so they can give input into the process and provide additional support for their children at home.

Actions	Level 1	Level 2	Level 3
Eating in Class	<p>These are behaviors that are dealt with by the teacher through use of minimal interactions aimed at refocusing the pupil back on task. This stage is about focusing the responsibility on the student to immediately self-correct with reference to essential agreements, learner profile and PYP attitudes. If students fail to self-correct and take responsible action to change, then homeroom teachers provide accountability in accord with essential agreements.</p>	<p>These behaviors are considered moderate to serious infractions of essential agreements, our rights and responsibilities and school values. In the case of a level 2 offense, homeroom teachers, Deputy Head of Primary Pastoral, Principal and parents will be notified. The situation and the intervention will be discussed in Reflection Center at lunch, and documented in 3sys. The most appropriate strategies and consequences will be carried out with the goal of helping the children to recognize the effects of their actions, fix the damage and develop internal controls.</p>	<p>A level 3 intervention requires notifying the homeroom teacher, Deputy Head of Primary Pastoral, parents, and principle to determine & assign the consequence that is best for the student and the community. A review of the student's pattern of behavior and history of escalating consequences will be considered when outcomes are determined. The guidelines for students who aren't responding to interventions and continue to create a lack of safety for others, are the following escalating consequences: behavioral probation, serving an in school and then out of school suspension and not being invited back for the next year level term.</p>
Eating on the big pitch			
Light teasing			
Pushing			
Public displays of affection			
Running in the school building			
Repeatedly off task			
Pattern of not being prepared for class			
Being late to classes			
Squabbles with peers			
Pattern of talking back to the teacher			
Disrupting classwork			
Inappropriate dress code			
Misuse of computer			
Mis-using electrical devices			
Mild bullying			
Foul or inappropriate language			
Copying/Plagiarism			
Lying			
A pattern of deception			
Pattern of insubordination/defiance			
Leaving school grounds			
Angry outbursts			
Stealing			
Destruction of school property.			
Dangerous bus behavior			
Truancy			
Possess immoral materials while on campus.			
Graffiti			
Verbal harassment			
Physical harassment			
Defamation of religions, Islamic Sharia values and the customs and conventions of the country.			
Defamation of political, social, scientific, literary and other symbols.			
Racial harassment			
Smoking/ Possession of tobacco			
Vicious fighting/bullying			
Cyber bullying			
Acts of public indecency.			
Possession of weapons on campus			
Possession of drugs/alcohol on campus			

Explanation of the Levels

Level One is usually handled by homeroom teachers and specialist teachers according to their essential agreement. Any staff member encountering a level 1 behavior is encouraged to refer to the school wide (*or class, when appropriate*) essential agreement, the Learner Profile, and PYP attitudes. Love and Logic interventions and other strategies that employ empathy while emphasizing student responsibility to correct behavior with minimal disruption to learning are also encouraged. Reflection sheets, recovery time, “you broke it, you fix it”, apology of action, and delayed consequences are examples of classroom strategies to employ.

Level Two continues to be addressed by the homeroom teacher as the first line of intervention but will often be such that the school counselor, Deputy and parents will be meeting together with the teacher to bring logical and effective consequences and interventions for each individual case. The following are guidelines for how a level two should be handled:

1. Student spends lunch in the “reflection center” with the Deputy Head of Primary Pastoral who can process the choices and set new goals as well as oversee specific assignments given to students.
2. An Attitude Alert is sent home by the homeroom teacher or Deputy alerting parents of their student’s behavior choices and outcomes of their reflection time.
3. When appropriate the student will have sessions with the school counselor to work on social-emotional and behavior skill sets and build emotional intelligence, self-esteem and confidence.
4. Students may be assigned community service or special chores at school that relate to the infraction. (you broke it, you fix it)
5. Student is “tracked” and watched more carefully by all teachers and staff so the community can applaud improvements and report any incidents for follow-up and consistency. An accountability sheet is created with this student who then takes it to each class for feedback from teachers as to how his choices are aligning (or not) with his goals. Deputy Head of Primary Pastoral holds the student accountable to the individual plan.
6. The question of whether or not the student should be put on behavioral probation should be discussed.
7. An unresolved pattern of level two behaviors moves to a level three intervention.

Level Three requires the Head of Primary to get involved at the onset. A meeting with the Head of Primary, teachers, parents and Deputy and/or counselor is likely to be necessary to decide on the course to take to bring resolve and recover responsible choices. Level Three consequences are considerably more punitive and become more severe if the infractions continue. At this stage the school principal is also informed. The student, his/her past record, and the situation is always considered at the Administrative level where interventions will be determined with the following guidelines in mind:

Level Three Interventions:

1. Meeting with Head of Primary, teachers, Deputy, counselor, and parents to bring understanding of the situation and create a unified plan of action that includes escalating consequences as well as a behavior modification plan which encourages more responsible choices.
2. Officially put students on probation (*if not already done so*), and open a file for tracking this student's progress (*if not already done so*).
3. After school Community Service with assignments that are relevant, logical and benefit the community.
4. Loss of privileges at school (*i.e. lunchtime activities, sports, productions, fieldtrips, etc.*) for varying and ongoing periods of time.
5. In school suspension for half day escalating to up to three days (*following ADEC guidelines*)
6. Out of school suspensions beginning with one day and escalating to up to three days (*following ADEC guidelines*).
7. If and when the student refuses to take responsibility for correcting behaviors which are clearly dangerous to him/herself and/or to the learning community, he/she will be eventually asked to relocate to another school (*following ADEC guidelines*).
8. Financial reimbursement when damage has been done to property belonging to the school or the school community