RAHA INTERNATIONAL SCHOOL

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Policy title	Secondary Behaviour Policy
Policy number	KCC_POL_
Policy Version	3
Effective date	August 2024
Scheduled review date	June 2027
Policy Holder	Monica Woodward

Approving Committee	Name	Signature
Principal	Peter Taylor	

Section One

Introduction

The Raha Secondary Behaviour Policy has been developed to promote positive student behavior and to provide clear guidance for staff when applying disciplinary actions for student misconduct. The policy was modified in September 2024 to suit the Khalifa City Campus. The Policy will be reviewed annually to ensure it follows all decrees, policies, and regulations set by Abu Dhabi Department of Education and Knowledge (ADEK), Ministry of Education (MoE), and United Arab Emirates (UAE) laws. This behaviour policy applies to all school-related activities both on and off site.

Rationale:

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Raha is committed to maintaining high standards of behaviour. In accordance with our Mission Statement, we endeavor 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.

Objectives:

- Create a stable, secure and disciplined school community and address, challenge and resolve any unacceptable behaviour.
- Support and promote positive attitudes with our students.
- Develop students' empathy and their moral and ethical character and enhance their sense of good citizenship.
- Increase and raise student behaviour awareness and encourage them to respect themselves, others, school and public laws.
- Create an excellent educational and learning environment suitable for students, teachers and school administration, to help achieve the goals of education and learning.
- Develop self-regulation at all levels.
- Provide clear and perceptible methods for those working in the education field to enable them to deal with student behaviour based upon sound educational practices.
- Build a safe and positive learning community.

Promoting Positive Behaviour Through a Student Code of Conduct

At our school, we strive to create a positive, respectful, and inclusive environment where every student thrives. The following expectations outline the behaviors that reflect our values and ensure a safe and productive learning community:

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1. Respect for School, Staff, and Community

- Follow all school rules and behave safely and responsibly.
- Care for school property, facilities, and the belongings of others.
- Represent the school positively in public and promote its values.

2. Engagement in Learning

- Attend school and classes on time, providing explanations for any absences or lateness.
- Complete all assigned tasks with effort, honesty, and a willingness to learn.
- Behave respectfully and responsibly to avoid disrupting others' learning.
- Actively participate in extracurricular activities.

3. Respect and Civility Towards Others

- Speak politely and behave courteously with peers, staff, and the community.
- Respect personal space, boundaries, and the belongings of others.
- Take initiative to prevent or report misconduct and bullying.
- Display sportsmanship in all activities and consider the impact of words and actions.
- Maintain good hygiene and be mindful of personal presentation.

4. Contribution to a Positive Community

- Support and mentor younger students where appropriate.
- Encourage environmental conservation and sustainable practices.
- Welcome diversity, collaborate with others, and ensure inclusivity for marginalized peers.
- Follow the school's dress code and respect UAE cultural values.

5. Expectations Beyond the Classroom

- Exhibit positive behavior while traveling to and from school (including in school buses), during school-organized activities, and when wearing the school uniform in public.

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By adhering to the Behaviour Policy, students contribute to a safe, respectful, and thriving school environment, reflecting the values of knowledge, courage, and connection.

Section 2

Misconduct Policy and Procedures:

Level One Offenses:

1) Being repeatedly late to mentor time or failing to participate without an acceptable excuse.

2) Failing to attend classes on time repeatedly without an acceptable excuse.

3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.

4) Not bringing books and other resources for school without a justified reason.

5) Not following the school's rules as stated in the KCC Secondary Community Expectations, both inside and outside the classroom (e.g., chewing gum, eating during class or assembly, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly)

6) Being off task or eating during class time or during the morning mentor time without justification or permission (after verifying the student's health status).

7) Not complying with the completion of homework (if applicable) and assignments by due date, if applicable.

8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).

9). Disruptive behaviour on buses, such as screaming, refusing to wear a seatbelt, disregarding safety instructions, eating, using bad language, interfering with other peers' personal space.

10). Defiance – refusing to follow instructions or attempting to mislead staff when challenged.

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11). Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level 1	Behaviour that causes the disruption of teaching and learning		
	What Happened	**Who Can Help**	**Teacher Action**
	Any of the level 1 behaviours listed above or similar.	Support Given from: • Teacher • Student Mentor • GL / HOD • School Counsellor • Inclusion Team	1st and 2nd Incident: • Log in Student Engagement Module in Toddle (Tag all staff). • Apply behaviour policy and use the C system (Chance, Choice or Consequence) • Notify Mentor Teacher if repetitive • Refer to essential agreements. • Use positive behaviour management strategies: - Set clear expectations and routines - Model positive behaviour - Be consistent - Logical consequences 3rd Incident: • Log in Student Engagement Module in Toddle. • Notify mentor, GL or HOD • GL to issue Level 1

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			behaviour letter (must get a response to the Level 1 letter) • Restorative meeting with teacher (Departmental Reflection), student and HOD to develop behaviour strategies to support students. (include student in this process) • GL to conduct a round robin. **Repeated/ongoing Level 1 Behaviours, move to a Level 2.**

<u>Level Two Offenses:</u>

1) Repeated Level 1 unwanted behaviours

2) Leaving or entering the classroom during class time without permission.

3) Not attending mandatory school activities and events without an acceptable excuse.

4) Inciting quarrels, threatening, or intimidating peers in the school.

5). Participating in rough play which puts other students at risk of injury or harm (ie. dangerous tackles, wrestling, grappling, chocking, pushing, etc).

6) Bullying: Low-level, emerging, one-off relational harm, for example name-calling or teasing, spreading rumours or gossip, encouraging others to not be friends with someone, making unkind jokes at another person's expense.

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7) Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy. For Example: Wearing clothing, accessories, or displaying messages that are inappropriate within the cultural context of the UAE or that do not comply with school dress expectations; using language, gestures, or symbols that are disrespectful to UAE culture, traditions, values, or national identity; engaging in public displays of behaviour that are considered inappropriate within the school setting and cultural expectations of the UAE, Deliberately mocking, ridiculing, or showing disrespect towards cultural, religious, or national customs and practices.

8) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).

9) Taking out and/or using mobile phones at school without permission and misusing any means of communication.

10) Verbally abusing or insulting any member of the school community (including visitors).

11) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, ecigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.

12) Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.

13) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level 2	**Behaviour that causes the disruption of teaching and learning**		
	What Happened	**Who Can Help**	**Teacher Action**
	Any of the level 2 behaviours listed above or repeated/ongoing Level 1.	Advice Given from: • Mentor Teacher • HOD • GL • School Counsellor • Inclusion Team	1st and 2nd Incident • Log in Student Engagement Module in Toddle (Tag parents) • Notify GL and HOD • Apply behaviour policy

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			• Issue a Whole School Reflection session. • Student completes reflection. • Use on-call if applicable • Student placed on behaviour log. • Confiscate item if applicable (Mobiles phones are always confiscated) • Notify parents sending Level 2 letter (Email, phone call, meeting) • Possible removal from class followed by restorative conversation with teacher and GL (whole school reflection). 3rd Incident • Meeting between teacher, GL and parent. • Parent and student sign behaviour contract. • Potential Internal Suspension until meeting with parents and behaviour contract is signed

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			(use professional judgement). **Repeated/ongoing Level 2 Behaviours, move to a Level 3.**

Level Three Offenses:

1) Repeated Level 2 infractions.

2) Bullying, cyberbullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. **Whether this occurs on or off campus, where school impact is established.**

3) Fabrication, falsification of documents, and impersonation.

4) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).

5) Leaving the school premises without permission.

6) Destruction, and/or vandalism of school property (including toilets).

7) Destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.

8) Physical fighting, assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.

9) Driving a vehicle recklessly inside or around the school premises and not following the security and safety instructions.

10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.

11). Discrimination of individuals or groups based on characteristics such as race, gender, age, disability, ethnicity, or any other distinguishing factor.

12) Any other forms of misconduct similar to the above as per the discretion of the

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Behavioral Management Committee.

Level 3	Behaviour that causes the disruption of teaching and learning		
	What Happened	**Who Can Help**	**Teacher Action**
	Any of the level 3 behaviours listed above or repeated/ongoing Level 2.	Advice Given from: • GL • HOD • Assistant Head of Secondary • Deputy Head of Secondary • Head of Secondary	1st and 2nd Incident • Log in Student Engagement Module in Toddle (tag parents) • Apply behaviour policy • Confiscate item if applicable • Notify GL and HOD • Parent meeting • Send student home (if approved by DHS) or keep students isolated until CCTV footage is analysed and statements collected. • Internal Suspension (up to 2 days). Reflection activity completed, meeting with counsellor. • Issue Level 3 behaviour letter and parent and student sign behaviour

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			contract. • Issue antibullying undertaking letter for parents to sign • Removal from class by the on-call. • Student placed on behaviour log and monitored closely. **Note:** Restorative practice will not be used where there is ongoing risk, coercion, fear, or a significant power imbalance, or where it may compromise student safety or wellbeing. 3rd Incident • Internal Suspension (up to 2 days) • Possible offsite suspension (up to 5 days). • Individual Behaviour Support Plan to be developed for individual needs. • Parent meeting with GL and

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			ATH/DHS, inclusion staff if applicable. **Repeated/ongoing Level 3 Behaviours, move to a Level 4.**

Level Four Offenses:

1) Repeated Level 3 infractions.

2) Persistent bullying, cyberbullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. **Whether this occurs on or off campus, where school impact is established.**

3) Use of forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community. **Whether this occurs on or off campus, where school impact is established.**

4) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.

5) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.

6) Fighting, assaulting others in the school, on the bus, or during school activities offsite, **AND causing injury to the victim**.

7) Setting off or activating the school's fire alarm or fire extinguishers.

8) Theft and/or engaging in its cover-up.

9) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).

10) Leaking exam questions or engaging in related activities.

11) Setting fire to the school premises.

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12) Insulting political, religious, or social figures in the UAE.

13) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.

14) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.

15) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).

16) Trespassing on school premises after school hours.

17) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level 4	**Behaviour that causes the disruption of teaching and learning**		
	What Happened	**Who Can Help**	**Teacher Action**
	Any of the level 4 behaviours listed above or repeated/ongoing Level 3.	Advice Given from: • GL • Assistant Head of Secondary • DHS • Head of Secondary	1st and 2nd Incident • Log in in Student Engagement Module in Toddle (tag parents) • Notify AHT/DHS • Confiscate item if applicable • Emergency Parent Meeting with HoS and DHS/AHT. • Send student home until parents can attend meeting. • External suspension (up to 5 days). • Issue Level 4

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			behaviour letter and parent and student sign behaviour contract. • Issue antibullying undertaking letter for parents to sign • Parent and student sign behaviour contract. • Removal from class • Individual Behaviour Support Plan to be developed/reviewed • DH and HS to put student on Behaviour Probation • Possible Expulsion • Student returning from suspension is placed on a behaviour log. **Note:** Restorative practice will not be used where there is ongoing risk, coercion, fear, or a significant power imbalance, or where it may compromise student safety or wellbeing 3rd Incident

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			• Expulsion

Behaviour Probation

Students with repeated incidents of inappropriate behaviour, who are involved in a serious behaviour incident or who demonstrate an overall lack of respect for the rules of the school will be given a behaviour contract and may be placed on Behaviour Probation by the Deputy Head or Head of School. Students who are on probation continue to attend school under conditional enrolment. Towards the end of the school year, a decision is made about whether the student can continue to attend Raha KCC in the upcoming year.

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 cyberbullying 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 KCC treats any form of bullying as a serious offence and as such does not tolerate or trivialize bullying behaviours:

"Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time." Bullying may be verbal, physical and or social. Examples of bullying include, but are not limited to: Making threats, spreading rumors, attacking and/or targeting someone physically or verbally, and excluding someone from a group on purpose.

While individual incidents may appear minor in isolation, repeated behaviours,

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behaviours that target a characteristic, coordinated actions by a group, or behaviours causing significant emotional harm may be considered bullying and escalated to Level 3 or Level 4 consequences in line with the Behaviour Policy.

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, rumors 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 behavior 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.

Type of bullying and behaviour levels

Type of bullying	Behaviour Policy Level
Low-level, emerging, one-off relational harm	**Level 2** (Restorative intervention, Whole School Reflection, Level 2 letter signed by parents)
Repeated bullying, intimidation, harassment	**Level 3** (Internal suspension, counselor intervention, Level 3 letter signed by

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	parents, antibullying undertaking signed by parents)
Persistent, severe, or online defamation, taking & sharing of photos/videos without consent	**Level 4** (External suspension, behaviour contract, student on probation, Level 4 behaviour letter signed by parents, antibullying undertaking signed by family)

Behaviour Management Committee (BMC)

The Behavioral Management Committee (BMC) is a collaborative team dedicated to addressing behavior concerns in a fair, consistent, and student-centered manner. The committee reviews individual cases with care, ensuring decisions are informed by the specific needs and circumstances of each student. The Behaviour Management Committee will meet to discuss cases that involve internal suspension, external suspension and expulsion. The Committee will also ensure alignment in policy and practice across the school. Severe or persistent bullying and/or cyberbullying cases may be referred to the Behavioural Management Committee (BMC) to ensure decisions are consistent, fair, and safeguarding-informed.

Committee Members:

1. **Head of Secondary:** Provides overarching leadership and ensures alignment with school policies.
2. **Deputy Head / Assistant Head - Pastoral:** Oversees student well-being and ensures outcomes are supportive of holistic development.
3. **Grade Leader:** Contributes grade-specific insights to contextualize behavior concerns.
4. **Member of the Safeguarding Team:** Ensures all decisions prioritize student safety and adhere to safeguarding protocols.
5. **Head of Inclusion:** Participates when cases involve ALN (Additional Learning Needs) students, ensuring inclusive practices.
6. **School Counsellor:** Provides expertise on emotional and mental health considerations to support balanced outcomes.

The BMC is committed to fostering an environment of fairness, accountability, and

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growth, empowering students to reflect on their actions and make positive changes.

Students with Identified or potential Additional Learning Needs (ALN)

We recognize that pupils' behavior may be impacted by an additional learning need. When incidents of misbehavior arise, we will consider them in relation to their individual needs, although we recognize that not every incident of misbehavior will be connected to their ALN. Decisions on whether a pupil's ALN had an impact on an incident of misbehavior will be made on a case-by-case basis and we will ensure the following:

A). That any underlying additional learning need affecting behavioral regulation are considered in determining appropriate disciplinary action.

B). School shall develop an Individual Behaviour Support Plan and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.

C). School shall provide sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.

Preventive Mechanisms

Disruptive behavior in the classroom hinders learning by causing interruptions, reducing focus, and creating a stressful environment. It affects the academic progress of both the disruptive student and their peers, while also increasing teacher stress and diminishing instructional time. Over time, it can erode classroom relationships, lower student engagement, and negatively impact long-term academic and social outcomes. Proactive strategies like clear expectations, engaging lessons, restorative practices, class or grade level interventions and parent workshops can help minimize these effects and foster a positive school environment.

Chance, Choice Consequence System:

The **Chance, Choice, Consequence** behavior management system is a structured and fair approach to guiding students toward responsible behavior. Here's how it works:

When student behaviour is deemed unacceptable or disruptive the teacher will issue

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an initial warning to the student. If behaviour persists the teacher will then follow the 3 C's system.

1. Chance = C

- **Purpose:** Gives students an opportunity to reflect and self-correct their behavior.
- **Implementation:**
  - When a student exhibits inappropriate behavior, the teacher calmly addresses it by explaining what was observed and linking it to expectations.
  - Example: "You are speaking out of turn. Remember, our class expectation is to raise your hand before talking."
  - Students are reminded of the expectations and given the chance to make a better choice without immediate consequences.

2. Choice = C1

- **Purpose:** Emphasizes that students have control over their actions.
- **Implementation:**
  - If the behavior persists, the teacher explains the choices and potential outcomes.
  - Example: "You can choose to stop interrupting and stay in the group activity, or continue, and you will need to take a break from the group."
  - This step encourages ownership of their behavior and decision-making.
  - This triggers a log in Toddle (for the unmet expectation) and a departmental reflection.

3. Consequence = C2

- **Purpose:** Enforces accountability through logical and fair consequences.
- **Implementation:**
  - If the inappropriate behavior continues, the pre-determined consequence is applied.
  - Example: "You've chosen to continue interrupting. Please take a five-minute break to think about how you can participate respectfully. I will

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call the on-call"

- Consequences should be proportional, restorative when possible, and focused on teaching the student rather than being purely punitive.
- This triggers a log in Toddle (for the unmet expectation) and a referral for a Whole School Reflection.

On-call System

On-call is a behavioral management approach designed to address persistent disruptions by temporarily removing a student from their classroom environment. The on-call member of staff will perform a restorative conversation with the student to de-escalate and resolve any behaviour issues. The goal is to allow the disruptive student time to reflect on their behavior while minimizing the impact on the learning environment.

- If disruptive behavior persists (C2), the class teacher can notify on-call through the "On Call" teams chat if they need extra support or the behaviour is disrupting learning for others.

- The member of staff who is on call will remove students from the lesson and conduct a restorative conversation.

- After the conversation the member of staff on call will decide if the student is ready to return to the lesson. If the student is not ready, they will remain with the on-call member of staff or another member of staff. The aim will always be to protect learning and return the student to class as soon as possible.

- When a C2 is given, the class teacher will assign a whole school reflection for the student and record the incident as a level 2 on Toddle.

Whole School Reflection Session:

During the Reflection Session the class teacher will need to visit the student in order to perform a repair and rebuild. The **Repair and Rebuild Strategy** is a restorative approach that focuses on mending relationships and rebuilding trust after a behavioral incident.

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Key Steps:

1. **Acknowledge:** The student recognizes their behavior and its impact.
2. **Reflect:** Guided questions help them understand their actions.
3. **Repair:** The student makes amends through apologies, restitution, or restorative activities.
4. **Rebuild:** Trust and belonging are restored through support and positive reinforcement.
5. **Prevent:** A plan is created to address triggers and avoid future issues.

This strategy fosters accountability, empathy, and a positive classroom dynamic, emphasizing growth over punishment.

- If a student does not attend or refuses to engage in the repair and rebuild, they will be referred to the GL who will assign a GL "Reflection Session".
- The GL will liaise with the staff member to arrange a time for the GL "Reflection Session" to take place. GL will support and mediate the process of the repair and rebuild between the teacher and student.
- If the student refuses to engage in this process a parent meeting will be called to help resolve the issue.

Whole School Reflection Process of Escalation

WSR	Action	Responsible
First WSR	• Issue a behaviour letter and share it with parents via email, copy the mentor. • Ensure the reflection is signed by parents	Grade Leader
Second WSR	• Issue a behaviour letter and share it with parents via email, copy the mentor. • Ensure the reflection is signed by parents • Student put on a behaviour log for	Grade Leader

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	2 weeks.	
Third WSR	• Issue a behaviour letter and share it with parents via email and copy the mentor. • Meeting arranged with parents • Student given a behaviour contract	Grade Leader

<u>The Behavior Support Tier System: A PBIS Initiative</u>

The Behavior Support Tier System, grounded in the principles of Positive Behavioral Interventions and Supports (PBIS), aims to create a proactive, inclusive framework for fostering positive behavior in students. This system emphasizes prevention, support, and individualized interventions to ensure that all students have the tools and guidance necessary to succeed socially, emotionally, and academically.

Key Aims of the System

1. **Promote Positive Behavior:** The system encourages students to adopt positive behaviors through clear expectations, consistent reinforcement, and recognition of achievements.
2. **Provide Targeted Support:** By using a tiered approach, the system identifies and addresses varying levels of student need, from general guidance to intensive interventions.
3. **Build a Safe, Inclusive Environment:** It fosters a culture where every student feels respected, valued, and supported, contributing to a safe and connected school community.

How the System Supports Students

1. **Tier 1: Universal Support**
    a. All students receive clear behavioral expectations and consistent encouragement to meet them.
    b. Activities such as schoolwide assemblies, classroom discussions, and

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recognition programs (e.g., IBLP certificates) celebrate positive behavior.

2. **Tier 2: Targeted Support**

    a. For students requiring additional assistance, the system offers small group interventions, mentorship programs, or check-ins with a counselor.
    b. For example, a student struggling with classroom engagement might join a peer group focused on teamwork and communication skills.

3. **Tier 3: Intensive Individualized Support**

    a. Students with significant behavioral challenges receive one-on-one interventions tailored to their specific needs.
    b. This might include collaboration with the school counselor, Individual Behaviour Support Plan designed by the Head of Inclusion, and family involvement to reinforce strategies at home.

Benefits to Students

- **Empowerment:** Students learn to take ownership of their behavior and understand the impact of their choices.
- **Equity:** The tiered approach ensures every student receives the right level of support based on their unique needs.
- **Connection:** By involving teachers, families, and counselors, the system builds a network of support around each student.

Through the Behavior Support Tier System, schools can create a nurturing environment where every student has the opportunity to thrive, not just academically but as confident, respectful members of their community.

PBIS Tier Support System Linked to the 3Cs (Chance, Choice, Consequence)

The PBIS tier support system will be based on the **3Cs—Chance, Choice, and Consequence**—which guide student behavior both in class and out of lessons. These values emphasize the idea that students are provided opportunities (Chance), have control over their actions (Choice), and understand the outcomes (Consequence) of their behavior.

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Points System

- **C1 or Level 1 Behaviour = 1 point**
- **C2 (Repetitive behaviour)or Level 2 Behaviour = 2 points**
- **Level 3 Behaviour = 3 points**
- **Level 4 Behaviour = 4 points**

Students accumulate points when these behaviors are logged on Toddle's Student Engagement Module.

Review and Tier Movement

- **Data Review:** The data will be reviewed every **two weeks**.
- **Tier Up:** Students who accumulate **5 points or more** will **move up a tier** to receive additional support.
- **Tier Down:** Students who show **significant improvement** and respond positively to interventions can **move down a tier** to reflect their progress and growth.

The system encourages students to understand their **chance** to make good choices, the **consequences** of their actions, and how this leads to **change** through structured support and positive reinforcement.

Tier 1: Up to 5 unmet expectations **Goal:** Promote positive behaviour, emotional literacy, and self-regulation before issues escalate	
Strategies to support student behaviour (Universal Support).	• Define and teach behavioral expectations (Use mentor time or assemblies to reinforce behaviour expectations, IBLP attributes and wellbeing skills. • Encourage peer-led sessions to model positive behaviours (Buddy system) • Use YouHQ and Toddle data to

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	follow up gently with students who show a dip in engagement. • Use Mentor and Toodle announcements to prompt students. • Establish a consistent reward system: IBLP points, shout-outs for growth in behaviour, empathy or community contributions. • Positive Behaviour for Learning Infographics: IBLP posters. • Model positive behavior. • Create positive classroom environments. • Encourage active supervision: During duty time and lesson changes. • Promote social-emotional learning (SEL): Target interventions in ConnectEd that focus on class or grade needs. • Establish clear, positive communication. • Provide consistent feedback. • Monitor and use data to guide improvements. • Foster family and community engagement. • Liaise with school counsellor • Perform a round robin to gather data and have informed discussion with the student.
Tier 2: 10 unmet expectations or recent escalation **Goal:** Interrupt emerging patterns, strengthen emotional regulation, and	

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restore relationships.	
Strategies to support student behaviour (Targeted Support)	• Provide targeted small group interventions (Facilitated by mentors, GLs, counsellors) • Round Robin • Behaviour Log / Lateness record: Target settings co-created with student. • Implement check-in/check-out (CICO) systems (use You HQ data to guide conversations) • Use behavior contracts and goal setting. • Establish mentorship or peer support programs (DP student buddy system). • Conduct social skills training. • Offer self-monitoring tools for students. • Create structured breaks for students needing regulation. • Use academic support to address behavior linked to learning difficulties. • Involve families in targeted behavior plans. • Monitor progress through data and adjust interventions as needed.
Tier 3: More than 10 unmet expectations **Goal:** Repair harm, rebuild trust, and provide sustained intervention (Team around the child approach)	
Strategies to support student behaviour (Intensive	• Individualised Behavior Plans • One-on-One Counselling • Wellbeing mentorship or Key adult

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Individualized Support)	assignment: To check in daily or every other day. • Functional Behavior Assessments (FBA) • Intensive Social Skills Training • Behavioral Contracts • Academic Support Plans • Increased Adult Support • Crisis Intervention Plans • Therapeutic referral (if appropriate) • Reintegration plans (post-suspension or high-level incident) • Frequent Data Collection and Analysis • Behaviour Probation Plan