



OUR VISION

- to equip our children to deal with the rapid pace of change taking place in the Iraqi society and to be able to cope with the violence and repression that has existed in Iraqi society since their grandparents' generation
- to instill in our children a culture of peace, tolerance and respect for others while understanding that we can all benefit from each other while maintaining our own principles, beliefs and values
- to help our children gain a better understanding of their own identity and principles and to be able to engage with others in a constructive way to aid in their own intellectual and personal development
- to give this generation of youth the knowledge, skills and attitudes necessary to help our society overcome the many challenges we face and to create a better society
- to help create a generation of young people who are proud of their ancient civilization which played such an important role in this world with the first laws and norms that respect the individual and personal freedoms.

OUR MISSION

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: intellectual, social, emotional, and physical. We value intercultural understanding and international mindedness. We adhere to the philosophy and pedagogy of the International Baccalaureate programmes.

STUDENT BEHAVIOUR POLICY

Rationale/Purpose

Global United School believes that all students have the ability to make intelligent, informed decisions and that negative behaviours are the result of poor decision-making.

The aim of the policy is to encourage students to learn and implement appropriate behaviours and to create a safe, positive learning environment. All members of the school community (parents, teachers, students) are collectively responsible for upholding the established school rules, classroom rules and essential agreements.

School Essential Agreements

Beyond the school rules, and expectations set forth in the IB Learner Profile and Staff and Student Handbooks, the GUS community has established agreements on how the school will function. We ask that all students, parents/guardians, and staff:

- Be respectful
- Be responsible
- Be honest
- Be fair
- Be safe

Guidelines for Management of Specific Behaviours

GUS recognises that student behaviour is a dynamic element of the educational process and that it is not possible to create an exhaustive list of all behaviours and resulting consequences. Bearing this in mind, however, it is necessary to highlight some specific examples of behaviours that are not appropriate in the GUS community.

Alcohol, Tobacco, and Illegal Substances

Alcohol, tobacco (in any form including electronic cigarettes), and illegal substances, as well as associated paraphernalia, are forbidden on the campus and on any school-related activities. Possession or use will result in immediate suspension and may result in expulsion.

Physical Violence

Acts of physical violence are considered a Level 4 behaviour and will result in in-school or out-of-school suspension with immediate effect.

Vandalism

Damaging school property, such as, but not limited to, writing on desks, walls and lockers, breaking windows, damaging books and technology, is forbidden. Consequences for vandalism will vary

depending on the severity, but in all cases students will be expected to compensate the school for replacing or repairing damage to property.

Bullying

All members of the GUS community have the right to a safe learning and teaching environment. Bullying will not be tolerated. Bullying is defined as specific actions, words or deeds that are intentionally and repeatedly inflicted on another to cause harm, either psychological or physical. Specific examples of bullying may include, but are not limited to:

- Comments about a person's appearance, academic abilities, or background that are intended to be hurtful.
- Any aggressive physical contact and/or intimidation, including, but not limited to pushing, slapping, spitting and so forth.
- Aggressive and/or hurtful comments on social media (see below) such as Facebook, Instagram, WhatsApp etc.
- Text messages or phone calls that are aggressive and/or hurtful.
- Intentionally excluding someone from a group as a means to isolate or inflict emotional or psychological harm.

Bullying will lead to increasing consequences potentially including expulsion.

Inappropriate Language

Students are expected to speak respectfully to other students and all members of the community, including support staff, teachers and parents/guardians. Use of rude, vulgar or other inappropriate words or comments in any language will lead to behavioural consequences including suspension.

Responsible Social Media Behaviour

All students are expected to be respectful of each other and the school in their use of social media such as Facebook, Instagram, Snapchat, email, etc. Comments that are made by students about GUS or any members of the school community that are deemed negative, inappropriate, or vulgar will lead to behavioural consequences. Serious and/or repeated violations of school expectations on social media may lead to expulsion. Students are forbidden from using or posting on social media within the school or during school hours.

Mobile Phones

GUS has an official no mobile phone policy in school. Mobile phones should be given to the office personnel upon entering the school in the morning and can be picked up at the end of the day.

Extreme Behaviours (Level 4)

The school has the right to expel students with immediate effect who possess weapons, including knives, guns, bullets, flammable liquids, or other tools of violence on the school grounds and/or on school-sponsored trips and activities. Severe consequences, including potential expulsion, may be

applied in cases of theft, extreme bullying, violence, sexual harassment, or assault. The school may suspend or expel students for drug and alcohol use and for threats of violence against others.

Importance of good classroom management

A well-organized lesson and a class with established essential agreements will have fewer behavioural issues. Classroom management is essential in managing such behavioural issues. Classroom management is defined as a collection of approaches that create and support a positive learning environment for all students through the application of individualised strategies. These include, but are not limited to, physical proximity (e.g. standing near the student or putting a hand on the desk), moving the student's seat, verbally addressing the behaviour, or contacting parents for support.

In cases where standard classroom management approaches are not sufficient to resolve behavioural issues, the ***Student Intervention Protocol*** will be followed. This protocol is a collection of strategies to be employed by staff members and leadership team members to modify student behaviour that is challenging the ability of one or more students to learn to their fullest potential.

Documentation of student behaviour and related actions taken by homeroom teachers (MYP), and classroom teachers (PYP) is an integral component of supporting students. A key tool for ensuring that this documentation exists is Google Drive. This is used by teachers to record details regarding all behavioural issues including those of a recurring or serious nature. Homeroom / Advisory teachers are required to keep notes and records of interventions in Google Drive.

Student Intervention Protocol

The details of the levels are outlined below:

Level 1- Chronic Low-Level

Students who continually disregard the teacher's attempts at managing his or her behaviour will be informed that the behaviour is in violation of school policy. **This can include incomplete homework.**

The following actions will be taken:

- The behaviour will be recorded in Google Drive, including informing parent(s)/guardian(s) by the teacher.
- The Google Drive will be reviewed by the Homeroom/Advisory Teacher who will, in collaboration with the teacher, determine actions to take and carry out to support the teacher and student.
- Follow-up communication will be shared with the submitting teacher and the Homeroom/Advisory teacher.

Level 2

- **Persistent, recurring, or major behaviour issue**

In recurring cases that are not resolved through the steps outlined in the previous level, Homeroom/Advisory teachers will use the **GUS Student Monitoring Form** to refer the student to a leadership team member who will arrange a Behavioural Intervention Conference. The conference will be attended by the following:

- The student's teachers
- The student's Advisor/homeroom teacher
- Additional divisional leadership team member(s)

The purpose of this conference is to outline and document a behaviour plan for improvement to affect positive change that includes at least the following:

- What the student will do to demonstrate appropriate habits of learning or to seek support
- What the school will do to support the student's goals
- What support at home will be implemented
- Timeline of expectations and goals which will include a weekly review by the divisional leadership and Advisor/homeroom teacher of the student's progress

Level 3

- **Long-term, recurring, or serious fault in judgement with regards to behaviour**

A conference is arranged to involve the leadership, the student, and his or her parent(s)/guardian(s). It may also involve one or more of the following:

- The student's teachers
- The student's Advisor/homeroom teacher
- Additional divisional leadership team member(s)

The focus of the conference will be to share ideas, strategize, and discuss the needs of the student in order to establish common goals related to the Reflection Paper process and outline steps to be taken to support the student in achieving them. The parent(s)/guardian(s) will sign the **Behavioural Contract** during the course of the meeting and will be informed that any further behaviour violations could lead to the student being placed on level 4 (see below). This conference is logged in the communications folder.

Level 4 (Fails to meet terms of behavioural probation or extreme behaviour)

In cases of extreme behaviour, a student may be suspended or expelled on the first instance. Such cases are referred by the Leadership to the Head of School. Extreme behaviour may be reported to local government authorities in accordance with Iraqi law.

In cases where the student is unable to meet the terms of the behavioural plan (level 3), the student may be denied re enrolment for the following school year.

Approved on xxx December 2022.