



Management of Student Behaviour Policy

Al Rabeeh Academy
2025-2026

MANAGEMENT OF STUDENT BEHAVIOUR POLICY

Rationale

The aim of this policy is to provide Al Rabeeh Academy (ARA) with a framework for the development of approaching student behaviour management. The key to the success of a behaviour management system is to identify proactive strategies that reinforce positive behaviour, embed expectations while maintaining the goal of preventing student behaviour issues. The aim for the school is to be proactive in order to provide early intervention to positively change patterns of student behaviour. Sanctions are in place to ensure that misbehaviour is dealt with fairly and proportionally to protect all members of the Al Rabeeh Academy community. Any repeated breaches of school discipline will not be tolerated and the Academy will follow a graduated response with the support of respective colleagues.

This policy is aligned with Code of Conduct Levels Ministerial Decree 619/2017 and ADEK's 'Guidelines for Managing Student Behaviour in Abu Dhabi Schools' which believes that every student has the right to learn, and every teacher has the right to teach in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning. It embodies the core values at ARA which are Respect, Responsibility and Resilience as well as Kindness, Honesty and Tolerance. These values were chosen in consultation with staff and students and are at the heart of everything we do, including how we act as role models demonstrating these values to our students.

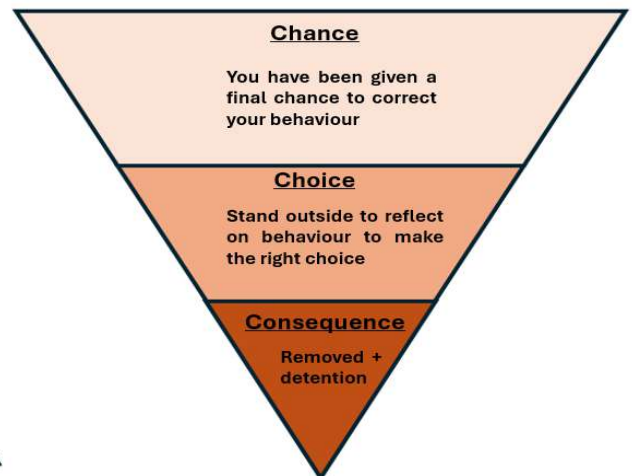
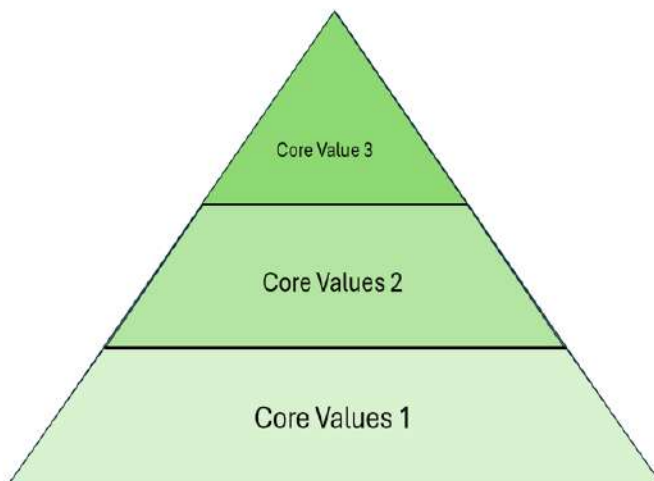
Aims

- To promote positive behaviour management with the goal of positive change in behaviour patterns
- To provide a transparent set of procedures for dealing with unacceptable behaviour that is fair and consistent of which all members of the school community are aware
- promote early intervention to student needs
- Provide a proactive, restorative approach to behavior management
- encourage and reward positive behaviour
- Promote high performance learning
- Enhance learning and teaching
- To promote student wellbeing
- To develop independence for all students
- To build self-discipline and an acceptance of responsibility for all students
- To create and embed a culture rooted in safety for staff and students
- All behavioural expectations align with UAE laws and cultural norms, ensuring respect for the values of the local community.

At ARA, we are committed to fostering a safe and respectful environment for all our students. We prioritise the prevention of bullying in any form and encourage open communication about any concerns. Any behaviour incidents will be carefully documented by School Leadership Teams on ISAMS ensuring that all our school behaviour related policies are effectively implemented. For further details on our approach, please refer to other related policies. The school's Behaviour policy applies to all learners

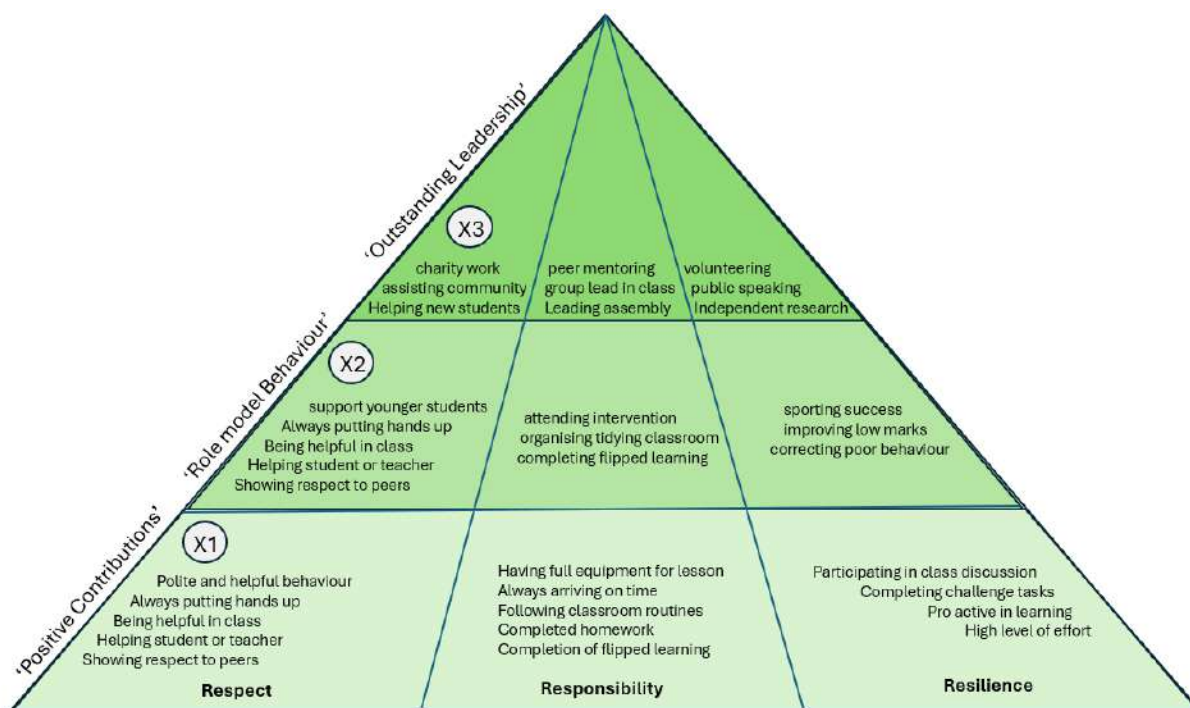
- : • In school
- Travelling to and from school
 - On all school-based and Educational Visits and activities
 - When representing or commenting on the school in any capacity
 - During Distance Learning

We expect learners, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We model and promote positive behaviour at every opportunity. We encourage each learner to take responsibility for themselves and others, their learning and the environment. Classroom behaviour is managed effectively by utilising a simple core values system to help drive positive behaviour



Use of Positive Recognition and Rewards

Al Rabeeh Academy fully recognizes the powerful impact that praising students is important to promote positive attitudes to school, behaviour and learning. Staff should regularly recognize all positive contributions to the school community, the input of effort to school work, academic progress and attainment. Positive recognition and rewards as well as behaviour sanctions will centre around a values based system for transparency and simplicity appropriate for our demographic. In this instance students can be rewarded with ARA points contributing towards collective tutor prizes and house prizes for showing one or more of the three school values: respect, responsibility and resilience. Rewards are tiered and earned in greater amounts for increasingly positive behaviour. Other special awards are available see appendix 1.1



Behaviour for Learning

Certain principles and practices are prerequisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- Regular and frequent assessment and feedback
- All classrooms and learning environments should display a 'classroom rules' poster which has been developed around the school's values and shared and understood by all.

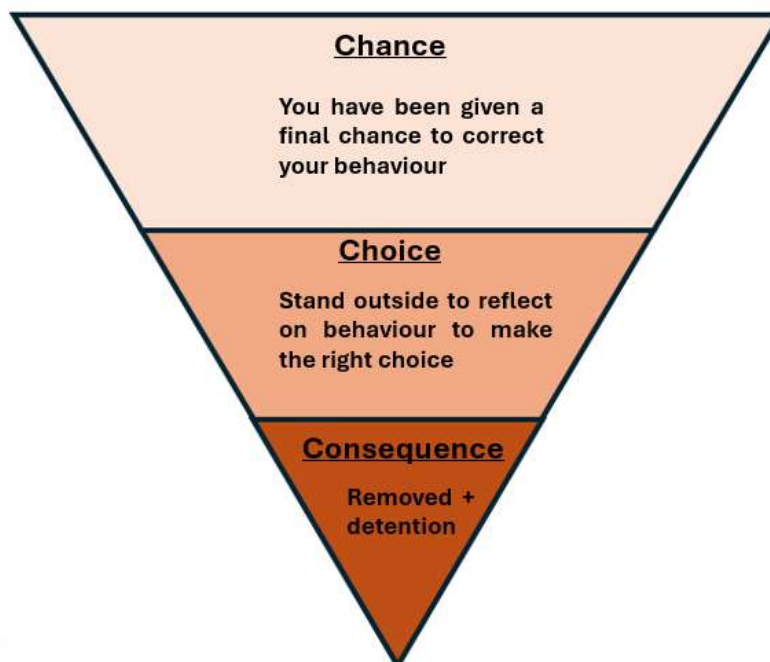
Strategies to promote and support good behaviour in lessons

We expect all staff to use the recommended support strategies and incorporate the same routines in every lesson to ensure students know what to expect from the start and end of every lesson and ensure all students receive the same approach by all members of staff to prevent and reduce the occurrence of poor behaviour taking a consistent proactive approach to behaviour management:

- Students line up in silence outside the classroom
- students place all equipment on desk
- Students read in silence for 5 minutes/complete silent do now task
- students raise hands when they wish to speak
- students stand behind desk in silence at end of lessons
- students are dismissed by row or table at end of lessons
- staff to escort students to canteen from lesson at beginning of break, lunch and end of day

Sanctioning Behaviour

Despite outstanding lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their right to learn. Students will escalate through a 3 tiered system using simple shared language aimed at driving a positive change in behaviour - **Chance, Choice, Consequence**. Students will be given a **chance** to correct their behavior before being given time to reflect on their actions after a restorative conversation explaining the current situation. Students have the opportunity to make a **choice** to adapt their behaviour and correct the mistakes before receiving a **consequence** if no positive change is seen in behaviour. This approach ensures a high standard of challenge to meet high standards but provides the students an equally high level of support to give them opportunities to reflect and change their behaviour as opposed to purely punitive measures leading to a more proactive culture rooted in safety at ARA. Any consequence awarded to students will be communicated with parents (see Appendix 1.2)



Disruptive behaviour will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. **Consistency** in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn. Teachers will be expected to exhaust all teacher strategies to motivate, engage and support students as developed through our thorough CPD program before resorting to the behaviour policy. This is to drive a safe, supportive and proactive culture at ARA.

It is an expectation that seating plans will be produced by class teachers/form tutors for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behaviour.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, ICT, Science and Design Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate. Each department will create their own policy that explains students' code of conduct in lessons.

We expect students to maintain the high standards expected of them at ARA as stated above both inside and outside of the classroom. To ensure full compliance with ADEK Ministerial Decree 851/2018 and the updated ADEK Behaviour Management Framework, the school has aligned types of behaviour and internal escalation levels with ADEK's Level 1–4 of student violations with the appropriate sanctions we **may** apply at ARA for each level of offence followed by a table showing how we at Al Rabeeh intend to apply those consequences for escalating behaviour.

Level	Examples of Behaviour (condensed)	Possible internal sanctions and strategies
Level 1 – Minor	Late to class • Uniform/grooming not as per policy • Low-level disruption/off-task talk • Eating/sleeping in class or assembly (no valid reason) • Minor device misuse (non-learning use, headphones in class) • No equipment • Homework not completed.	Verbal warning • Recorded note • Teacher/HOY detention or reflection • Parent notification (as appropriate).
Level 2 – Moderate	Repeated L1 behaviours • Using/taking out phone without permission • Leaving/entering class without permission • Not attending mandatory school events • Physical fighting / inciting quarrels / threats or intimidation • Disrespectful/abusive language to staff, students, visitors • Minor vandalism/graffiti • Refusing safety instructions • Tobacco/vaping (use/possession/promotion/distribution).	Formal written warning • Behaviour contract/targets • Community service/reflection • Parent meeting with HOY/SLT • Onsite (in-school) suspension where necessary with staged escalation.
Level 3 – Major	Bullying/harassment (incl. cyber) • Academic dishonesty/plagiarism (incl. exam cheating) • Leaving school premises without permission • Serious vandalism ; setting off alarms; damage to bus/harm to driver/supervisor • Assault without injury • Reckless driving on/near campus (older students) • Non-consensual recording/possessing/distributing media of staff/students.	Behavioural Management Committee (BMC) review • Onsite or offsite suspension (offsite up to 5 days while investigating) • Final written warning & corrective/support plan • Referral to ADEK where required.
Level 4 – Critical	Weapons (possession/use) • Alcohol/narcotics/psychotropic substances (use/possession/promotion/distribution) • Severe physical assault or sexual harassment/assault • Leaking exam questions • Unlawful/immoral digital use discrediting the school; intrusive/illegal IT activity (e.g., hacking/unauthorised software) • Unlawful content (pornography, extremist/terrorist) • Insulting political/religious/social figures in the UAE • Trespassing after hours • Persistent L3 despite intervention • Credible threats to life/school safety .	Immediate offsite suspension during investigation (up to 5 days) • BMC review and decision; referral to ADEK • Expulsion request to ADEK where warranted (with evidence of staged interventions/counselling).

With Regard to suspensions and expulsions, there is a mandated appeals process to remove the incident from the student report. For internal suspensions (reflections) parent have 1 day to appeal the decision. For external expulsions or offsite suspensions, parents have 10 days to appeal the decision. Students will attend the suspensions as directed by the school, as issues involving safety of staff and students and incidents involving safeguarding concerns are of paramount priority. However the school will follow the appeals process accordingly and adjust student records based on the outcome of the behaviour committee.

The table below details behaviour and the following internal sanctions for each offence along with four levels of escalation as mandated by ADEK for academic Year 2025/2026, as well as the member of staff who will be the 'owner' in each situation. The owner of an incident is responsible for logging the incident on the ISAMS system as well as parent communication and communicating with the initial member of staff the incident escalated from.

Location	Incident Type examples	First Time Offence	1st Re-offence	2nd Re-Offence	3rd Re-Offence
Classroom LEVEL 1 behaviour	Repeated low level disruption Lack of work Missing homework Failure to follow instructions Lateness	Owner: class teacher Consequence : detention LEVEL 1 ADEK letter	Owner: HOD Consequence: half day reflection LEVEL 2 ADEK letter	Owner: AHT Pastoral Consequence: Internal reflection 1 Day + Subject report to HOD (1 week) LEVEL 2 ADEK letter	Owner: AHT Pastoral Consequence: Internal suspension 2 days Bespoke action plan LEVEL 2 ADEK letter
Classroom LEVEL 2 behaviour	Serious defiance Swearing Throwing objects Graffiti/property damage	Owner: class teacher Consequence : detention LEVEL 2 ADEK letter	Owner: HOD Consequence: 1 day reflection + subject report to HOD (1 week) LEVEL 2 ADEK letter	Owner: AHT Pastoral Consequence: 2 days reflection LEVEL 2 ADEK letter Pastoral report 1 week	Owner: AHT Pastoral Consequence: External suspension 1 day Bespoke action plan LEVEL 2 ADEK letter
Classroom LEVEL 3 behaviour	Aggression towards staff Forgery and exam misconduct Serious property damage Theft Physical altercation	Owner : HOD Consequence: 1 Day Reflection + Subject report (1 week) LEVEL 3 ADEK letter	Owner: AHT Pastoral Consequence: external suspension up to 1 days LEVEL 3 ADEK letter	Owner: AHT Pastoral Consequence: External Suspension 2 Days LEVEL 3 ADEK letter	Owner: VP/Principal Consequence: External Suspension 3 Days Bespoke action plan LEVEL 4 ADEK letter
Break/lunch/corridor LEVEL 1+2 behaviours	Verbal conflict Play fighting Swearing, Truancy Defiance and disrespect	Owner: Duty staff -> Tutor Consequence: Detention LEVEL 1 ADEK letter	Owner: Duty staff -> HOY Consequence: reflection 1 day + positive behaviour report 1 week LEVEL 2 ADEK letter	Owner: AHT Pastoral Consequence: External Suspension 2 Days LEVEL 1 ADEK letter	Owner: AHT Pastoral Consequence: External suspension 3 days Bespoke action plan LEVEL 2 ADEK letter
Break/lunch/corridor LEVEL 3 behaviour	Serious property damage Setting off fire alarm Physical altercation	Owner: Duty staff -> HOY Consequence : Reflection + Positive behaviour report 1 week LEVEL 3 ADEK letter	Owner: AHT Pastoral Consequence: external suspension up to 2 days LEVEL 3 ADEK letter	Owner: AHT Pastoral Consequence: External Suspension 2 Days LEVEL 3 ADEK letter	Owner: VP/Principal Consequence: External Suspension up to 5 Days Bespoke action plan LEVEL 3 ADEK letter
Tutor Time	Incorrect Uniform punctuality Incorrect equipment Lateness	Owner: Tutor Consequence: parental engagement	Owner: HOY Consequence: positive pastoral report (1week) LEVEL 1 ADEK letter	Owner: HOY Consequence: Parent face to face meeting LEVEL 1 ADEK letter	Owner: AHT Pastoral Consequence: Meeting with Principal and bespoke support plan LEVEL 1 ADEK letter
Any	Serious Violence Bullying Racial Comments use of weapons substance related issues	*significant events that require additional support - notify SLT Notify DSL and log on MyConcern where appropriate Removal from circulation /parents contacted to escort off site if necessary Distance learning pending investigation / work in reflection room out of circulation Outcome determined by Principal. VP HOS and AHT pastoral			

The table above outlines the general escalation process of incidents and the members of staff dealing with each incident, how it escalates, and who owns the incident in the event of an escalation. The owner of each incident is responsible for logging, contacting home and following up with that incident. We acknowledge behaviour is complex and therefore have provided a detailed list of 'anchored examples' to aid staff alongside the comprehensive CPD on behaviour management to assist in providing a consistent approach to dealing with and escalating behavior incidents correctly and in line with the levels of behaviour above.

It is important to note that we have adopted a positive behaviour model where all 'classroom' based behaviour will be dealt with supportively through the use of standardised routines and restorative approaches using the chance, choice and consequence strategies outlined above as a proactive measure before issuing sanctions to help best support our students to make the correct behaviour choices to assist their learning.

We will elaborate on the processes and strategies involved below specifically for more serious incidents that may also raise safeguarding concerns such as bullying, racism and possession and use of weapons and other contraband such as vaping and smoking supplies.

The behavior system aims to provide a supportive restorative approach alongside the escalation on consequences by:

- Teachers expected to conduct restorative conversation after detentions before their next lesson
- Students are expected to complete a restorative conversation and reflection sheet if sanctioned to a day in reflection - signed by issuing staff and student. Staff will be educated through a comprehensive CPD program how to effectively carry out restorative justice.
- Student expected to fill restorative review sheet when on report cards in order to pass and sign off the report
- Students who receive three or more detentions in one week will be triggered for a day in reflection to have time to reflect on the incidents and work with the pastoral team. This is a proactive approach to identify a solution in spiralling behaviour and prevent further escalation. See appendix 1.2

Bullying

Bullying is “an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm”.

ARA takes a zero tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with in accordance with the behaviour policy and be made to apologise for their actions and reflect on their behaviour.

Bullying could be:

- **Verbal** (e.g. comments intended to upset the receiver or the receiver’s family)
- **Physical** (e.g. pushing or hitting another student)
- **Emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- **Racist** (e.g. comments about ethnicity)
- **Cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook and Instagram).

The following sanctions could apply depending on the nature of the bullying incident:

- Verbal warning and contact with parents
- Loss of break time – break time, after-school (respectively)
- Isolation or reflection time
- Restorative justice
- Temporary ban from attending school
- Permanent exclusions

Also refer to the School’s Anti-Bullying Policy. All incidents of bullying will be logged on MyConcern once investigated/resolved as well as ISAMS so that both the perpetrator and student being bullied can receive support.

Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated and serious incidents will be dealt with by the Senior Leadership Team in accordance with Al Rabeeh Academy discipline procedures. Examples of serious breaches of school discipline could include:

- Assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per the ADEK Private Schools Policy Guidelines 2014
- Incidents of repeated Level 3 violations within an academic year
- Any incidents deemed to be serious by the Principal
- Possession and use of banned items such as smoking or vaping supplies
- Racism
- Possession or use of harmful weapons

In such cases, the student may be removed from lessons and placed in reflection to work under staff supervision. Any students in reflection must be allowed to have snacks/lunch and toilet breaks during the reflection period. Restorative practice lead by the pastoral team and selected professionals such as the in-house social worker or SENCO will also take place to aid the student in realising the severity of their actions as well as help to rehabilitate the student and guide them with making better choices in the future. The pastoral team will also collect any information essential for the investigation to create a comprehensive overview and detail the events leading up to the incident to help develop a bespoke support plan for the student in question

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. The behaviour committee will meet in person or online and review the evidence if a suspension is proposed. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

Following a reflection period, the student may be placed on a positive report card and/or their return to normal schooling managed on a 'phased return' basis. Each reintegration plan will include measurable targets (e.g., no further incidents, punctuality, engagement in lessons), a review meeting within 10 school days of return, and the name of the pastoral lead responsible for monitoring. These plans are student-centred and designed in collaboration with the HOY and Social Worker. In the case of fixed term exclusions, a managed return will include a Behaviour Agreement signed by the student and his/her parents. Restorative practices will also be conducted so that the incident is resolved between the student and staff/fellow student as outlined above. This may take the form of a meeting, letter or any other action that repairs the relationship and makes the student's reintegration easier.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by the Senior Leadership Team and parents may be asked to remove their child from the school permanently or the child will be blocked from re-enrolling. Alternatively, the school will seek ADEK approval and support to permanently expel the child. These actions will only ever follow a decision by the Behaviour Committee. The details of the behaviour committee are as follows below:

The Behaviour Committee is responsible for overseeing all cases involving fixed-term suspension, permanent exclusion, or ongoing behaviour concerns that may significantly impact student safety or wellbeing.

Committee Membership:

- Vice Principal (Chair) - Mr James Hyland
- Assistant Head of Pastoral - Mr Connor Green
- Member of Teaching Staff - Mr Rowen Abrahams
- Head of Year (relevant)
- SENCO (if PoD involved) - Mrs Michelle Toner
- Social Worker - Miss Nuura Ali
- Principal (required for exclusion decisions)

Function and Process:

- Convened within 48 hours of a serious incident or recommendation for exclusion
- Reviews evidence, safeguarding implications, previous interventions, and academic impact
- Recommends next steps: reintegration, managed move, BIP update, or exclusion proposal
- A formal record is maintained for ADEK notification where required

There is also an appeals committee available to review cases in which parents have raised a concern and wish to appeal the decision. The Appeals Committee must be different from the behaviour committee and not consist of the Principal or Vice Principal:

- Thomas Nelson - Head of Secondary
- Sonia Naru - Head of Inclusion
- Nuura Ali - Social Worker

Monitoring Student Behaviour

ARA follows a rigorous reporting process for recording incidents, inline with the stages of the behaviour hierarchy outlined in this document. All incidents are recorded on Engage appropriately and followed up in an appropriate and timely manner.

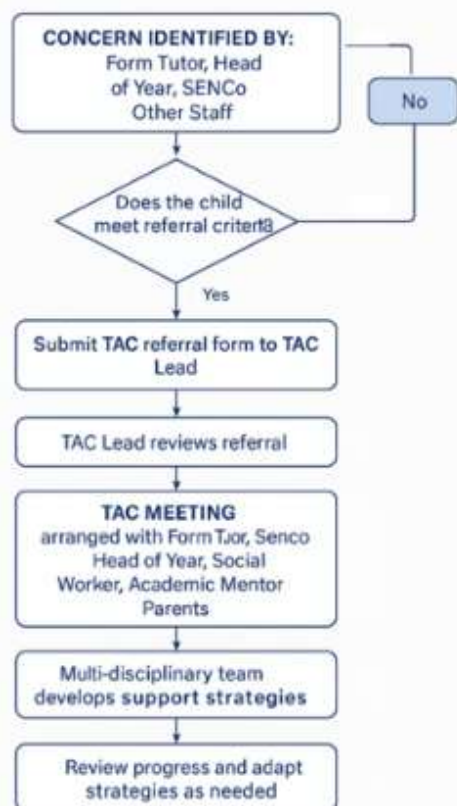
ARA staff record incidents of misbehavior using the ISAMS System. Unless in an emergency, all incidents must be logged on ISAMS the same day as the incident occurred with the relevant members of staff leading on each indent as outlined above

Consequence: This code is used to log a behaviour incident on ISAMS. This indicated the student had escalated up to the consequence zone of the sanctioning pyramid on the behaviour model and received a sanction. The member of staff responsible for logging this incident must clearly state the details of what they were given a chance for, the outline and outcome of the restorative conversation, and the outcome of this detailing how the student did not make the correct choice to correct his/her behaviour requiring the need for a logged consequence. We will not formally log chances and choices as this demonstrates the classroom management strategies and policy has achieved the desired outcome. Teachers, tutors and any other members of staff can raise students of concern who are not receiving consequences but often need a lot of support in lessons to make positive choices in their weekly pastoral/departement meeting as this will be a standing agenda point.

Tutors/Class teachers are expected to monitor the students in their group daily, liaise with the Middle Leaders regularly and escalate concerns to parents. Heads of year and the pastoral team will review the data on a weekly basis along with other data entries with regard to attendance and safeguarding to assess whether a more

holistically supportive approach is required. If this is the case, a multidisciplinary team involving staff from inclusion, SEN and social work team will be allocated to provide a comprehensive support network around the child. See the the following details as to how we provide a proactive restorative approach alongside the escalation process to ensure every child is safe and supported at Al Rabeeh Academy:

Team Around the Child (TAC) Referral Process



TAC Referral Process		
Tier	Number of Triggers Required	Description
Tier 1	2 or more	Early concern – HOY lead initial interventions
Tier 2	2 or more or 1 significant trigger	Triggers referral to HoY and TAC process begins
Tier 3	1 severe trigger	Immediate referral to AHT/DSL and external agencies if needed

Tier 1 Triggers	Actions
Low-level anxiety, friendship issues, social withdrawal Repeated lateness to lessons or tutor time Emerging concerns with behaviour across more than one subject Increased frequency of minor incidents	Log concern Tutor lead daily Tutor check ins positive report weekly parent meeting with tutor student 1:1 review meeting 2 Weeks
Tier 2 Triggers	Actions
Multiple concerns logged across departments Attendance drops below 90% with no medical explanation Parental disengagement despite communication efforts Frequent or escalating behavioural incidents Evidence of poor peer relationships or low-level bullying	Log concern HOY lead daily HOY check in HOY report weekly Parent meeting SENCO check in weekly - Review SEN needs Social worker Check in weekly student 1:1 review meeting 2 Weeks
Tier 3 Triggers	Actions
Safeguarding concerns or child protection disclosure Sudden change in mental health or signs of self-harm Repeated Physical fights, abuse, or aggressive outbursts Family crisis (e.g. bereavement, divorce) Repeated failure to engage at Tier 2	Log concern SLT Pastoral Lead daily Hoy Check in SENCO program Social Worker bespoke blocked sessions Core HODS Parent weekly meeting involvement of external agencies? student 1:1 review meeting 4 Weeks

Uniform and Appearance Policy

Purpose

In line with the ADEK Student Behaviour Policy (Effective AY 2024/25), which requires all students to dress modestly, appropriately, and in accordance with school expectations, Al Rabeeh Academy maintains high standards of uniform and personal appearance. A consistent and professional appearance reflects our core values of Respect, Responsibility, and Resilience, reinforcing equality, school identity, and community pride. The uniform forms part of the school's safeguarding culture, ensuring students are appropriately dressed for a safe and purposeful learning environment.

1. General Expectations

- Students must wear the full, correct school uniform every day, including during assemblies, examinations, and school events, unless otherwise stated.
- Uniform must be clean, neatly presented, and correctly fitted at all times.
- Shirts must be tucked in, top buttons fastened, and ties worn neatly (where applicable)
- Blazers/jackets are to be worn for assemblies, formal occasions, and as directed by staff.
- All uniform items must be clearly labelled with the student's name.
- Students must arrive and depart school in full uniform. Changing into non-uniform clothes before leaving the premises is not permitted.
- Any deviation from full uniform must be authorised in advance by the Head of Year or Assistant Head of Pastoral, with a temporary uniform slip issued for that day only.

See visual below for uniform expectations by Key Stage:

- Key Stage 3 (Years 7–9): Polo shirt and trousers/skirt.
- Key Stage 4 (Years 10–11): Boys wear shirt and tie; girls wear shirt (tie not required).
- Key Stage 5 (Years 12–13): Same as KS4, but boys are additionally required to wear a blazer.

2. Footwear

- Shoes must be plain black leather, flat, and fully enclosed for health and safety reasons.
- Logos, coloured soles, decorative stitching, or fabric trainers are not permitted.
- Black socks must be worn with trousers or skirts.
- PE trainers must be predominantly white and suitable for sports use only.
- Sandals, open-toed shoes, and platform shoes are not permitted for safety reasons.

3. PE Kit

- The official school PE kit must be worn for all PE lessons and sporting events.
- Students must change before and after PE lessons, returning to full uniform promptly.
- Trainers must be appropriate for physical activity; fashion or canvas shoes are not permitted.
- Students medically excused from PE are still required to bring their kit and participate in non-physical roles (officiating, scoring, or assisting).

4. Hair, Jewellery, and Makeup

- Hair must be neat, clean, and of a natural colour.
- Extreme hairstyles (patterns, shaved lines, unnatural dye) are not permitted.
- Long hair must be tied back neatly during lessons where health and safety requires it (e.g., PE, Science, DT).

- Jewellery: limited to a wristwatch and one small, plain stud in each earlobe (girls only).
- No facial piercings (nose, eyebrow, lip, etc.) are allowed.
- No makeup, false eyelashes, nail polish, or false nails permitted.
- Male students must be clean-shaven.

Any variation for medical, religious, or inclusion reasons must be approved by the Head of Pastoral and recorded in the student's file.

5. Cultural and Religious Considerations

- Students may wear traditional dress such as abaya, kandura, or hijab in plain black, white, or navy, in line with ADEK's cultural values policy.
- Religious head coverings must be plain, without decoration or logos, and worn neatly.
- Cultural garments must maintain modesty, safety, and consistency with school colours.
- School-approved accessories such as house badges or prefect pins may be worn.

6. Health, Safety, and Inclusion Adjustments

- Footwear and uniform items must comply with school safety standards (closed toes, flat soles, appropriate fabrics).
- Reasonable adjustments may be made for students with medical conditions, sensory needs, or religious requirements following written approval by the school.
- These exceptions are temporary and reviewed termly by the Assistant Head of Pastoral.

7. Breaches of Uniform Policy

Non-compliance with uniform and appearance expectations constitutes a Level 1 behaviour incident under ADEK's framework.

Sanction Pathway:

1. First instance: Verbal reminder and opportunity to correct (e.g., tuck shirt in, remove jewellery).
2. Second instance: Uniform infringement recorded on iSAMS and parent notified.
3. Repeated non-compliance: Escalation to Level 2 behaviour, detention, and Level 1 ADEK warning letter.
4. Persistent or deliberate defiance: Internal reflection day and parental meeting with Head of Year/Assistant Head of Pastoral.

8. Uniform Checks

- Daily visual checks conducted by form tutors during registration.
- Weekly spot checks by Heads of Year with entries logged in the behaviour tracker.
- Parents are contacted regarding repeated breaches and expected to ensure immediate compliance.
- Temporary uniform passes are issued only in exceptional, pre-approved circumstances.

9. Parental Partnership

Parents share responsibility for maintaining uniform standards. By ensuring students leave home properly dressed each morning, parents demonstrate partnership in promoting pride, discipline, and respect — values at the heart of Al Rabeeh Academy and in line with ADEK's expectations for parental engagement.



This policy will be reviewed annually or upon updates to ADEK guidelines to ensure continued compliance.

Mobile Phones

Mobile phones and other communication devices are strictly prohibited to be used on school property unless directly given permission by a member of the teaching staff or SLT.

We understand that some parents wish their child to be contactable after school or on the journey home. In these cases, mobile phones should be switched off and stored in the students bag or locker, if they have a secure lock. Any student found in possession of a mobile phone whilst on school property or the school bus (unless switched off, in their school bag) will be in breach of school discipline (classified as a Level 1 violation). As a result, the following actions will be taken:

- 1st time: Mobile Phone confiscated and returned to student at the end of the school day
- 2nd time: The mobile phone will be confiscated and only returned directly to a parent at an agreed time by the member of staff
- 3rd time: The mobile phone will be kept in school for one week inline with ADEK policy
- The incidents will be recorded on the student file
- A formal letter will be sent to the parent from the school via email

In the case of an emergency, students will be able to use school telephone facilities to contact home. The emergency should only be determined by a member of staff who must give permission for the student to go to

reception or use their telephone. Where parents need to contact their child, they should follow standard procedures and contact the School Reception and not contact their children via messaging, calling or social media during school hours.

SPD devices:

As of the academic year 2025/2026, students will be permitted to use Student Personal Devices (SPDs) issued and approved by the school during designated learning times. The purpose of this policy is to support students in becoming responsible, independent learners, enhancing engagement through appropriate use of digital resources, while maintaining a safe, respectful, and focused learning environment.

Purpose and Ethos:

- The integration of SPDs aligns with our commitment to:
- Fostering digital literacy and academic independence in line with ADEK's innovation agenda.
- Preparing students for future-focused learning within a respectful, values-driven environment rooted in Emirati cultural expectations.
- Ensuring all device usage is safe, purposeful, and supervised at all times.

Expectations and Code of Conduct

- All students must adhere to the following expectations:
- Security and Safeguarding
- All SPDs must be installed and regularly updated with school-approved security software and monitoring tools to ensure digital safety and data protection.
- Devices are subject to monitoring by IT staff and must be registered with the school's digital learning platform.
- Usage and Supervision
- Devices may only be used with explicit permission from a teacher and for the purpose of learning.
- Devices must be laid flat on desks during use to ensure visibility and monitoring by staff.
- Devices must be placed in school bags and switched to silent mode when not in use.
- Use of devices in corridors, toilets, playgrounds, prayer rooms, or social spaces is strictly prohibited, unless under direct staff supervision.

Respect and Privacy

- Taking photos, videos, or audio recordings of any student, staff member, or school activity without written permission is strictly forbidden.
- Any misuse of the device that breaches Islamic values, Emirati customs, or school safeguarding policies will result in immediate confiscation and further sanctions.
- Students must not engage in gaming, messaging, or social media use during school hours.

Consequences for Misuse

- First offence: verbal warning and confiscation for the remainder of the day.
- Second offence: confiscation and parent collection; behaviour logged and after-school detention issued.
- Repeated or serious misuse (e.g., taking images, accessing inappropriate content): escalated to Level 2 or 3 behaviour incident, may involve suspension or referral to the Behaviour Management Committee.

Cultural and Religious Sensitivity

- Device use must never infringe on prayer times, religious spaces, or moments of spiritual reflection.
- Content accessed or stored on devices must be respectful of local values and traditions; violation will be treated as a serious misconduct offence.

-

Parental Responsibility

- Parents/guardians are expected to support the school's digital code of conduct and reinforce appropriate device usage at home.
- Parents must sign a Digital Use Agreement and ensure the device is maintained and used in accordance with school expectations.

Bus Usage

The school bus is an extension of the school day and this policy applies to all behaviour conducted whilst travelling to and from school or on any educational trip organised by the school. It is vital that the instructions of the Bus Supervisor are followed immediately and that a student's behaviour does not jeopardise the safety of others. Any repeat of behaviour that violates the school code of conduct or is a risk to the safety of others will result in:

- An immediate ban from travelling on the bus for between 1-5 days.
- Following a reintegration meeting with parents,
- Any further repeat of this type of behaviour will result in the student being permanently banned from using school transport.
- A refund may not be available.

All students who use the school transport to and/or from school must also have signed the separate Code of Conduct from the bus company or travel will not be allowed.

Attendance

Attendance at school has a significant effect on the academic outcomes of every student. Promoting good attendance is a key foundation of the policies and procedures of the school. Please refer to the Al Rabeeh Academy Attendance Policy for further details.

Searching Students

Al Rabeeh Academy reserves the right to search any student that we feel is in the possession of stolen, harmful, illegal or any banned substance/item. Should this need to occur, at least two members of staff will be present of the same gender to the student if female, and if necessary, a parent can be present if requested by the student. This is with the intention to provide care and protection to all staff and students in the school community. All relevant behaviour sanctions will be used in accordance with the search thereafter.

People of Determination (PoD)

The school behaviour management committee shall liaise with the Inclusion department at the school if any of the students categorised under the PoD violates the code of conduct. The Inclusion team shall advise the committee in case the violation is caused because of the student's specific need and then decision is made in light of the following"

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;
2. If the violation is because of the specific need of the student, the following shall apply:
 - Develop and implement a behaviour improvement plan (BIP) as per the level and type of the violation;
 - In case a BIP is existing, the school shall revise and modify that plan in accordance to manage the new behaviour that led to the violation.
3. If the behaviour continues, for those students who do the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

At Al Rabeeh academy we are committed to ensuring that our policy is consistently applied through each phase of the school. Therefore we have ensured that the policy language and application has been adapted to be age appropriate for all students ensuring clear understanding of expectations across the school. See the below section for more information.

Primary School - Positive Behaviour Procedures

In the Primary School we follow a positive behaviour policy.

Staff should model the behaviour they want to see and praise specific behaviours frequently. ARA Primary School Reward System mainly includes:

- "Climbing Classes" Class Reward Chart
- Class-Dojo points
- Class Dojo Bronze / Silver / Gold / Platinum display and certificates
- Star of the Week certificate
- Healthy lunchbox certificate

How to put a reward system to work-Theory for Teaching Staff

1. **Set class goals:** Set class behaviour goals that are achievable and measurable. For example: when you raise your hand, all the students stop talking within 10 seconds. Let your students participate in setting up those goals. It will motivate them more to abide by the rules.

2. **Define how you will use the reward system:** This is the key to success. When are students receiving rewards? What are your boundaries? Make your intentions clear. For example: students will receive a reward when they help another student, they finish homework a day early, when they participate in class.
3. **Explain why you gave a reward:** Give your students specific, genuine feedback attached to the reward. For example: “Khalid, you showed respect by letting Hessa in before you”.
4. **Give students a voice:** It’s important to let your students participate in choosing rewards. To be sure that rewards are valuable and motivating for the students, you can have a brainstorm about it. Let them put together a list of acceptable rewards. You still have the final word!
5. **Reward early:** Just like giving feedback, rewards must be given shortly after the shown behaviour. In that case, students won’t forget what they did to deserve it.
6. **Lessen the rewards over time:** Raise your expectations for the student’s behaviour in order to receive the same reward. Students shouldn’t get addicted to rewards. They have to work because of an intrinsic motivation. As students achieve success in your class, they can learn to be motivated by their own achievements.
7. **Give random rewards:** Rewarding students randomly for their behaviour and achievements keeps them on their toes. They’ll want to be on task just in case!

ARA Climbing Classes:

All Primary classes have a “Climbing Classes” display. The aim of this board is to promote positive behaviour as a whole class. Each time the class display positive behaviour as a whole, they move up one place on the ‘Burj Khalifa’. If all classes in KS2 reach the top of the Burj Khalifa by the end of the week, they will be rewarded with extra break time or Golden Time within class. If all classes in KS1 reach the top of the Burj Khalifa by the end of the day, they will be rewarded with extra break time or Golden Time within class, which will be accumulated throughout the week and delivered on a Friday.



KS1 Climbing Classes - 5 Steps to be made by the end of each day



KS2 Climbing Classes - 25 steps to be made by the end of each week

Class DOJO Reward System

We are currently using the Class Dojo reward system to encourage positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons. There are also incentives for the children to earn as many points as possible over the year, with certificates awarded as the children reach milestones, such as a bronze award for 50 Dojos, silver award for 100 Dojos, gold award for 150 Dojos and platinum award for 200 dojos. Students are presented with a certificate when they achieve the award and their pictures displayed in classrooms.

Sanctions:

If a child is not following the expected behaviour:

- Non-verbal warning
- Verbal warning
- Student is provided with a yellow card as an extra warning/reminder

- If the child persists with the negative behaviour, they are presented with a red card and must visit their Head of Year for a discussion
- If a child receives two red cards within a week, their parents are contacted for a discussion and to discuss next steps / action points
- If behaviour persists, contact the Assistant Head of each stage
- Red card behaviours are recorded on our school management system, iSAMs
- The Assistant Head will arrange a meeting with the child's parents if improvements are not witnessed each week.

- Any serious behaviour (bullying, physical assaults, racist remarks, repeated low level behaviour) – please report to the Assistant Head to follow ADEK Behaviour Management Policy as above..
- Record any persistent or serious behaviour issues on iSAMs in the managing behaviour section
- Use positive reinforcement whenever possible – give DOJO points frequently!
- Children can 'spend' their DoJo points by choosing from their class 'shopping list'.
- Use positive language, stickers, stamps, appropriate rewards, to motivate.

Violation Levels and Sanctions – Students

Violation Level	Examples of misbehaviour	Consequences in Al Rabeeh Academy
Level 1 (Low risk) Behaviour that causes disruption of teaching and learning	Behaviours may include, but are not limited to: • Incorrect school uniform • Not bringing the necessary books, equipment, etc. • Disruptive classroom and/or school behaviour • Breaking classroom rules • Disruptive behaviour on school buses • Defying school authority and staff members • Entering class or going out of class without permission or not attending class or school activities without an acceptable excuse. • Sleeping during the class or school activities (medical case cleared) • Eating during the classes or the morning assembly (Medical case cleared) • Failure to submit homework and assignment on time • Bringing communication devices such as mobile telephones • Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headsets. All incidents that can be categorised under any of the above as decided by the Senior Leadership Team	First Occurrence • Teacher speaks to child about his/her behaviour • Incident recorded (C1) • Form Tutor/Class-teacher speaks to student Repeated misbehaviour • Verbal warning • Name on board (or equivalent) • Loss of break time/detention • Complete "Reflection Sheet" • Parents contacted with acknowledgement of offence by form tutor/class teacher • Incident recorded (Level 1) Continued Level 1 misbehaviour • Meeting with parents (form tutor/class teacher) • Report card (teacher/form tutor) • Loss of ECAs • Pastoral Support Plan developed with SENCO involvement to identify any underlying issues, modified programme and Meeting with School Counsellor

		● Move to Level 2 as behaviour causes significant disruption to teaching and learning ● Incident recorded (Level 2)
Level 2 (Medium Risk) Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage.	Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. Behaviours may include, but are not limited to: ● Fighting with and/or bullying other students ● Theft ● Trespassing ● Vandalism of school property or property of others ● Smoking (including Vaping) on campus ● Leaving school without permission ● Unauthorised absence/truancy ● Cheating in exams or assignments ● Providing false documents (e.g. signing letters without the permission or knowledge of parents) ● All forms of discrimination ● Abusive or inappropriate language toward peers and teachers (online or in person) ● Provoking / Instigation of fights, or threatening or frightening school mates ● Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc ● Photographing, editing, keeping or publishing photographs of school staff or students without authorisation ● Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Principal or committee.	First Occurrence ● A first offence may carry a verbal warning – teacher uses professional judgement ● Child works in isolation, away from the group (support from other colleagues) ● Head of Boys/Girls meeting ● Parents informed by letter (or email) from the relevant staff member ● Report card (Tutor or HOB/G) ● In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement ● Incident recorded (Level 2) Repeated misbehaviour ● Parents called into a meeting ● Behaviour agreement ● Loss of personal time ● Report Card (HOB/G or Deputy Head) ● SENCO and Counsellor involvement to identify any underlying issues ● Modified timetable ● Incident recorded (Level 2) Continued Level 2 misbehaviour or serious breach of safety ● Meeting with parents and ADEK informed. ● Behaviour Improvement Plan drawn up and signed by all parties ● Senior Leader Meeting ● Report Card (SLT) ● One day internal suspension or External if repeated ● Meeting School Counsellor ● Assessment by Educational Psychologist ● Incident recorded (Level 2 or 3)

Level 3 (High Risk) Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.	Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people. Behaviours in Level 3 may, at times, be violating UAE laws. For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. Behaviours may include, but are not limited to: • Fighting with other students which causes serious injury • Assault which causes injury • Possessing, selling, or consuming illegal substances • Possessing and/or selling weapons or explosives • Committing major actions contradictory to Islamic values and morality • Deliberately setting off the fire alarm and so putting staff and students at risk • Committing acts of public indecency in school • Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorised or are not culturally sensitive, conflict with the values and general rules of the society; • Defaming of staff or students on any of the social media tools; • Sexual harassment inside the school; • Physically assaulting staff • Insult of/ to religions or instigating sectarianism at school • Tampering or vandalism of school buses or causing harm to road users; • Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee	First Occurrence • Child is sent to the Principal/SLT Committee • Report Card (SLT) • Parents contacted and asked to come into school • Written warning signed by all parties / one to five day suspension given following Behaviour Committee meeting. ADEK notified. • In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service • Behaviour Improvement Plan drawn up and Behaviour Contract is signed by all parties • Social Police Involvement if UAE law violated. Repeated misbehaviour • Review meeting with parents and risk of permanent exclusion explained. • Suspension from attending school (up to 5 days) following Behaviour Committee Meeting – ADEK notified. Continued Level 3 misbehaviour • 'Managed move' • 'Notice of Disciplinary Transfer' issued to parents
Level 4 (Very High Risk)	Third repetition of any level 3 offence:	On Occurrence • Call the parent/s for an immediate meeting;

	• Bringing or possessing any firearm or non-firearm or any of the alike to and in school; • Sexual assaults inside the school premises or facilities • Physical assaults that may lead to physical injuries of schoolmates or staff; • Leaking exams/ tests or participating in it at any level; • Causing fires at school or setting school building or facilities on fire • Unauthorized impersonating of others for any school transactions or forging any school specific documents; • Disrespect to any of the UAE political, religious or social icons / idols • Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances; • Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti-political or anti-social to the UAE; • All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee.	• Take all immediate actions including calling for help of relevant entities; • Call the behaviour management committee to meet to issue a decision with a notification to relevant divisions at the education regulatory authority • The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence; • Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.
--	---	---

At Al Rabeeh Academy, our behaviour policy reflects our core belief that high expectations must be matched with high levels of support. We are committed to creating a safe, values-driven environment where students are challenged to meet high standards while being guided with care and consistency.

This policy promotes a proactive, restorative approach. We focus on preventing poor behaviour through clear routines, shared language, and positive relationships. When behaviour falls short, we respond with fairness, reflection, and strategies to repair harm and rebuild trust. Every consequence is paired with an opportunity to learn and grow.

Our culture is rooted in the values of **Respect, Responsibility, and Resilience**, ensuring that discipline is not just about control, but about character. Through restorative conversations, reintegration plans, and ongoing support, we teach students to take ownership of their actions and to re-engage positively with their learning.

Ultimately, this policy is about more than behaviour — it is about building a school community where every student feels safe, supported, and inspired to succeed.

Appendix

1.1 - Examples of special awards for students



Students can earn other milestone awards and badges for positive points earned on ISAMS and dojo as well as other leadership awards and character awards given by Senior leadership.

1.2 - Examples of parent behaviour letters and communication

Al Rabeeh Academy

STUDENT BEHAVIOUR LEVEL 4 – WRITTEN WARNING

Student:

School: Al Rabeeh Academy, Abu Dhabi

Date:

Dear Parents of (student Name)

Following the Abu Dhabi Department of Education and Knowledge's policies and procedures for managing student behaviour, this Level 4 letter has been issued to (Student name, tutor), for misconduct and a breach of the ADEK and School Code of Conduct. This is due to the display and/or engagement in the following unacceptable Level 4 behaviour:

Behaviours in Breach the Student Behaviour Policy:

Consequences:

Moving Forward:

We are committed to supporting Abdulla and helping him develop using our positive behaviour model. We encourage you to discuss this incident with your child, and would like to reiterate the school's positive approach in moving forward. Abdulla will be assigned a member of staff to monitor his behaviour moving forward (staff Name)

Parents should sign this formal letter and return it to the school for recording purposes, along with attending a back-to-school meeting.

Next Steps If Behaviour Does Not Improve:

if (Student Name) continues to demonstrate behaviour that violates the school's behaviour policies, we will be obliged to take next steps of our staging procedures, which will include further disciplinary actions.



Al Rabeeh Academy

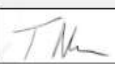
PO Box 41832, Zone 23, Mohamed Bin Zayed, Abu Dhabi, United Arab Emirates
Tel: 02 679 5991 Fax: 02 674 2288 www.alrabeehacademy.ae
Tel: 02 679 5991 Fax: 02 674 2288 www.alrabeeh.ac.ae

Wadeem's Law and Parent Acknowledgment:

In line with Wadeem's Law, we are fully committed to protecting children from harm and ensuring their safety and well-being at all times. By signing, you confirm your support in upholding these safeguards and working with us to keep every child safe.

As the parent, I acknowledge receipt of the Level 4 Written Warning from Al Rabeeh Academy concerning my child's behaviour.

I acknowledge that any continuing behaviour that disrupts the teaching and learning or health and safety at Al Rabeeh Academy may result in further escalation and more serious action.

Declaration: Please sign and return as an acknowledgement of this stage letter			
Parent full name:		Date:	
Parent Signature:			
Student Signature:			
MLT/ SLT Signature:		Date:	

1.3.1 - reflection worksheet to guide students about decision making and feelings

Restorative Behaviour Form

Name.....	Subject.....
This worksheet is designed to help you reflect on your actions and think about how you can make better choices in the future. Take your time to answer the questions honestly and thoughtfully.	
What happened?	
•	
•	
•	
What was MY behaviour that led to detention?	
•	
•	
•	
How did my behaviour affect myself and others?	
my feelings:	
Other students involved:	
Parents	

The next Section you will reflect on your choices and think about better choices in the future	
What choices could I have made instead?	
I made the wrong choice by... ➔ Instead of this I could have...	
In the future if I am in a bad situation:	
One teacher I can go to is...	
One friend I can go to for help is	
One strategy I can use to calm down/avoid bad situations is..	
Do you understand why you are in the detention and what negative choices you have reflected on and will improve on next time?	
Teacher name and Signature	
Yes/No	

1.3.2 - concerns log for TAC referrals - pastoral team dashboard

[illegible]

1.3.3 - student report cards - subject specific and pastoral

STUDENT REPORT

ASSIGNED BY:

TARGET 1:

.....

TARGET 2:

.....

TARGET 3:

.....

STUDENT
NAME:

YEAR GROUP:

Friday						
Period	Mins Late	Toilet?	Target 1	Target 2	Target 3	Comments
1						
2						
3						
4						
5						
6						
Parent signature:						

REPORT REVIEW TO BE COMPLETED BY STUDENT AND TEACHER

What went well during your report?		
What could have been done better?		
What are your next steps?		

Subject Report Card:

Name:			Class:		Reporting to:		Date:	
TARGET 1: To arrive <u>on time</u> to all lessons			TARGET 2: To follow <u>all</u> instructions given			TARGET 3: To complete <u>all</u> work set		

For every day you do not receive your parent signature, you will be missing 10 mins of your break time with your teacher.. If you lose your report, you will miss your entire break time.

WEEK ONE				Parent Signature & Comments:	Teacher Signature & Comments:
Mon:	Mins late:	toilet			
Tue:	Mins late:	toilet			
Wed:	Mins late:	toilet			
Thu:	Mins late:	toilet			
Fri:	Mins late:	toilet			
WEEK TWO				Parent Signature & Comments:	Teacher Signature & Comments:
Mon:	Mins late:	toilet			
Tue:	Mins late:	toilet			
Wed:	Mins late:	toilet			
Thu:	Mins late:	toilet			
Fri:	Mins late:	toilet			