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Secondary School: Student Code of Conduct

2025 – 2026

Riffa Views International School (RVIS) Secondary School: Student Code of Conduct

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RVIS - Secondary School: Student Code of Conduct

Background

Riffa Views International School (RVIS) is committed to fostering a welcoming, caring, respectful, and safe learning environment that honors diversity and cultivates a strong sense of belonging and positive self-identity.

The Student Code of Conduct Policy outlines the standards of behavior expected of students as ambassadors of the school community.

It is the responsibility of all Middle School and High School students at RVIS to understand and uphold these expectations, reflecting the values and reputation of our school at all times.

Wellbeing and Behaviour

At RVIS, student well-being and positive behaviour are essential to cultivating a safe, supportive, and inclusive learning environment. Students are responsible for ensuring that their words, actions, and communication consistently demonstrate respect and contribute to a strong sense of belonging within the school community. They are expected to practice self-awareness, actively promote inclusivity, and foster a cohesive community spirit. Moreover, students are encouraged to seek support for mental health concerns and to engage collaboratively with teachers to support their academic development.

School Responses to Behaviour Concerns

When addressing student behavior concerns, the following factors shall be taken into consideration:

- a) The student's age, maturity, and individual circumstances, including their social, emotional, developmental, and cognitive levels;
- b) The student's specific learning needs;
- c) The nature and severity of the behaviour or incident;
- d) The impact of the behaviour on other students, staff, the school environment, and the wider community;
- e) The student's prior conduct and any previous interventions;
- f) The potential effect of the proposed response on the student's future behaviour; and
- g) Any additional information deemed relevant by the teacher, counselors or principal in determining an appropriate response.

Disciplinary Actions & Interventions

When determining appropriate disciplinary actions and interventions to support students and the learning community, considerations must include:

- Implementing measures that are both corrective and supportive
- Utilizing a range of tailored interventions and responses suited to the specific circumstances
- Providing students with opportunities to reflect on their actions and make amends
- Ensuring fair, reasonable, and objective treatment of all individuals involved
- Offering support to students affected by others' inappropriate behaviour
- Taking into account the student's perspective
- Prioritizing early and continuous communication with, and involvement of, parents or guardians

When a student engages in unacceptable behavior, consequences and responses may include, but are not limited to:

- Discussion and redirection by a staff member, teacher, and/or school administration;
- Requirement to complete or resubmit assignments;
- Temporary reassignment to an alternate supervised area within the school;
- Temporary placement in an alternate learning environment;
- Short-term loss of privileges, including the right to represent RVIS in activities or sports, or to participate in extracurricular programs;
- Meetings with parents or guardians;
- Interventions such as positive behavior supports, behavior contracts, counseling, or restorative practices;
- Replacement or reimbursement for loss or damage to property;
- In-school or out-of-school suspension; and
- Potential expulsion from RVIS

Roles and Responsibilities

Students play an important role in shaping a positive and successful school experience. They contribute to their own growth and to the well-being of the wider community by actively:

- Creating and maintaining a welcoming, caring, respectful, inclusive, and safe learning environment

RVIS-25-033

- Following established school expectations and guidelines
- Taking ownership of their behavior and personal conduct
- Collaborating respectfully with all staff and individuals who support learning and development
- Engaging positively within the school and broader community
- Addressing conflicts constructively or seeking support to resolve them in a peaceful and respectful way
- Demonstrating positive behavior in all school settings, both on and off campus
- Respecting the rights and dignity of others while nurturing healthy and supportive relationships

Parents play a vital role in supporting their child's success and contributing to a positive school environment. They do so by:

- Partnering with school staff to support their child's academic progress and overall development
- Encouraging their child to understand and follow the Student Code of Conduct
- Helping to foster a welcoming, caring, respectful, and safe learning environment
- Promoting awareness and prevention of bullying, discrimination, and harmful behaviors
- Working collaboratively with the school in addressing and resolving disciplinary matters involving their child

School staff play a critical role in fostering student success and a positive school climate by:

- Promoting and implementing a school-wide positive behavior framework that reflects the school's mission and values
- Clearly and consistently communicating and upholding the Student Code of Conduct in a fair and equitable manner
- Promptly responding to reports of violent, threatening, discriminatory, intimidating, or bullying behavior through thorough assessment, investigation, documentation, and appropriate action
- Modeling respectful, responsible, and constructive behavior in all interactions with students, colleagues, and the wider community
- Providing a range of preventative, developmental, remedial, and intervention services to support the academic and emotional well-being of students and their families
- Maintaining a strong, visible presence throughout the school day to encourage, reinforce, and support positive student behavior and engagement

Student Behaviour Expectations, Disciplinary Process & Interventions

At RVIS, we are committed to upholding a safe, respectful, and academically focused learning environment where all members of our community can thrive. The expectations outlined in this section of the Student Code of Conduct address key areas of student behavior, including willful damage or theft of property, bullying, harassment, deception, threatening behavior, attendance and punctuality, academic integrity, substance abuse, and disruptions to the learning environment.

RVIS-25-033

Our disciplinary approach is grounded in current research on student development and behavior, as well as aligned with the Ministry of Education (Bahrain) discipline regulations. We believe in proactive, fair, and

educative responses that prioritize student learning, responsibility, and restorative practices. These guidelines aim to support students in making responsible choices while maintaining a school culture of integrity, empathy, and accountability.

1) Respecting our Learning Community

Fostering a respectful, inclusive, and focused learning environment is fundamental to the academic success and well-being of all students. Behaviors that disrupt this environment—including disrespect, misconduct, disobedience, the use of unkind or obscene language, inappropriate public displays of affection, and acts of dishonesty or deception—are strictly prohibited. Such actions undermine the teaching and learning process, as well as the safety and sense of community we are committed to maintaining. Students are expected to demonstrate integrity, respect for others, and contribute positively to the RVIS learning community.

Respecting our Learning Community Disciplinary Process & Interventions

2) Bullying, Harassment, Deception and Threatening Behavior

We are committed to maintaining a safe, respectful, and inclusive environment. Bullying, harassment, deception, and threatening behavior—whether physical, verbal, emotional, or digital—are not tolerated. These actions violate our values and impact student well-being and learning. All incidents are taken seriously, with appropriate support, accountability, and intervention provided to foster a culture of respect, empathy, and integrity.

Bullying, Harassment and Other Threatening Behavior Disciplinary Process & Interventions

3) Acceptable Use of Technology

Middle and high school students are expected to use technology—especially mobile phones—responsibly and with purpose. Mobile devices should be used primarily for educational tasks and in alignment with school guidelines. Students must respect digital boundaries, protect their own and others' privacy, avoid sharing or accessing inappropriate content, and refrain from any form of cyberbullying, whether on or off campus. Responsible use also includes maintaining academic integrity and ensuring that technology enhances, rather than disrupts, the learning environment.

Acceptable Use of Technology Policy

Acceptable Use of Technology Disciplinary Process & Interventions

4) Academic Integrity

Academic integrity is a core value that reflects our commitment to honesty, responsibility, and ethical behavior in all areas of learning. Students are expected to produce original work—whether completed individually or collaboratively—and to properly cite all sources, recognizing the contributions of others. They must also use technology and social media responsibly, and adhere to ethical standards during assessments and examinations. These practices promote trust, uphold the integrity of our academic program, and prepare students for future academic and professional success. For more information, please refer to the RVIS Academic Integrity Policy.

Academic Integrity Policy

Academic Integrity Disciplinary Process & Interventions

5) Attendance, Punctuality & Uniforms

Being at school every day, arriving on time, and wearing the correct RVIS uniform are important for learning and being part of our school community. Regular attendance helps students keep up with lessons, develop responsibility and time management skills, and do their best in class. If a student misses school, they are expected to complete any work they missed. By following these expectations, students support their own learning and help create a positive and focused school environment.

Attendance, Punctuality & Uniforms Disciplinary Process & Interventions

6) Willful Damage or Theft of School and Personal Property

We expect all students to demonstrate respect for personal and school property. Willful damage or theft—whether of school-owned resources or another individual's belongings—undermines trust, safety, and our community values. These actions are taken seriously and will result in appropriate consequences. Students are expected to take responsibility for their actions, make amends, and contribute to a respectful learning environment where the rights and property of others are valued and protected.

Willful Damage or Theft of School and Personal Property Disciplinary Process & Interventions

7) Substance Abuse

We are committed to maintaining a healthy, safe, and supportive school environment. The use, possession, distribution, or influence of alcohol, tobacco, vapes, or illegal or controlled substances is strictly prohibited on

RVIS-25-033

campus, during school-sponsored events, and at any time when representing the school. Substance abuse poses serious risks to students' health, safety, and learning, and violates our community standards. RVIS

addresses such incidents with care, aiming to ensure accountability while supporting student well-being and promoting informed, responsible decision-making.

Substance Abuse Disciplinary Process & Interventions

Self-Management and Personal Growth

At RVIS, self-management and personal growth are essential to becoming successful, well-rounded individuals. *Self-management* involves taking responsibility for your actions, decisions, and learning, while *personal growth* means striving to improve academically, socially, and emotionally. By setting meaningful goals, reflecting on your progress, and making choices that align with our community values, you not only enhance your own learning but also contribute to a positive, respectful school culture. These skills prepare you to thrive at RVIS and in life beyond school.

Personal Learning

Students are expected to approach learning with engagement and preparedness, actively developing critical thinking skills. Participation in a variety of clubs and activities is encouraged to enrich their educational experience. By embracing a growth mindset, students seek opportunities for self-improvement and are committed to supporting the growth of others.

Community Building

Students are expected to contribute to a positive school community by adhering to all established school expectations. As part of the RVIS community, students are required to wear attire purchased from the RVIS store while on school grounds or participating in school-related activities. Students should consistently demonstrate politeness and respect, offering assistance to both peers and staff. They are encouraged to support and include one another, warmly welcoming new students. Additionally, students should approach the community with an open mind, valuing and respecting diverse opinions, beliefs, and cultures.

Self-Management

Students are expected to consistently regulate their behavior, thoughts, and emotions in a deliberate and constructive manner. This includes effectively organizing themselves and managing all necessary resources—such as clothing and equipment—to fully engage in their learning. Additionally, students are responsible for managing their learning beyond the classroom by completing homework, assignments, and preparing for tests and other assessments.

Conclusion

The RVIS Student Code of Conduct provides a clear framework to guide students in making responsible, respectful, and ethical choices throughout their time at school. It sets expectations for academic honesty, personal behavior, attendance, uniform, and interactions within the school community. By following these standards, students develop important skills such as self-management, collaboration, and critical thinking, while demonstrating respect, care, and responsibility.

Adhering to this code helps create a safe, inclusive, and supportive learning environment where all members of the RVIS community can thrive. It encourages students to take ownership of their actions, learn from mistakes, and engage positively with peers, staff, and the wider community. Ultimately, the Code of Conduct is more than a set of rules—it is a guide to building character, fostering respect, and preparing students to succeed academically, socially, and personally, both at RVIS and beyond.

Definitions

Academic Integrity is a fundamental principle in education that reflects a commitment to act responsibly and earn the trust of others. It serves as the foundation for ethical decision-making and behavior, ensuring that all scholarly work produced is legitimate, authentic, and honest.

Bullying refers to repeated, hostile, or demeaning behavior by an individual within the school community, intended to cause harm, fear, or distress to one or more members. This may include actions that inflict psychological harm or damage an individual's reputation.

Conflict occurs when a breakdown in relationships arises from a disagreement or misunderstanding between individuals. Developing the skills to resolve conflict constructively is an essential and natural part of a student's education.

Discrimination refers to actions or decisions that unfairly treat an individual or group negatively based on characteristics such as race, religion, color, gender, gender identity or expression, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

Diversity encompasses the full spectrum of human uniqueness. This includes, but is not limited to, cultural and linguistic backgrounds, family composition, language, physical attributes, and socio-economic status.

Harassment refers to any behavior or repeated pattern of behavior that demeans, humiliates, or harms another individual, undermining their dignity and respect. Such conduct is degrading and unacceptable.

Positive Behavior is an approach that fosters the development of constructive social and communication skills while minimizing and preventing problematic behaviors. Key elements of promoting positive behavior in schools include cultivating strong relationships, teaching social-emotional competencies, establishing clear behavioral expectations, and utilizing positive reinforcement strategies.

Unacceptable Behavior refers to any conduct, regardless of whether it occurs on school property or during the school day, that disrupts the educational environment or infringes upon the rights of others to learn, be treated with respect, or feel safe.

Restorative Practice encompasses a range of strategies designed to transform learning environments and enable school staff to respond more effectively to inappropriate behavior. Rooted in the principles of restorative justice, these practices prioritize repairing harm to individuals and relationships over punitive measures. By fostering supportive learning environments and emphasizing social-emotional development, restorative practices promote understanding and appreciation of diversity, nurture a sense of belonging, and support positive mental health.