

POLICY TITLE:	Student Behaviour Policy
DEPARTMENT:	Academic

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INTRODUCTION

At Excel International School, we are committed to fostering a positive, safe, and inclusive learning environment where every student can thrive academically, socially, and emotionally. Our Student Behaviour Policy outlines the ADEK's standards of conduct expected from all members of our school community to maintain a respectful and supportive atmosphere conducive to learning.

This policy is designed to promote positive behaviour, discourage misconduct, and ensure that any behavioural issues are addressed promptly and fairly. We believe that clear guidelines and consistent enforcement of rules help students understand their responsibilities and the consequences of their action, thereby encouraging personal growth and mutual respect.

PURPOSE

The purpose of this Student Behaviour Policy is as:

- Set out measures to proactively encourage positive student behaviours and prevent and address behaviour of concerns.
- Clarify expectations for student behaviour through a Code of Conduct with a unified set of minimum requirements.
- Instigate bullying prevention through a targeted school-level policy
- Support students who are finding it challenging to meet behavioural expectations through appropriate intervention.
- Outline requirements for dealing with student misconduct through a staged approach.

DEFINITIONS

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
Behaviours of concerns	Also referred to as “challenging behaviour”, includes “any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults (Smith & fox, 2003). This includes risky or illegal habits.

Bullying	<p>Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (Cyberbullying).</p> <p>The MoE National Bullying Policy for the Prevention of Bullying in Educational Institutions provides a complete framework for bullying and Cyberbullying.</p>
Code of Conduct	<p>A school's principles, standards, and expectations for student behaviour at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behaviour and what constitutes misconduct.</p>
Documented Learning Plan (DLP)	<p>A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plan (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Individual Behaviour Plan (IBP), Individual Counselling Plan (ICP), Advanced Learning Plan (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.</p>
Extracurricular Activities	<p>Organised activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.</p>
Misconduct	<p>Conduct that is not in line with behavioural expectations or the school's Student Code of Conduct.</p>
Tiered Model of Support	<p>An approach to meeting the different needs of students with acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalisation and possibly external support by specialists (Tier 3: Intensive and Individualised). This includes models such as the Multi-Tiered System of Support (MTSS), Graduated Approach Model, and others.</p>
Parent	<p>The parent legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 concerning child Rights (Wadeema's Law).</p>
Positive Behaviour	<p>The expected standards of Student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to the learning, wellbeing, and safety of the student and others in the school community.</p>
Positive Handling	<p>An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.</p>

Student Behaviour	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions towards other students, staff, or members of the wider school community.
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Policy

1. Student Behaviour Policy

1.1 This policy is developed to implement a Student Behaviour Policy, in line with the ADEK Wellbeing Policies, ADEK Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d).

The school's Student Behaviour Policy includes the following:

- An overarching positive behaviour model
- The school's Student Code of Conduct
- Misconduct Policy and Procedures
- A policy on the prevention of bullying
- How school provide support and interventions for students

1.2 **Annual Review:** The school reviews the Student Behaviour Policy and the effectiveness of its implementation on an annual basis. School also annually reviews the record of incidents of misconduct and disciplinary procedures.

1.3 **Communication:** School takes active measures to ensure that the policy is clear and understood throughout the school community and ensures that parents acknowledge the policy by signing the school behaviour contract.

2. Positive Behaviour Model

2.1 **Positive Behaviour Model:** EIS implements a Positive Behaviour Model to promote, recognise, reward, and reinforce positive behaviour that consists of the following:

- The school's underlying approach and principles in creating a culture to promote high standards of behaviour in alignment with the values of the school, including:
 - UAE National Identity and Culture: Respect for local values, traditions, religion, and culture, in line with the EIS Values and Ethics Policy and the EIS Cultural Consideration Policy.
 - Positive School Environment: Our school environment is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.

- School-wide strategies and framework educates all students on positive behaviour such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
- At EIS, teachers are trained on the school's Student Behaviour Policy and the positive management of student behaviour.
- School follows a clear and comprehensive communication on the role and obligations of parents in embodying and promoting positive behaviour.
- The school follows a procedures to identify students who are at risk of engaging in or appear in misconduct or behaviours of concerns
- The school provides support, interventions and follows procedures in cases of misconduct and behaviours of concerns, in line with the requirement set out in Section 6. Support and Interventions.

2.2 Reward system: School promotes positive behaviour through the Reward System. School provides rewards not only for exhibiting positive behaviour but also in academics.

Various rewards that school provides are as follows:

- **Best Class Award:** The requirements for this award are well known to the students. Students gain a variety of abilities through this award, including compassion, empathy, perseverance, and teamwork.
- **Spin-o-Wheel Award:** This is awarded to students on their individual performance and it focuses on developing the student 360 degree by measuring them on Health and Hygiene, Tardiness, Homework, Uniform and Discipline. It gives students an opportunity to display overall performance.
- **Perfect attendance Award:** A student with a perfect attendance with zero absenteeism is awarded.
- **Good Behaviour Award:** Termly students who show improvement in their behaviour are awarded
- **Roadrunner Award:** When use the school bus, students who behave well and observe the bus's rules and regulations are recognised with awards. Students receive the Roadrunner Award in addition to the Driver and Bus Assistants.
- **Super Star of the Month:** Every month, a student with the highest score on the set criteria for this award is nominated by the teachers.
- **Good Improvement Award:** Termly students who are struggling in academics yet have succeeded within their capabilities are awarded
- **Super Speller Award:** At the end of each term, students who receive perfect scores on all weekly spelling tests are awarded.
- **Math Wizard Award:** At the end of each term, students who receive perfect scores on all weekly mental math tests are awarded.
- **Voracious Reader Award:** At the end of each term, students who have earned maximum stars reading stories through A-Z English Reading Program and Nahla-wa-Nahil Arabic Reading Program are awarded.
- **Get Caught Reading Award:** All staff members receive a raffle ticket whenever they spot student reading, their names are entered into a lucky draw and students are awarded termly which encourages other students to read.

- **Academic Excellence Award:** Termly, students who have academically performed exemplary well by scoring 95% and above for Grades 4 to 8 and 98% and above for Grades 1 to 3 are awarded.

2.3 The school rewards students for displaying even minor positive attitudes and behaviour, particularly those at high risk of behavioural concerns, to motivate and encourage continued positive behaviour.

3. Promoting Positive Behaviour Through a Student Code of Conduct

3.1 **Student Code of Conduct:** EIS encourages positive behaviour amongst their student body by establishing a Student Code of Conduct that comprises the following at a minimum:

- The school provides a clear statement of action defining positive student behaviour, which includes:
 - Students to showcase due care and respect for the school, its staff, other students and the wider community by:
 - ✓ Complying with all the school rules.
 - ✓ Behaving safely and responsibly, and regarding the safety and welfare of oneself and others.
 - ✓ Caring for the school's property and facilities as well as the property of others.
 - Students representing the school on public occasions need to promote a positive school image by advocating and acting as an ambassador
 - Students demonstrating a positive mindset and engagement with learning needs to
 - ✓ Attend school and classes on time and by providing an explanation for lateness and absences.
 - ✓ Students needs to fulfil all responsibilities as a student's (e.g., completing class work) with a good work ethic, personal effort, honesty, and willingness to learn
 - ✓ Students shall behave responsibly and respectfully so they do not disrupt the learning of others within and outside the classroom
 - ✓ Students engage in extracurricular learning opportunities
 - Students need to demonstrate respect, and civility to others, including staff, other students, parents, and the wider community, by taking actions such as:
 - ✓ Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).
 - ✓ Queuing in an orderly way and respecting others' positions in queues.
 - ✓ Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
 - ✓ Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other students from

bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.

- ✓ Showing sportsmanship when winning and losing.
- ✓ Students to consider the impact of words and actions on all students, staff, and parents.
- ✓ Students need to follow good hygiene practices (e.g., washing hands. Covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours)
- ✓ Students shall be vigilant of caring for, supporting, and/or mentoring younger students, where appropriate
- ✓ Students to take personal initiative in promoting environmental awareness, conservation, and sustainable practices
- ✓ Students need to collaborate in open dialogues by engaging themselves in teamwork and possessing an open and welcoming attitude towards fellow students, particularly those who are new and students who are frequently bullied, etc.
- ✓ Students are to dress modestly and appropriately by following the school's dress code and grooming rules
- ✓ Students are to respect the UAE national identity and cultural values in line with the Cultural Consideration Policy.
- ✓ Students are to recognise the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/ disability

4. Misconduct Policy and Procedures

4.1 EIS creates a culture of applying positive behaviour approaches when dealing with student misconduct. We review the incident with the student and give them a chance to explain, understand, and take ownership and accountability for their misconduct. We equally analyse possible root causes for the student's behaviour, engage the student in coming up with their own behaviour management strategies, and provide students with necessary social, emotional, and educational support to encourage positive behaviour as much as possible prior to resorting to any disciplinary measures.

4.2 **Policy Requirement:** EIS has developed and implemented the Misconduct Policy and Procedures, in line with the requirements set out in the ADEK Student Behaviour Policy.

- This misconduct policy is applicable to students starting in Grade 5 and the school follows slightly relaxed misconduct procedures for Grades 1 to 4 and mainly focuses on Positive Behaviour approaches.
- **Levels of Misconduct:** School has ensured that the Misconduct Policy and Procedures distinguishes between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018. Concerning the Code of Behaviour Management for students. **See Appendix 1**

4.3 Behavioural Management Committee: School has an effective Behavioural Management Committee.

- The committee reviews and discusses student behavioural concerns and sees to that the disciplinary actions are fair and equitable to all students without exceptions. All disciplinary actions are appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.
- The committee members are available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

4.4 Preventive Mechanisms: EIS ensures that the student behaviour policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify if any negative behaviour before disciplinary action is taken (See Section 6. Support and Interventions)

4.5 Disciplinary Actions: EIS ensures that the student behaviour policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

- The school has ensured that the disciplinary actions are proportionate, age-appropriate, and in line with the Staging of Disciplinary Procedures, see Appendix 2 for the four different levels of offenses or behaviour misconducts. Staging of Disciplinary Procedures involves the following:
 - Discussion with the student, and/or parents
 - Formal and recorded meetings with the student and/or parents
 - Verbal warning
 - Written warning to parents
 - Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
 - Loss of school privileges
 - Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate with a resolution by the Behavioural Management committee.
 - Supervised detention during break, lunch, and/or after school (with parental consent)
 - Supervised restorative community work
 - Temporary exclusion of the student from school premises (offsite suspension)
 - Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)
- The following actions are strictly prohibited at Excel International school in the name of disciplinary actions:
 - Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort)
 - Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
 - Psychological punishment (e.g., verbal abuse, issuing threats)
 - Locking a student inside the school premises

- Seizing the student's personal belongings without having a resolution by the Behavioural Management Committee
- Lowering or threatening to lower the student's academic grade/score
- Punishing a group for an individual's misconduct
- Imposing additional schoolwork
- Mocking, insulting, or demeaning the student in private or in public
- Preventing the student from using washroom facilities or consuming water and food
- Detention outside of official school hours without parental consent

4.6 Disciplinary Procedures: School ensures that the policies that are outlined are clear and staged disciplinary procedures are used to address student misconduct. **See Appendix 2A, 2B, 2A and 2D**

School uses the appropriate guidance and disciplinary actions to encourage students to understand why their behaviour is unacceptable and how to behave better in the future. In response to incidents of student misconduct, school takes into consideration the student's individual circumstances and personalities, including the social, emotional, and psychological factors that may underline a student's behaviour. Managing students' misconduct is consistent with the following:

- In all cases of misconduct, the first approach is to always be focused on understanding possible factors contributing to the student's behaviour providing related support where possible and reinforcing positive behaviour to encourage students to take ownership of their actions (see Section 2. Positive Behaviour Model)
- Throughout the disciplinary process, the school monitor, document, and provide students with ongoing support with the help of the social worker
- School deals with the misconduct that are categorised as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedures in ADEK Student Protection Policy
- EIS ensures that the disciplinary procedures are being exercised in relation to students with additional learning needs; the Inclusion Teacher is consulted to determine appropriate disciplinary action.
 - School ensures that any underlying special education needs affecting behavioural regulation are considered in determining appropriate disciplinary actions
 - School develops Documented Learning Plans like Individual Educational Plan (IEP), Individual Behaviour Plan (IBP), Individual Counselling Plan (ICP) and /or Risk Assessment to manage instances where behaviour in a similar manner to their peers due to an underlying need
 - School provides sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.

4.7 Appeals Procedure: School has a well-established appeals procedure, based on the Behavioural Management Committee's decisions, which include the following:

- **Timelines for the appeal:**
 - To appeal the school's decision to suspend the child, parents have 1 working day.
 - To appeal a school's decision to expel the child, parents have 10 working days.
- Modes of appeal (e.g., via email, telephone, or face-to-face meeting).
- **Decision of the appeal:** Where an appeal has been made and following a review by the persons concerned (e.g., teacher, social worker, and or phase coordinators), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.
- If the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent can be entitled to log a complaint to ADEK within 5 working days.
- ADEK has the right in investigating any complaint in conjunction with suspension and expulsion following the final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

4.8 Positive Handling: In order to maintain good order, EIS is authorised in certain circumstances to physically intervene to prevent students from harming themselves or others and allow staff to use reasonable force.

- When choosing to restrain a student, all other options shall initially be considered, and positive handling shall be the last resort in managing situations. School is authorised to use positive handling to protect students, in circumstances such as to prevent students from:
 - Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others
 - Injuring themselves and/or others
 - Damaging property
- Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conducts shall only be in accordance with the following:
 - The student should be in immediate danger of harming themselves and/or others
 - The member of staff should have good grounds for believing this
 - Only the minimum force necessary to prevent injury or damage should be applied
 - Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses

- Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.
- EIS has prohibited from using force as a form of punishment, which constitutes maltreatment, in line with the Student Protection Policy. This is considered unlawful.

4.9 Records: School keeps a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioural progress, disciplinary procedures, communications (e.g., written warning, appeals), etc.

- Level 1 misconduct shall be recorded only at the class level by the teachers. The misconduct may be added in the Edunation portal and in the student behaviour log
- Level 2, 3, and 4 misconduct shall be recorded at the school level by the social worker / school counsellor. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct will be reported to ADEK.
- Schools, ADEK, and social worker / school counsellor will treat all information about students' behaviour as strictly confidential.

4.10 Approval for Expulsion: School will seek ADEK's approval to expel a student. In making an application to ADEK, school will provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.

- At the end of each academic year, school will share a list of students at risk (if any) of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct.

5. Bullying Prevention

5.1 Policy Requirements: School has developed a Bullying Prevention Policy in line with the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d), and in line with the ADEK Student Protection Policy. This policy shall:

- Set out provisions for educating students and staff on how to identify bullying
- Establish bullying prevention strategies by developing a school-wide anti-bullying program including recognising vulnerabilities for students with additional learning needs.
- Clarify steps students take when confronted with bullying behaviour when they are in the position of someone who is being bullied, who is bullying, and who is witnessing the bullying.
- Set out procedures for staff to deal with the bullying behaviour
- Describe the support and interventions provided by the school for any student identified as a victim or perpetrator of bullying (See Section 6. Support and Interventions) and in line with the ADEK Student Administrative Affairs Policy.
- Set out the disciplinary procedures that may be taken to address instances of bullying (See Section 4. Misconduct Policy and Procedure).

5.2 **Monitoring:** School has established systems to track and monitor instances of bullying (including frequency and severity)

6. Support and Interventions

6.1 **Support and Interventions:** School provides appropriate, focused, and supportive student-centric interventions to students who been identified as either engaging in behaviours of concerns, misconduct or deemed to be at risk of engaging in behaviours of concern. This includes:

- Need analysis for causality as well as the extent of need, wherein a tiered model of support response is provided to student, in line with the ADEK Inclusion Policy and ADEK Educational Risk Policy.
- The provision of professional support to address the specific needs of the student, including counselling, in line with the ADEK Student Mental Health Policy. This support involves engagement with parents and other relevant stakeholders (e.g., teachers) where appropriate, as well as ongoing monitoring of student progress.
- Referral to external specialists to provide intensive, individualized, and long-term support. Where such support is provided, parents monitor the student's progress and periodically update a staff member nominated by the school. The staff members are authorised to share the information with relevant stakeholders on a need basis.

6.2 When a student exhibits misconduct and when it is identified, school take disciplinary actions as appropriate and in line with the school's misconduct policy and procedures (See Section 4. Misconduct Policy and Procedures), alongside any interventions.

6.3 School ensures that any support and interventions to address a student's behaviour will not reduce or replace the support available to students with additional learning needs, as outlined in their IEP.

School has developed and implements referral structures, in line with the ADEK Student Mental Health Policy.

- School encourages students and teachers to identify signs of behaviours of concerns in students and report them to the social worker / counsellor. School informs the parent, except in cases where not reporting to parents is in the best interest of the students.

APPENDIX 1

LEVELS OF MISCONDUCT

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse • Failing to attend classes on time repeatedly without an acceptable excuse • Non-compliance with the school uniform (regular or PE) without an acceptable excuse • Not following the school's rules both inside and outside the classroom <ul style="list-style-type: none"> ➢ Not staying calm ➢ Making inappropriate sounds inside or outside the classroom ➢ Not dressing modestly ➢ Sporting inappropriate haircuts • Not bringing books and other resources for school without an acceptable excuse • Sleeping or eating during class time or during the morning assembly without justification or permission • Not complying with the completion of homework and assignments in a timely manner • Misuse of digital device in school <ul style="list-style-type: none"> ✓ Playing games ✓ Viewing social media ✓ Messaging ✓ Using head/earphones in the classroom without justification or permission 	<ul style="list-style-type: none"> • Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams • Leaving or entering the classroom during class time without permission • Not attending mandatory school activities and events without an acceptable excuse • Inciting quarrels, threatening, or intimidating peers in the school • Causing minor damages to school or bus furniture <ul style="list-style-type: none"> ✓ Writing on the bus seats ✓ Sticking gum on the bus seats ✓ Tampering with the alarm bell • Taking out and/or using mobile phones at school without permission and misusing any means of communication • Verbally abusing or insulting any member of the school community • Refusing to respond to inspection instruction or to hand over banned items 	<ul style="list-style-type: none"> • Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media • Academic dishonesty/ plagiarism • Leaving the school premises without permission • Destruction and/or vandalism of school property • Destruction and/or vandalism of the school bus including causing harm to the driver, supervisor • Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim • Capturing, possessing, viewing, or distributing media (audio, images, videos, etc) of staff and students taken without consent 	<ul style="list-style-type: none"> • Using forms of communication for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community • Possessing, using, or distributing sharp objects, or their equivalent, on the school premises, on the bus, or during school activities offsite • Premeditated theft and/or engaging in its cover-up • Capturing, possessing, viewing, or distributing information/media (audio, images, video, etc) with unlawful content • Insulting political, religious, or social figures in the UAE • Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent

APPENDIX 2A

STAGING OF DISCIPLINARY PROCEDURES

Level of Misconduct	OCCURRENCE			
	First Time	Second Time	Third Time	More than Three Times
<p>Level 1</p> <ul style="list-style-type: none"> Being repeatedly late (Maximum 3 times) to the morning assembly or failing to participate without an acceptable excuse Failing to attend classes on time repeatedly (Maximum 3 times) without an acceptable excuse Non-compliance with the school uniform (regular or PE) without an acceptable excuse Not following the school's rules both inside and outside the classroom <ul style="list-style-type: none"> ✓ Not staying calm ✓ Making inappropriate sounds inside or outside the classroom ✓ Not dressing modestly ✓ Sporting inappropriate haircuts Not bringing books and other resources for school without an acceptable excuse Sleeping or eating during class time or during the morning assembly without justification or permission Not complying with the completion of homework and assignments in a timely manner Misuse of digital device in school <ul style="list-style-type: none"> ✓ Playing games ✓ Viewing social media ✓ Messaging ✓ Using head/earphones in the classroom without justification or permission Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee 	<p>Verbal Warning</p> <p>All teachers to discuss the expected change in behaviour with the student. Notify it to the class teacher.</p> <p>The students' behaviour to be monitored and followed up for a week's time.</p> <p>Note: All the consequences have to be uploaded in the Education and in the document that will be shared by the Social Worker</p>	<p>Written Warning</p> <p>Issue of white card to monitor the behaviour for about 3 days. If no change in behaviour then teachers to notify the parent in writing about the student's misconduct</p> <p>Note: Any communication from the teacher intended for the parent should first be drafted and reviewed by the social worker and Senior leaders before being sent to the parent.</p> <p>Note: All the consequences have to be uploaded in the Education and in the document that will be shared by the Social Worker</p>	<p>Written Warning</p> <p>Class Teachers to notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> <p>Note: All the consequences have to be uploaded in the Education and in the document that will be shared by the Social Worker</p>	<p>Written Warning</p> <p>Class Teachers to notify the parent in writing and summon the parent together with the Social Worker and Phase leader to agree on how to implement a set of strategies aiming at reducing the negative behaviour</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> <p>Note: All the consequences have to be uploaded in the Education and in the document that will be shared by the Social Worker</p>

APPENDIX 2B

STAGING OF DISCIPLINARY PROCEDURES

Level of Misconduct	OCCURRENCE			
	First Time	Second Time	Third Time	More than Three Times
<p>Level 2</p> <ul style="list-style-type: none"> Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams Leaving or entering the classroom during class time without permission Not attending mandatory school activities and events without an acceptable excuse Inciting quarrels, threatening, or intimidating peers in the school Acting or appearing in a manner that contradicts the Cultural Consideration Policy Causing minor damages to school or bus furniture <ul style="list-style-type: none"> ✓ Writing on the bus seats ✓ Sticking gum on the bus seats ✓ Tampering with the alarm bell Taking out and/or using mobile phones at school without permission and misusing any means of communication Verbally abusing or insulting any member of the school community Refusing to respond to inspection instruction or to hand over banned items Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. 	<p>Verbal Warning</p> <p>Issue of yellow card to monitor the behaviour. Maximum 3 days</p> <p>Instruct the student to sign an undertaking not to repeat the offense along with an apology letter.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour</p> <p>The behaviour will be monitored and followed up for a week's time.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a written warning.</p> <p>Behavioural Management committee agrees to a set of strategies for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign supervised study assignments inside the school with a notification to the parent.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Behavioural Management committee agrees to a set of strategies for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p>	<p>Expulsion</p> <p>Immediate suspend the student offsite until the end of the investigation, with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p>

APPENDIX 2C

STAGING OF DISCIPLINARY PROCEDURES

Level of Misconduct	OCCURRENCE		
	First Time	Second Time	Third Time
<p>Level 3</p> <ul style="list-style-type: none"> Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media Academic dishonesty/ plagiarism (including copying and reproducing assignments and Leaving the school premises without permission Destruction and/or vandalism of school property Destruction and/or vandalism of the school bus including causing harm to the driver, supervisor Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim Capturing, possessing, viewing, or disturbing media (audio, images, videos, etc) of staff and students taken without consent Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. 	<p>Onsite Suspension</p> <p>Issue of orange card.</p> <p>Immediately suspend the student inside the school.</p> <p>Behavioural Management Committee to evaluate the evidences and determine disciplinary actions.</p> <p>The school summons the parent immediately to inform of the disciplinary action and sign an undertaking to support the agreed strategy.</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p>	<p>Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions.</p> <p>A final written warning will be shared to the student and parent.</p> <p>Summon the student and parent to the school to present the Committee's decision.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p>

APPENDIX 2D

STAGING OF DISCIPLINARY PROCEDURE

Level of Misconduct	OCCURRENCE	
	First Time	Second Time
<p>Level 4</p> <ul style="list-style-type: none"> Using forms of communication for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community Possessing, using, or distributing sharp objects, or their equivalent, on the school premises, on the bus, or during school activities offsite Premeditated theft and/or engaging in its cover-up Capturing, possessing, viewing, or distributing information/media (audio, images, video, etc)with unlawful content Insulting political, religious, or social figures in the UAE Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. 	<p>Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions and a corrective plan.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p>