



## **Student Behavior Policy**

School aims to provide a safe and secure environment for all. The School recognizes the importance of praise and reward to reinforce the value of demonstrating positive behavior for pupils. The school relies on pupils to display high standards of behavior based on respect for others, respect for learning, for the school, its buildings, grounds and resources. The school does not tolerate behavior which discriminates against anyone on the grounds of their age, sex, race, religion, disability, sexual orientation or any other protected characteristic. The school is also alerted to bullying behavior in relation to home circumstances e.g. a young career, socio-economic background/class; their appearance; their level of achievement; or any factor(s) for which they are being singled out. As pupils progress through school, they are expected to take increasing responsibility for self-discipline.

The overall aim of Our Own English high School Al Ain, is to provide a well-balanced education, nurturing the physical, social, emotional and academic well-being of the students, and assisting them to grow towards the full stature of a responsible citizen. As a central component of this aim, the school seeks to provide a supportive environment for boys and girls, where individual needs are recognized and the high-performance learning and VAAs are valued.

The School will regularly communicate its expectations about behavior to the whole community including pupils, staff and parents/carers.

### **The aims and purpose of this policy is to:**

- To promote the wellbeing and happiness of students
- To promote positive student behavior in the School.
- To promote a culture of mutual respect between all members of the school
- To set out the procedures in order to comply with the guidelines of the Abu Dhabi Education and Knowledge Department (ADEK)
- State the regularity of the review of the Behavior Policy
- Detail the practice for communicating with clarity to students and their Parents/Guardians the School's expectations of students' behavior and how the School will deal with any misconduct.
- To set out a fair and transparent set of procedures that ensure a consistent approach towards the application of rewards and sanctions
- To set out the parameters within which Schools may expel, dismiss or suspend students.

- To minimize issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order
- To make it clear to all employees of Our Own English high School that all forms of corporal punishment of students are strictly prohibited and unacceptable and in doing so help create a safe and attractive learning environment, where students are adequately protected.

### **Pastoral Care**

The School will provide a pastoral care system which is designed to support pupils throughout their time at School. It will include provision for supporting pupils who find it difficult to display appropriate standards of behavior or who fail to make academic progress.

The school will ensure there is regular and effective communication with parents/carers about their child's progress.

The school will also inform parents/carers when there are concerns about their child, whether this is about their academic performance or issues relating to behavior.

### **Recognition**

A range of rewards, from verbal praise to honors and prizes, are available for staff to recognize when pupils have demonstrated good behavior's s about their academic performance or issues relating to behavior.

### **Sanctions and Consequences**

A range of sanctions and consequences are available to staff to mark unacceptable behavior or unacceptable academic progress. The school will ensure that:

- Sanctions and consequences will be proportionate to the seriousness of the situation.
- Staff will use their judgement in issuing sanctions and consequences according to the guidelines issued in consultation with their line manager.
- The imposition of sanctions and consequences on individual pupils will be monitored by counsellor and supervisors.
- The school will inform parents /carers when there are concerns about their child's behavior.

### **Exclusions**

The school will only consider fixed or permanent exclusions in exceptional circumstances where there is clear justification. The school will always take into account its need to safeguard the rights of pupils and any individual circumstances relevant to the case.

## **MOE Expectations Suspension/ Expulsion**

Before a suspension/expulsion is considered the school must have a documented history of incidents of

misconduct and details of behavioral interventions that have been implemented. Before a suspension can be considered the School must have conducted a fair and documented investigation into the behavior incident and made sure that ADEK have been fully briefed on the student and his/her behavior.

1. The school shall have documented evidence of the student's behavior to support a recommendation of suspension.
2. The VP/Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) Conduct.
3. The VP/Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence.
4. The parents should be requested to sign the outcome of the documented evidence
5. If the School based educational committee recommends a suspension this will require the approval of the Behavior Committee.
6. MOE documents need to be completed and signed by both parents and the student.

**The following practices should never be used when rectifying the student's undesirable conduct:**

- Physical punishment in all its types, forms and manifestations
- Depriving the student from eating during break times
- Assigning extra homework as a punishment
- Provoking, ridiculing or taunting the student
- Prohibiting the student from using the toilet
- Deducting marks in the courses or threatening to do so

## **Playground Student Management**

As a staff we are committed to providing a caring, friendly and safe environment for all of our students so that they can learn and play in a relaxed and secure atmosphere. We are endeavoring to teach students what is appropriate playground behavior through role play, positive reinforcement and the teaching of playground rules.

The playground management program entails a time-out space/bench. The purpose of this space is to allow children who have broken a playground rule to spend some time reflecting upon their actions and what they would do differently next time.

When children spend time in the time-out space/bench (time here is at teachers' discretion with age appropriate consequences), in consultation with a teacher they will discuss why their behavior was inappropriate and identify ways that they could behave in the future. This will allow for a cooling-off period before returning to the playground. However, when children exhibit high level, inappropriate behavior, the teacher on duty will record the incident and spend time with the students writing out what has occurred using the School Incident Report Form (Form 2) also logged into Phoenix Classrooms. Depending on the incident will depend on what action/consequence is taken next. The Teacher on duty will inform the relevant supervisor in such cases.

### **School Counsellor Referral**

The following procedures apply regarding referrals to the School Counsellor. Individual referrals are accepted for children where there are concerns regarding the academic progress of students or issues related to social/behavioral/emotional adjustment at School.

#### Procedures

1. Discuss or consult with the School Counsellor if unsure about situation or in need of direction or guidance.
2. Discuss and obtain permission for counselling referral from parents or care givers if individual counselling sessions are required.
3. Complete a School Counsellor Referral Form. This form helps to pinpoint issues and target appropriate Counselling. Once the form is filled out the most secure option is to send it attached to an email (marked CONFIDENTIAL) to the Counsellor. Please ensure that the supervisor has been alerted to the recommendation in advance. Please remember that although this information is highly confidential, under certain circumstances parents (and children) may have access to the form (eg. Privacy Legislation)
4. Parents may refer to their children personally for counselling. The information deemed necessary will be shared with School staff only with permission from parents.
5. Students may self-present for counselling assistance. This may be done with permission from classroom teachers during lesson time, if deemed appropriate, or by visiting the counselling office during breaks. An initial, introductory counselling session can be provided if the student requires immediate emotional support but permission from parents for ongoing counselling is required.
6. If the referral is in relation to academic progress and/or cognitive functioning, and an individual psychometric assessment is to occur, a parent consent form for an assessment will also need to be completed and returned prior to the assessment taking place.
7. The School Counsellor will respond to any referrals received in chronological order of receipt or based on priority of the case.

### **Role of staff members :**

1. **In the classroom** Staff are expected to develop positive relationships with pupils, and demonstrate they know those they teach and tutor by using the following to inform their approach:
  - a. Student data
  - b. IEP
  - c. ALN
  - d. G&T
  - e. ISP
  - f. Vulnerable students
2. **In the school premises**, pupils and staff expect to be greeted and respond to greetings, hold open doors for each other and generally act in a manner that creates a courteous and respectful environment.
3. **Staff on duty** are expected to proactively supervise pupils in their duty areas, engaging in conversation to promote a positive relationship with and between pupils. Staff will challenge any misbehavior.
4. **4. Inside the classroom**, staff should take a proactive approach to classroom management, adopting practices which promote high expectations and praise pupils for good behavior.
  - Well planned and well-resourced lessons which are appropriately differentiated to meet all individual needs
  - Lessons are appropriately challenging, purposeful and relevant
  - Learning objectives/challenges are clear to students' Clear routines and procedures are consistent and well established
  - Regular and frequent feedback is given to students

- Classroom environments support learning and promote independent learning through working walls, displays and relevant resources

### **Classroom strategies include**

- Well-planned lessons which take account of their knowledge of the students.
- Movement and circulation around the classroom.
- Clear verbal and written instructions.
- Effective use of questioning which involves the whole class and avoids/limits the use of hands up;
- Clearly established signals to indicate when attention is required. Example show of red card or any other in practice and suitable to the grade level.
- Well planned and well-resourced lessons which are appropriately differentiated to meet all individual needs
- Lessons are appropriately challenging, purposeful and relevant
- Learning objectives/challenges are clear to students' Clear routines and procedures are consistent and well established
- Regular and frequent feedback is given to students Classroom environments support learning and promote independent learning through working walls, displays and relevant resources

### **Class Room Routines**

Consistently applied routines are important for creating and maintaining a positive School culture.

1. Students are aware of the seating plan
2. Teachers to greet the class as a whole and signal the start and end of the lesson.
3. Students to take permission to enter the class if they are late.
4. Teachers to enquire the reason for the late arrival discreetly at a convenient time during lesson ensuring that students are not disturbed and if the reason is not satisfactory teacher needs to record it.
5. During transition to other classrooms teachers to ensure it happens without any disruptions being made by the students.

### **Addressing low level misbehavior**

Where a student's behavior is unacceptable, inside or outside of the classroom but does not warrant a formal sanction, staff should choose to deal with this by intervening in one of the following ways:

- Engaging with pupils around the School site / in a lesson;
- Challenging behavior which does not meet the School’s standards and expectations;
- Giving a verbal reprimand or non-verbal indication;
- Moving pupil’s seating position in class
- Having a conversation with the pupil to signal why their behavior falls short of expectations.

Staff are expected to adopt a tone and manner which signals a desire to de-escalate any situation of low level misbehavior. Staff should address/respond to pupils calmly, focusing on repairing and restoring a positive environment. This approach should be reflected in facial expressions, tone of voice, body language; giving empathetic responses; reminding and resetting pupils about expectation.

<p>To be assertive is to be:</p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Assured – “I am the adult here”</li> <li>• Considered/Unemotional</li> <li>• Clear and unambiguous</li> <li>• Use a lot of eye contact</li> <li>• Give praise and do these methodically</li> </ul>	<p>Submissive and Aggressive Teachers may do some of these:</p> <ul style="list-style-type: none"> <li>• React too quickly or duck for cover</li> <li>• Beg/Plead</li> <li>• Show emotion</li> <li>• Yell /rant</li> <li>• Show inconsistency</li> </ul>
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### 3.2.1 Reinforcing Student Behavior – Recognition and Rewards

The school uses strategies and frameworks that recognize, reward and reinforce positive behavior rather than relying on a set of rules and punishments for dealing with student misconduct. At our Own English high School, we recognize that praising students is crucial for promoting positive behavior and attitudes towards learning and school. We recognize positive behavior in several ways:

- Verbal praise to acknowledge and explain to a student what they have done well, in class, assemblies, social media, phone call home etc.
- Written comments in exercise books/homework
- Displays of student work around the classroom/school House points/Dojo points/Stickers/certificates of recognition
- Letter/email/note home to the student’s family
- Tutor award, Head of House Award, Head of School Award, Principal Award

### 3.3.3 Student Code of Conduct

**All students must respect the main code of conduct.**

All students will:

- Comply with the rules of the school
- Take pride in your school uniform and follow the dress regulations
- Follow the instructions of staff promptly Stay within the bounds of the school
- Arrive at school and at lessons on time and justify any poor punctuality and absence
- Demonstrate a positive attitude to your studies and high expectations of what you can achieve; strive for excellence
- Complete homework to the best of your ability and on time
- Behave responsibly, and in a manner that does not endanger the safety and welfare of yourself and others
- Take good care of your possessions.
- Make sure they are named Respect and care for the facilities and property of others and of the school Promote a positive school community.
- Be an active contributor and a positive role model to others by being courteous, kind and respectful to all staff, pupils, their families, and members of the community
- Behave responsibly so as not to disrupt the learning of others

**Commit to the heritage and culture of the UAE by being honest and dignified in your behavior**

**a. Showing due care and respect for the school, its staff, students, and the wider community by:**

- 1) Complying with all school rules.
- 2) Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- 3) Caring for the school's property and facilities as well as the property of others.

**b. Representing the school on public occasions and promoting a positive school image.**

**c. Demonstrating a positive mindset and engagement with learning by:**

- 1) Attending school and classes on time and providing an explanation for lateness and absences.
- 2) Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- 3) Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- 4) Engaging in extracurricular learning opportunities.



**d. Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:**

- 1) Speaking politely and behaving courteously with others (e.g., using “please”, and “thank you” in speech, holding doors open for others, etc.).
- 2) Queuing in an orderly way and respecting others’ positions in queues.
- 3) Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- 4) 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.
- 5) Showing sportsmanship in winning and losing
- 6) Considering the impact of words and actions on all students, staff, and parents.
- 7) Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- 8) Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- 8) Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the ADEK School Sustainability Policy
- 9) Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- 10) Dressing modestly and appropriately and following the school’s dress code and grooming rules.
- 11) Respecting UAE national identity and cultural values in line with the ADEK School Cultural Consideration Policy.
- 12) Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK School Values and Ethics Policy

#### **4. Misconduct Policy and Procedures**

**4.1** Schools has a culture of applying positive behavior approaches when dealing with student misconduct. This includes :

- reviewing the incident with the student and giving them a chance to explain, understand, and take ownership and accountability for their misconduct.
- Equally analyze possible root causes for the student's behavior,
- engage the student in coming up with their own behavior management strategies, and provide students with the necessary social, emotional, and educational support to encourage positive behavior as much as possible prior to resorting to any disciplinary measures (see Section 4. Misconduct Policy and Procedures).

## 4.2 Levels of misconduct

The School conforms with the Abu Dhabi Education and Knowledge department categorizes for students' misconduct by categorizing the misconduct into three levels. Each level is assigned appropriate advised disciplinary action. These categories are as follows:

**Level One** Any behavior that results in disruption of the teaching and learning environment, which may include,

for example: Tardiness (lateness/unpunctuality).

- Unexplained absences.
- Not bringing the necessary books and equipment to class.
- Incorrect School uniform (including sports uniforms).
- Disruptive behavior in classrooms and in School.
- Breaking School rules including in classrooms, hallways, playgrounds and buses.
- Defying orders from School management and staff. Mocking others.
- Disruptive behavior on School buses

### Level Two

Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or School. Sneaking into School after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.
- Fighting with other students and/or bullying them. Theft. Vandalizing School property or the property of others. Using cell phones during School time without the School administration's permission
- Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments. Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the School's IT systems

### Level Three

- Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:
- Assaulting Teaching Faculty members, staff or members of the local community.

Distributing (or participating in the distribution of) pornographic material.

Wilful damage to, or destruction of, School and personal property. Possessing or selling weapons or explosives.

- Using or promoting illegal drugs or substances in violation of public order and morals. Exchanging any inappropriate materials, such as letters or photos. Committing major actions contradictory to public morals such as sexual assault.

### **LEVELS OF MISCONDUCT AS PER ADEK POLICY**

As outlined in the Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions (MOE, 2018), as long as it does not contradict this policy. The school policy shall outline, at minimum, the following elements.

**1.** This misconduct policy shall be applicable to students starting in Grade 5/Year 6. Disciplinary measures for students below Grade 5/Year 6 shall be subject to Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions (MOE, 2020).

**2. Levels of Misconduct:** Schools shall ensure that their Misconduct Policy and Procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions (MOE, 2018):

**a. Level One Offenses:**

1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.

- 2) Failing to attend classes on time repeatedly without an acceptable excuse.
- 3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- 4) Not bringing books and other resources for school without an acceptable excuse.
- 5) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- 6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- 7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- 8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

**b. Level Two Offenses:**

- 1) Leaving or entering the classroom during class time without permission.
- 2) Not attending mandatory school activities and events without an acceptable excuse.
- 3) Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
- 4) Acting or appearing in a manner that contradicts the [ADEK School Cultural Consideration Policy](#).
- 5) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- 6) Taking out and/or using mobile phones at school without permission or in the case of emergency.
- 7) Verbally abusing or insulting any member of the school community (including visitors).
- 8) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- 9) Refusing to follow any reasonable safety instructions in line with the [ADEK School Health and Safety Policy](#).
- 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

**c. Level Three Offenses:**

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Fabrication, falsification of documents, and Impersonation.
- 3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- 4) Leaving the school premises without permission.
- 5) Seizure, destruction, and/or vandalism of school property.
- 6) Setting off or activating the school's fire alarm or fire extinguishers.

- 7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

**d. Level Four Offenses:**

- 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- 5) Theft and/or engaging in its cover-up.
- 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
- 8) Setting fire to the school premises.
- 9) Insulting political, religious, or social figures in the UAE.
  
- 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the [ADEK School Cultural Consideration Policy](#).
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g. ,hacking into school accounts, installing unauthorized software).
- 13) Trespassing on school premises after school hours.
- 14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral

**Staged Approach for Dealing with Wilful or Persistent Misconduct**

Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before disciplinary action (e.g. warnings, written notices) is taken.

**Student misconduct shall be dealt with as follows:**

- 1) Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- 2) Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- 3) If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- 4) Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- 5) In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to ADEK to transfer the student to another School or to permanently exclude the student concerned. In making an application to ADEK, the School will evidence that all these stages have been followed.

**Concerns, Grievances, Bullying and Online Behavior**

The School has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the School.

Aligned with the above, the School will not tolerate any form of defamation or intentional harm practiced through social media forums. This includes, but not be restricted to, the following:

Article	Action	Penalty
21	Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (NOTE THAT PUBLICATION IS NOT REQUIRED TO FALL FOUL OF THIS PROVISION – just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough). Note also that in some apps, media is automatically saved, e.g. WhatsApp.	Up to 6 months' imprisonment +/- fine of AED 150k – 500k
21	Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct. The fact that defamation in the UAE includes TRUE statements comes as a surprise to most people.	Up to 6 months' imprisonment +/- fine of AED 150k – 500k
21	Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading their privacy.	Minimum of 1 year imprisonment +/- fine of AED 250k – 500k

- Parents and students in all Year levels using any social media forum must, at all times, demonstrate respect for the members of the School community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in the School community

**UAE Schools Social Media and Online Behavior Guidance Federal Decree-Law no. (5) of 2012 Issued 13th August 2012 ON COMBATING CYBERCRIMES:**

**Incident Logs (recorded on Phoenix Classrooms)**

All achievements and incidents must be logged on Phoenix Classrooms. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if needs be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary/report in order to gain a holistic picture of the child's behaviour across the School.

### House Points

All achievement points awarded are added to House Points. After any Inter-House activity/competition, team points are to be added to an overall House points.

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<p><b>Verbal Warning</b></p> <p>Discuss the expected change in behavior with the student.</p>	<p><b>Written Warning</b></p> <p>Notify the parent in writing about the student's misconduct.</p>	<p><b>Written Warning</b></p> <p>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><b>Written Warning</b></p> <p>Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p>



<p><b>Level 2</b></p>	<p><b>Written Warning</b></p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.</p>	<p><b>Onsite Suspension</b></p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p><b>Onsite Suspension</b></p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
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<p><b>Level 3</b></p>	<p><b>Onsite Suspension</b></p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
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<p><b>Level 4</b></p>	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</p>
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Reviewed date: 30<sup>th</sup> November 2024

Next Review date: 25<sup>th</sup> August 2025