



Policy Title: **Student Behavior Policy**

Approval Authority: AIS Board of Trustees

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INTRODUCTION

At AIS, we are committed to creating a positive and safe environment where every student can learn and flourish. By establishing clear expectations for student behavior and actively addressing any behavioral concerns, we aim to cultivate a secure, respectful, welcoming, and enriching atmosphere for all. Setting standards for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. This policy outlines the essential requirements for defining and implementing our Student Code of Conduct and establishing systems to encourage positive behavior throughout the school.

Students and parents are expected to become familiar with this policy. Students are expected to abide by school rules and regulations at all times, as this code of conduct applies while on school premises, school buses, field trips, and in school events and activities. This policy will be communicated to all students and parents at the beginning of the year, as well as through the school website and the Student/Parent Handbook.

PURPOSE

This policy is intended to state the position of the school in regards to the management of student behavior and ensuring students' abidance by the code of conduct. The school will ensure this policy is aligned with the directives and guidance from ADEK and other UAE government entities including regulations from the Ministry of Education in cases not mentioned through ADEK's guidance and policies.

This policy aims to:

1. Communicate the school's positive behavioral model to proactively encourage positive student behaviors and prevent undesired behaviors.
2. Clarify expectations for student behavior through the school's Code of Conduct.
3. Outline a staged approach for addressing student misconduct and consequences.
4. Clarify how the school supports students who are struggling to meet behavioral expectations with appropriate interventions.

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).
- **Behaviors of Concern:** Also referred to as “challenging behavior”, includes “any repeated pattern of behavior, or perception of behavior, 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. This includes risky or illegal habits.
- **Bullying:** 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).
- **Code of Conduct** A school’s principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
- **Documented Learning Plan (DLP):** A plan which outlines any personalized 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 Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
- **Tiered Model of Support:** An approach to meeting the different needs of students which 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 personalization and possibly external support by specialists (Tier 3: Intensive and Individualized).
- **Positive Behavior:** The expected standards of student behavior as set out in the school’s student code of conduct. Such behavior is conducive to the learning, wellbeing, and safety of the student and others in the school community.
- **Positive Handling:** 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.

1. Positive Behavior Model

1.1 Positive Behavior Expectations

At AIS, positive reinforcement and a constructive approach are central to developing and modifying student behavior. Our mission is to foster a supportive and nurturing educational environment where everyone can thrive. By promoting, recognizing, rewarding, and reinforcing positive behavior, we aim to create a culture where students feel valued and motivated to excel both academically and personally.

The AIS behavior management approach prioritizes fostering AIS learner attributes by promoting positive behaviors and inhibiting negative ones within a fair, equitable, and caring environment. Positive discipline focuses on teaching and reinforcing good behavior rather than punishing bad behavior, essential for creating a supportive learning environment. Setting clear expectations for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. The following expectations associated with the AIS Learner Attributes are illustrative rather than comprehensive.

- **Responsible:** *Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical, and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.*
 - Behaving safely and responsibly, with regard to the safety and welfare of oneself and others.
 - Acting as an ambassador to the broader community by representing the school on public occasions, promoting a positive school image, advocating for the school's values and standards, and demonstrating pride in being a member of the school community.
 - Taking accountability for one's actions and their consequences.
 - Making informed and ethical decisions.
 - Participating in initiatives that promote environmental sustainability.
 - Maintaining the cleanliness of their classrooms.
 - Disposing of litter in appropriate bins and not on the floor, school grounds, and playgrounds.
 - Not writing on or scratching desks or chairs, which is considered vandalism.
 - Refraining from the use of tobacco, medwakh, vape, and other substances on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
 - Not possessing or using dangerous items on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
 - Abiding by additional rules such as not selling items on campus without permission, not giving personal gifts to staff members, and not celebrating birthdays in classrooms or on school campus.
- **Self-Disciplined:** *Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.*
 - Complying with all school rules and regulations.
 - Dressing appropriately, following the school's dress code and grooming rules.
 - Following healthy eating habits and hygiene practices.
 - Not chewing gum on school campus or in school-sponsored events.

- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
 - Managing time effectively to balance academics, activities, and personal life.
 - Practicing self-control in stressful or tempting situations.
 - Recognizing and managing one's own emotions to maintain a positive and productive attitude.
 - Using coping strategies to deal with emotional challenges and maintain focus.
 - Reflecting on personal behavior and making adjustments to improve self-discipline.
 - Setting personal boundaries and adhering to them, even in the face of peer pressure.
 - Demonstrating patience and perseverance in achieving long-term goals.
 - Not engaging in inappropriate displays of affection on school campus.
 - Not using mobile phones on school campus.
 - Using the school's technology appropriately and complying with the rules and regulations as stated in the Policy on Technology Use & Online Safety.
 - Refraining from gaming and taking pictures or videos of classmates and teachers when on school campus.
 - Being responsible for personal laptops/tablets and not holding the school accountable for the loss or mishandling of student devices.
 - Communicating professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom). Not sending or accepting invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).
- **Determined:** Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.
 - Fulfilling all responsibilities as a student with a good work ethic, personal effort, honesty, and a willingness to learn.
 - Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
 - Attending school and classes on time, providing reasons for any lateness or absences.
 - Being prepared for class with required books and materials.
 - Completing and submitting assignments in a timely manner.
 - Engaging in extracurricular learning opportunities.
 - **Compassionate:** Learners respect diversity and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.
 - Using respectful and appropriate language at all times.
 - Interacting respectfully with staff members and peers.
 - Resolving conflicts peacefully and respectfully.
 - Showing empathy by actively listening to and understanding others' perspectives and feelings.
 - Being vigilant of, caring for, supporting, and/or mentoring students, where appropriate.
 - Considering the impact of words and actions on all students, staff, and parents.
 - Speaking politely and behaving courteously with others, using phrases like "please" and "thank you."
 - Caring for the school's property and facilities as well as the property of others.
 - Volunteering time and effort to community service projects.
 - Reaching out to victims of bullying and offering support and sympathy.

- Refraining from propagating rumors, hearsay, and offensive audiovisual materials.
 - Refraining from posting culturally inconsiderate content as per the ADEK Cultural Consideration Policy or defamatory content about parents, students, or staff on social media.
 - Helping limit the spread of such behavior and reporting it to a teacher or parent.
 - Supporting students who are bullied and offering assistance.
 - Maintaining positive and constructive communication and refraining from posting negative comments or defamatory content about the school, staff, other students, and parents on social media and WhatsApp groups.
 - Respecting the privacy of staff and students by not posting photos or videos taken on school property without permission.
- **Collaborative:** Learners have the skills to productively work together in their intellectual and social endeavors to achieve their goals.
 - Engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized.
 - Encouraging and promoting environmental awareness, conservation, and sustainable practices.
 - Actively participating in group projects and respecting others' contributions.
 - Communicating effectively and respectfully in group discussions.
 - Seeking and providing help and support to peers in collaborative tasks.
 - Moving to and from classes in an orderly and quiet manner, refraining from running, pushing, or shouting.
 - Walking up and down stairways on the right to ensure safe movement for all.
- **Courageous:** Learners approach challenges and uncertainties with confidence and prudence.
 - 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.
 - Volunteering to lead or participate in challenging projects or activities.
 - Seeking help and feedback when faced with difficulties or uncertainties.
 - Demonstrating sportsmanship in winning and losing.
 - Reporting bullying even if they only suspect it.
 - Intervening to defuse a witnessed incident of bullying if it does not place them in harm's way.
- **Integrous:** Learners act with integrity and honesty and hold a strong sense of respect for the dignity and rights of others.
 - Demonstrating honesty in all academic work and interactions.
 - Engaging in academic honesty at all times, refraining from engaging in academic dishonesty or cheating, including copying homework or exam responses, allowing others to copy, plagiarizing, improperly obtaining exam questions, and falsifying documents.
 - Recognizing 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, in line with the ADEK Values and Ethics Policy.
 - Respecting UAE national identity and cultural values in line with the ADEK Cultural Consideration Policy.
 - Standing up for what is right, even when it is difficult.
 - Treating everyone with fairness and respect.

1.2 Promoting Positive Discipline and Character Development

Promoting discipline will involve the collaborative effort of all members of the school community—administrators, teachers, support staff, parents, and students. Positive reinforcement and a constructive approach are central in developing and modifying student behavior. The following are the school guidelines for promoting positive discipline:

- **Positive Reinforcement:** Regularly recognize and reward positive behavior using incentives and acknowledgments to reinforce good conduct and achievements (i.e., through the school's Good News Report program).
- **School Values & Learner Attributes:** Communicate the school values and learner attributes to the entire school community, ensuring that everyone upholds them in all interactions and practices.
- **UAE National Identity and Culture:** Promote respect for local values, traditions, religion, and culture in line with the ADEK Values and Ethics Policy and the Cultural Consideration Policy.
- **Safe and Inclusive Environment:** Ensure a safe, inclusive, and secure learning environment that is welcoming, caring, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, or gender.
- **Clear Expectations and Consistency:** Establish and communicate clear, consistent, and fair expectations for student behavior, ensuring all students understand what is expected of them, and apply these standards impartially across all situations.
- **Supportive Interventions:** Provide appropriate support and interventions for students struggling to meet behavior expectations, focusing on understanding and addressing the underlying causes of their behavior.
- **Behavioral Assessments:** Students will be assessed on their character development using the AIS Learner Attributes: Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous, Determined, and Courageous.

1.3 Good News Reports Program

Through the Good News Reports Program, we aim to build a supportive school community where positive behavior aligning with the AIS Learner Attributes is recognized and valued. The program is designed to acknowledge students who demonstrate exemplary character and citizenship, as well as those who show significant improvement in their behavior. Specifically, students who demonstrate significant improvement or consistently display the AIS Learner Attributes, including Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous, Determined, and Courageous are rewarded with a Good News Report. By celebrating outstanding progress and behavior, the program aims to motivate all students to strive for continuous personal growth and good citizenship, in line with the AIS Learner Attributes.

The following is the process for rewarding Good News Reports:

- When a staff member observes a student performing a positive deed or demonstrating significant improvement in behavior, they acknowledge the student's action immediately.
- The staff member praises the student for their specific behavior, reinforcing the positive action with verbal recognition.
- The staff member then gives the student a Good News Report card, which serves as a tangible acknowledgment of their good behavior.
- Students who receive Good News Report cards will bring them to the Head of Grade at designated times, such as during homeroom periods or at the end of the school day.
- The Head of Grade logs each report, tracking the positive behaviors and ensuring that every

student's contributions are recorded accurately.

- Students can exchange their Good News Report cards for various prizes, which might include school supplies, privilege passes, certificates, or other incentives that align with the school's values and goals. Prize exchanges occur at scheduled times, such as weekly or monthly, allowing students to look forward to these moments of recognition.
- Special assemblies or announcements may be made to celebrate the achievements of students who consistently demonstrate positive behavior, providing public recognition and encouraging a culture of positivity throughout the school.

2. Levels of Misconduct

School offenses are tiered into four levels:

- **Level-1 Offenses:** Level-1 offenses are behaviors that disrupt the school environment and hinder both teaching and learning. These offenses include actions that negatively impact the overall discipline, order, and atmosphere of the school. The following is a non-exhaustive list of Level-1 offenses:
 - *Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.*
 - *Repeated tardiness to morning assembly.*
 - *Failing to attend classes on time repeatedly without an acceptable excuse.*
 - *Frequent unexcused absences from classes.*
 - *Non-compliance with the school uniform (regular or PE) without an acceptable excuse.*
 - *Failure to follow the Student Code of Conduct inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).*
 - *Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).*
 - *Incomplete homework and assignments in a timely manner.*
 - *Minor misbehaviors such as eating or sleeping during class time without justification or permission (after verifying the student's health status).*
 - *Not bringing books and other resources for school without an acceptable excuse.*
 - *Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.*
- **Level-2 Offenses:** These offenses have a more serious impact, causing significant disruption or damage, or jeopardizing safety. These actions not only disrupt the educational process but also affect the safety and well-being of the school community. The following is a non-exhaustive list of Level-2 offenses:
 - *Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during a school approved study leave).*
 - *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 ADEK Cultural Consideration Policy.*

- Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
 - Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
 - Verbally abusing or insulting any member of the school community (including visitors).
 - Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia, such as e-cigarettes/vaping, on the school premises, on the bus, or during school activities offsite.
 - Refusing to respond to inspection instructions or to hand over banned items.
 - Engaging in minor acts of vandalism.
 - Misuse of mobile phones.
 - Non-compliance with mandatory activities.
 - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-3 Offenses:** Level-3 offenses are severe infractions that cause harm or involve dangerous behavior. These behaviors undermine the integrity of the school environment and pose significant risks to the safety and security of everyone involved. The following is a non-exhaustive list of Level-3 offenses:
- 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 falsely taking credit for them).
 - Leaving the school premises without permission.
 - Seizure, destruction, and/or vandalism of school property.
 - Seizure, destruction, and/or vandalism of the school bus, including causing harm to the driver, supervisor, and/or other road users.
 - Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
 - Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
 - Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
 - Causing harm to others in or around the school.
 - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-4 Offenses:** These are the most serious violations and include actions that breach UAE laws or involve severe misconduct. These actions not only violate legal standards but also severely damage the school's reputation and the safety of its community. The following is a non-exhaustive list of Level-4 offenses:
- 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.
 - 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.
 - Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.

- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Premeditated theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- 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.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

3. Disciplinary Actions & Consequences

- The school shall strive to create 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.
- Students are expected to exhibit positive behavior when under the school’s supervision. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- The school is authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school’s supervision, such as when wearing a school uniform in public settings.
- The disciplinary consequences shall be applicable to students in Grade 5 and above. Disciplinary measures for students below Grade 5 shall be subject to Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.
- The school shall use appropriate guidance and disciplinary actions to help students understand why their behavior is unacceptable and how to improve it, taking into consideration individual circumstances, including social, emotional, and psychological factors. The first approach should always focus on understanding contributing factors, providing support, and reinforcing positive behavior to encourage students to take ownership of their actions.
- Students receive continuous support to understand and rectify their behavior. This support is provided through guidance sessions with counselors or other designated staff, who work with students to identify the reasons behind their actions and support their behavioral improvement.
- The Behavioral Management Committee—consisting of the Principal (or their delegate), a faculty member, the school counselor or social worker, and the Child Protection

Officer—shall review and discuss student behavioral concerns, ensuring fair and equitable disciplinary actions appropriate to the student's age, ability, and severity of misconduct.

- The school shall ensure that all behavioral incidents are meticulously recorded, allowing for the tracking of student progress and maintaining accurate records. The school shall keep 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 behavioral progress, disciplinary procedures, and communications.
 - *Level-1 Misconduct: Recorded at the class level by the teacher. Misconduct may be added to the student's file or report card if repeated or if escalation is necessary.*
 - *Level-2, 3, and 4 Misconduct: Recorded at the school level by the administration. All Level-2 (on/offsite suspensions and expulsions), 3, and 4 misconduct reported to ADEK.*
- The school will maintain strict confidentiality regarding all information about students' behavior.
- The school will use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with the Staging of Disciplinary Procedures:
 - *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 (e.g., a mobile phone or music player) with a resolution by the Behavioral 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 are further procedures and consequences related to specific level-2 offenses:
 - **Use of Mobile Phones.** *If a student is found using a mobile phone while on school premises during school hours, the mobile phone will be confiscated and returned directly to the parent after the parent signs an undertaking.*
 - **Misuse of Technology.** *Any misuse of laptops/tablets will result in the prohibition of the student from using the device. The parents will be called to sign an undertaking. Please refer to the Policy on Technology Use & Online Safety for further information.*
 - **Academic Dishonesty.** *A student found cheating on an examination/assignment will be in serious breach of the school's academic honesty policy. The student may receive a zero on the exam/assignment. The same disciplinary consequences apply for students found in possession of a mobile phone during an examination as this is considered cheating. This is in line with the Mandate (84) of the Ministry of Education, 2015. Students in external programs who commit academic dishonesty will be treated according to the external program's guidelines on academic dishonesty.*
 - **Vandalism.** *A student who commits an act of vandalism of school's or other's property will have to reimburse the school or the person whose property was damaged/lost the cost of the item.*

- Staff are forbidden to use any of the following methods as 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, however slight; in line with the ADEK Student Protection Policy)
 - 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 Behavioral 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. Staged Approach for Dealing with Misconduct

In addressing persistent misconduct, AIS follows a structured approach, with the Behavior Management Committee overseeing the implementation of procedures and decisions regarding consequences. Monitoring and documentation are integral parts of this process.

- **Disciplinary actions for Level-1 Offenses may include:** warnings, parental notification, counseling sessions, or temporary restrictions on certain privileges.

First time	Verbal Warning: 1. Address the verbal warning to the student and keep a record. 2. Discuss the expected change in behavior with the student.
Second time	Written Warning: 1. Issue a written a warning, document the incident in a report. 2. Notify the parent in writing about the student's misconduct. 3. Discuss the expected behavior with the student.
Third time	Written Warning: 1. Issue a written warning, document the incident in a report. 2. Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. 3. The parent is required to sign an undertaking to support the agreed strategy. 4. Conduct a guidance session to the student.
More than three times	Written Warning: 1. Issue a written warning, document the incident in a report. 2. 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.

	3. The parent is required to sign an undertaking to support the agreed strategies. 4. Conduct a guidance session to the student.
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- **Disciplinary actions for Level-2 Offenses may include:** warnings, parental notification, detention, community service, or referral to counseling services, expulsion.

First time	Written Warning: 1. Issue a written warning, document the incident in a report. 2. Instruct the student to sign an undertaking not to repeat the offense. 3. Summon the parent, who is required to sign an agreement/undertaking to support their child in reforming their behavior. 4. Conduct a guidance session to the student.
Second time	Onsite Suspension: 1. Issue a written warning, document the incident in a report. 2. Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. 3. Notify both the student and the parent of a second written incident report and consequences. 4. Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior. 5. The parent is required to sign an undertaking to support the agreed strategy. 6. Conduct a guidance session to the student.
Third time	Onsite Suspension: 1. Issue a final written warning, document the incident in a report. 2. Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. 3. Notify both the student and the parent of the incident report and consequences. 4. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. 5. The parent is required to sign an undertaking to support the agreed strategy. 6. Conduct a guidance session to the student.
More than three times	Expulsion: 1. Issue and document the incident in a report. Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. 2. The Behavioral Management Committee shall evaluate the evidence and

	agree on a set of final disciplinary actions which may include expulsion. 3. The parent is required to sign an undertaking to support the agreed disciplinary actions. 4. 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. 5. 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 counseling as per their behavior strategy.
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- **Disciplinary actions for Level-3 Offenses may include:** *parental notification, detention, suspension, mandatory counseling, involvement of legal authorities, or expulsion, depending on the severity of the misconduct.*

<i>First time</i>	Onsite Suspension: 1. Issue and document an incident report. 2. Immediately suspend the student inside the school of up to 3 days. 3. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. 4. 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. 5. Conduct a guidance session to the student.
<i>Second time</i>	Offsite Suspension: 1. Issue a written final warning and document the incident in a report. 2. Immediately suspend the student offsite until the end of the investigation/of up to 3 days with a notification to the parent. 3. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. 4. Provide the student and the parent with a final written warning/undertaking. 5. Summon the student and the parent to the school to present the Committee's decision. 6. Conduct a guidance session to the student.
<i>More than two times</i>	Expulsion: 1. Issue and document the incident in a report. Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. 2. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 3. Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee's decision. 4. 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. 5. 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. 6. Conduct a guidance session to the student.
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- **Disciplinary actions for Level-4 Offenses may include:** *parental notification, immediate suspension, immediate expulsion and legal consequences in accordance with local laws.*

<i>First time</i>	Offsite Suspension: 1. Issue a written final warning and document the incident in a report. 2. Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. 3. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan. 4. Provide the student and the parent with an undertaking. 5. Summon the student and the parent to the school to present the Committee's decision. 6. Conduct a guidance session to the student.
<i>More than one time</i>	Expulsion: 1. Issue and document the incident in a report. Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. 2. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 3. Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee's decision. Conduct a guidance session to the student. 4. 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. 5. 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.

5. Positive Handling

The school is authorized by ADEK, in certain circumstances, in order to maintain good order, 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. Positive handling is used in cases 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 behavior 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 conduct 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.*

6. Support and Intervention

The school provides appropriate and student-centric interventions to support students who exhibit behaviors of concern or are at risk of doing so. The following outlines the procedures for implementing supportive interventions.

- **Needs Analysis and Tiered Support:** AIS Schools shall conduct a needs analysis to determine the causality and extent of support required for students. Interventions shall be provided to students based on a tiered model of support response, adhering to the ADEK Inclusion Policy and ADEK Educational Risk Policy.
- **Provision of Professional Support:** Students shall receive professional support tailored to their specific needs, including counseling services, in accordance with the ADEK Student Mental Health Policy. Engagement with parents and relevant stakeholders, such as teachers, will be facilitated as appropriate. Ongoing monitoring of student progress shall be conducted to ensure effectiveness of interventions.
- **Referral to External Specialists:** In cases requiring intensive, individualized, and long-term support, students may be referred to external specialists. Parents will be responsible for monitoring their child's progress and providing updates to a designated school staff member. The designated staff member may share relevant information with stakeholders as necessary.
- **Integration with Disciplinary Procedures:** Disciplinary actions, as outlined in the school's policy, may be taken concurrently with interventions in cases of student misconduct.
- **Preservation of Support for Students with Additional Learning Needs:** Support and interventions for behavioral concerns shall not diminish or replace the support available to students with additional learning needs, as detailed in their Documented Learning Plan (DLP). In cases where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.
 - *The school shall ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.*

- *The Student Support Team shall develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.*
- *Sufficient guidance shall be provided to students to ensure continued learning during supervised detention and/or suspension periods.*

7. Appeals Procedure

An appeal is a formal request made by parents to review and reconsider a school's decision regarding their child's suspension or expulsion. It involves submitting a request within specified timelines and receiving a final decision after the school reviews the case.

- **Timeline for the Appeal:** Parents have 1 working day to appeal a school's decision to suspend their child. Parents have 10 working days to appeal a school's decision to expel their child.
- **Modes of Appeal:** Appeals can be made via email, telephone, or face-to-face meeting, as per the parent's preference.
- **Decision of the Appeal:** Following a review by relevant personnel (Behavioral Management Committee), 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. The decision shall be communicated to the parent.
- **Escalation Process:** If the school fails to respond to the appeal within 3 working days, or if the parent rejects the school's final decision, the parent is entitled to log a complaint to ADEK within 5 working days.
- **ADEK Investigation:** ADEK reserves the right to investigate any complaint related to suspension and expulsion following the school's final decision.