



ICS Mushrif Policy Document

While all Policies have a minimum date for review as a guideline, policies are under constant review. Changes to policies will occur as required.

Student Code of Conduct

Approved by: Principals	Date: October 2019
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Definition

For the purposes of this policy, **students' behavior** refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the teaching faculty, staff or other members of the wider school community.

Purpose

To conform to Policy 50: Student Behavior of the ADEK Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (55) of the Organizing Regulations.

- To promote positive student behavior.
- To provide a clear statement of the school's expectations of students in respect of personal behavior.
- To abide by the council's requirement that all schools regularly review a behavior policy which makes clear to all students and their parents/guardians the school's expectations of students' behavior and how the School will deal with any misconduct.
- To implement an effective and consistent school-wide system for shaping and managing student behavior.
- To create a disciplined school environment that is welcoming, caring, safe, and respectful to students.

Policy

In keeping with ADEK's basic system of rules for all schools in the Emirate of Abu Dhabi, ICS students *will*:

- Comply with all school rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the school and of others.
- Arrive at school and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive school community image.



- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the school community (school administration, facilitators, and all staff members), parents/guardians and other members of the local community.
- Cooperate with others in a respectful manner.

All staff at ICS will abide by the aforementioned list of rules and seek to encourage positive and confident behavior in all students that attend the school.

Maintaining a code of conduct is a major component to creating a disciplined environment conducive to teaching and learning. In order to reinforce the code of conduct, all facilitators and staff members must be involved in a school-wide collaborative effort with students, parents, administrators, and all community stakeholders.

Essential in our philosophy of behavior and conduct is positive reinforcement and the exercise of patience and persistence in developing and modifying student behavior. The school's mission and vision are based on facilitators dealing with students in a positive and constructive manner, emphasizing students' potential and positive personality/character attributes in an effort to build and reward appropriate behavior. Such an approach is implemented through a positive reinforcement program.

While positive reinforcement constitutes the center of our behavior management philosophy, certain violations and recurrent infractions result in disciplinary consequences. The school code of conduct is described below:

Code of Conduct

- The Code of Conduct outlines major categories of behavior and states disciplinary actions that may occur as a result of student misconduct.
- Students are subject to the Code of Conduct in the school at all times as well as when they are riding the school bus and participating in school trips or activities.
- Each parent or guardian of a student has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere which is supportive of personal rights.
- The administration respects the privacy of parents and students and the boundary between school and home life. Therefore, the administration relies on parents to take appropriate action against student misconduct outside of the school such as inappropriate text messages or calls to other students from home.

Managing Students' Misconduct

The school shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In responding to incidents of student misconduct, the school shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior.



Disciplinary Actions

A disciplinary consequence depends on the level of the offense and the student's disciplinary record. Offenses are tiered into four levels. When determining the appropriate progression of discipline and applying disciplinary measures, the school bases its four levels on those stated in ADEK's Policy 50: Student Behavior Policy:

Level ONE - Any behavior that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (repeated late arrival to school in the morning or to class after break).
- Homework repeatedly incomplete.
- Unexcused absences.
- Not bringing the necessary books and equipment to class.
- Incorrect school uniform (including sports uniforms) or inappropriate grooming.
- 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 (truancy).
- Sneaking into school after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.
- Fighting (verbally) with other students and/or bullying them.
- Bullying, intimidation or harassment.
- 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, plagiarism or misrepresentation.
- Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the school's IT or science lab equipment.
- Spreading false rumors.

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 or fighting (physical) with other students.
- Assaulting facilitator, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Willful damage to, or destruction of, school and personal property.
- Misuse of safety equipment (e.g. fire extinguisher or fire alarm).
- Any behavior that may harm self or others.
- Bringing illegal or dangerous items to school, for example cigarettes, vapes or firecrackers.
- 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.

Level FOUR - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Third repetition of any level three offense
- Bringing or possessing any firearm or non-firearm, weapon to school
- Sexual assault inside the school premises or facilities or while on school sanctioned trip
- Physical assault which may lead to physical injuries of peers or staff
- Leaking exams or participating at any level
- Causing fire at school or setting the school building or facilities on fire
- Unauthorized impersonating of others for any school transactions or forging any school specific documents

Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more school work.
- Mocking or insulting the student in private or in public.
- Preventing the student from using washroom facilities or consuming food.

Staged Approach for Dealing with Persistent Misconduct

Students should be 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. Using a staged approach can follow the procedure laid out below, however all incidents will be treated based on the nature of the situation.

Student misconduct shall be dealt with as follows:

- Firstly, the school shall provide counseling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the school.
- Next, the school will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- 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.
- 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.
- 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 the council to transfer the student to another school or to permanently exclude the student concerned. In making an application to the council, the School shall include evidence that all these stages have been followed.



Disciplinary Actions

The intervention stages below depict the kinds of disciplinary consequences that result from committing a certain level of offense. The disciplinary actions outlined below shall be applied within the framework of the staged approach for dealing with persistent misconduct above.

Level ONE

- First time results in a verbal warning.
- After 3 verbal warnings, any level ONE offense results in an incident report.
- After 3 incident reports, any level ONE offense results in a warning letter and parents are called.
- After a warning letter, any level ONE offense results in additional warning letter and parents are called to the school for a meeting with administration. In addition, student may be assigned to a behavior workshop or study hall and have withdrawal of privileges (e.g. exclusion from field trips). After 3 warning letters, students may be subject to suspension as per the decision of the School Disciplinary Committee.

Level TWO

- First time results in a warning letter and parents are called.
- After a warning letter, any level ONE or TWO offense results in additional warning letter and parents are called to the school for a meeting with administration. In addition, students may be assigned to a behavior workshop or study hall and have withdrawal of privileges (e.g. exclusion from field trips). After 3 warning letters, student may be subject to suspension as per the decision of the School Disciplinary Committee.

Level THREE

- First time results in a warning letter being issued and a suspension of 1 to 5 days as per the decision of the School Disciplinary Committee.
- For all level THREE offenses, parents are required to come to the school for an urgent parent conference with the administration to discuss all aspects of their child's behavior and the disciplinary action taken.
- Upon rejoining after suspension, any further violation of the Code of Conduct (level TWO or THREE) may result in an additional suspension or expulsion as per the decision of the School Disciplinary Committee.
- ICS will use temporary suspension and expulsion measures very cautiously and judiciously in keeping with ADEK Policy 51: Expelling Students.

Level FOUR

- Call the parents for an immediate meeting
- Take all immediate actions including calling for help of relevant authorities
- Exclusion
- Expulsion
- Enrolment in rehabilitation centers

School Disciplinary Committee

ICS has a School Disciplinary Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception.



All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offenses of each student and the actions taken in response on the e-SIS system, including uploading all supporting reports for all offenses and actions taken. ICS, the council and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

Students with Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education shall take into account the nature of the student's special education need, and the Individual Education Plan for that student.
- Students with special education needs will not be subject to more severe consequences than those imposed on the rest of the students for comparable violations.
- The implementation of the school's code of conduct will not discriminate between students with special education needs and other students.

The code of conduct shall be published in the Parent/Student Handbook and posted on the school's website and explained to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and parents/guardians to ensure that it is understood throughout the school community.

Positive Reinforcement Programs

In our self-disciplined school, there are three positive reinforcement layers: (1) Beads for Deeds, (2) Good News Report, and (3) Senior and Junior Prefects (Grades 7–12).

Beads for Deeds

Reward able deeds are voluntary actions witnessed by any staff member that reflect good habits of personality/character and upright citizenship. Examples of such behaviors include:

- Exhibiting initiative
- Offering community service
- Helping others
- Protecting the integrity of others
- Picking up litter

Reward able deeds do not involve behaviors that fall within a student's academic and moral obligations, such as concluding homework or respecting peers and others.

1. A staff member / senior prefect who witnesses a student performing a good deed recognizes that behavior, praises the student for his/her action, and gives the student a Beads for Deeds card.
2. Students will then hand in their Beads for Deeds cards to the Supervisor at assigned times.



3. Students may be able to redeem their Incident Reports with Beads for Deeds during redemption time, within a specific redemption program, tailored by the supervisor to enhance the positive reinforcement environment and spirit.
Examples of Redemption Programs:
 - Redemption Marathon / Term
 - Redemption Rate based on the flux of incident reports / month
 - Recess Raffles Awarding systems
4. At the end of each term, the three students with the greatest number of beads will be awarded a prize. Possible rewards include but are not limited to: tickets to the movie theater; tickets to other entertaining activities like sports or plays; coupons to restaurants; sports equipment; books; and subscriptions to magazines.

Good News Report:

A Good News Report (GNR) is given to students who have performed consistently well or have significantly improved in behavior and character based on the school's personality/character assessment standards: Punctuality, Duty/Responsibility, Organization, Participation, Team Spirit, Self-Discipline, Esteem, and Honesty.

1. A facilitator may identify a student who has demonstrated habits of personality/character that exceed standards or who have confirmed significant improvement in his/her character and gives the student a GNR card.
2. Students will then hand in their GNR cards to the Supervisor at assigned times.
3. Students may be able to redeem their Incident Reports with Good News Report during redemption time, within a specific redemption program tailored by the supervisor to enhance the positive reinforcement environment and spirit.

Senior Prefects

Senior and Junior Prefects are responsible at all times to reinforce the school's code of conduct. Senior Prefects are students assigned by the school's administration at the beginning of the year.

During their first convention in the first week of September, the nominated Senior Prefects elect their president and their Vice-president who are responsible to manage and direct this crucial task force. Senior and Junior Prefects meet biweekly and discuss recurrent disciplinary issues to take appropriate measures to solve those issues.

Senior Prefects' duties include the following:

Assist the school's administration and facilitators in applying the school's code of conduct at all times.

During class instruction time, assist facilitators in maintaining discipline and managing the class.

During class, ensure that no student in the prefect's classroom and neighboring two classrooms is without a pass.

During recess time, inspect student dress code; prevent play fighting; forbid littering; grant recess and redemption raffles to students; perform routine classroom checks to make sure that no students are present in any classroom; and make sure that all students are in their classrooms after the bell rings.



During the morning assembly, make sure that all students are lined up properly and promptly after the bell rings.

Write incident reports and forward them daily to the administration.

Grant Good News Reports and Beads for Deeds to students (maximum quota is 25 per month).

Assist facilitators in their daily tasks as requested.

Recruit two junior prefects after obtaining approval from the administration.

The document “Abu Dhabi Education Council Guidelines for Managing Student Behavior in Abu Dhabi Schools” provides additional details and guidance on all guiding principles mentioned in this policy.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School’s behavior and discipline policy, and ensure that the Behavior Policy is fully compliant with the requirements of the Council’s regulations and policies.
- Monitor the School’s implementation of its Behavior Policy.
- Create a School Disciplinary Committee.

Principals will:

- Implement the School’s behavior and discipline policy and related procedures.
- Ensure, through regular review of the Behavior Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behavior Policy is understood and accepted by all members of the School community.
- Chair the School Disciplinary Committee.

Teachers will:

- Exert efforts to establish the motivation behind and the purpose of the student’s misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.
- Refer to Social Worker or SENCO for additional support in managing challenging behaviors.

Social Worker:

- Extend efforts to establish the motivation and purpose of a student’s misconduct, in order to develop suitable solutions and support to enable the student to manage their own behavior and identify triggers.
- Will work with teachers to support and implement strategies to support student behavior.

This policy is written in conjunction with the following legislation:

- ADEK Policy and Guidance Manual (2014-2015)
 - Policy 1: The Core Values of Education and Moral Obligation, Corresponding to Article

- (2) and (6) of the Organising Regulations
- Policy 2: Ethical Leadership, Corresponding to Article (4) of the Organising Regulations
- Policy 30: Professional Code of Ethics, Corresponding to Article 3(5) of the Organising Regulations
- Policy 35: Records, Corresponding to Article (40) of the Organising Regulations
- Policy 50: Student Behaviour Policy, Corresponding to Article (55) of the Organising Regulations
- Policy 51: Expelling Students, Corresponding to Article (56) of the Organising Regulations
- UAE Federal Law 5 of 2012 on Combating Cybercrimes
- UAE Federal Law No. 12 of 2016 amending Federal Law No.5 of 2012 on Combating Cybercrimes