

Al Ittihad National Private School - Shakhbout



Students Behavior Policy

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I. Introduction:

In the best interests of our students, and with the aim of instilling and promoting ethical values, positive and exemplary behavior, while fostering self-confidence, trust in their community, and a deep sense of national belonging and pride in their achievements both nationally and internationally, Al Ittihad National Private School - Shakhbout (INPS-Shakhbout) has updated its Student Behavior Policy. This revision aligns with the ADEK Wellbeing and Inclusion Policies, as well as the National Policy for the Prevention of Bullying in Educational Institutions.

1.1. Purpose

At INPS-Shakhbout, we are committed to establishing a comprehensive framework that promotes positive behavior. This includes implementing proactive strategies to encourage positive student behavior and prevent misconduct, guided by a clearly defined code of conduct outlining behavioral expectations. Prioritizing student wellbeing, the school enforces a strong anti-bullying policy. For students who do not meet behavioral standards, appropriate interventions are provided to support their development. A structured, progressive approach to managing violations ensures that disciplinary measures are effective and aligned with the school's educational goals.

1.2. Scope

This policy applies to:

- a.** All students enrolled at INPS-Shakhbout.
- b.** All school staff are responsible for maintaining behavioral standards.
- c.** Parents and guardians, in their role in supporting student behavior.
- d.** Visitors, volunteers, and external stakeholders are involved in school activities.

It outlines:

- a.** Expectations for student behavior at school and during school-related activities.
- b.** Roles and responsibilities of students, staff, and parents in fostering positive behavior.
- c.** Strategies for reinforcing appropriate behavior and managing violations.
- d.** Procedures for reporting and responding to behavioral incidents, including bullying.

1.3. Objectives

- Foster a culture of respect, responsibility, and inclusion through the Positive Behavior Code.
- Provide a safe and supportive learning environment where students feel valued and empowered.
- Promote ethical values such as honesty, loyalty, resilience, and respect.
- Implement fair and effective disciplinary measures aligned with student development needs.
- Equip students with conflict resolution and self-discipline skills through structured guidance.
- Ensure clear communication of behavioral expectations to students, staff, and parents.
- Strengthen anti-bullying measures and provide students with safe reporting channels.

1.4. Alignment with UAE and ADEK Guidelines

a. Federal Compliance:

Adheres to Ministerial Resolution No. (645) of 2020 on Bullying Prevention.

Complies with Federal Law No. (3) of 2016 (Wadeema's Law), ensuring student protection.

Aligns with Federal Law No. (18) of 2020 on Private Education.

b. ADEK Regulations:

Fully aligned with ADEK's Wellbeing and Inclusion Policies to support student mental health and behavior management.

Complies with ADEK's Student Protection Policy, ensuring intervention against misconduct and bullying.

Implements behavior management strategies in accordance with ADEK's Positive Behavior Framework.

c. National Child Protection and Anti-Bullying Framework:

Aligns with the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d.).

Incorporates structured anti-bullying initiatives that provide prevention strategies, reporting mechanisms, and student support.

d. Collaboration with Local Authorities:

Works closely with Abu Dhabi Department of Education and Knowledge (ADEK), Family Care Authority (FCA), Ministry of Interior's Child Protection Center (MoI-CPC), and Abu Dhabi Judicial Department to manage and report behavioral violations as required by UAE law.

II. Definitions

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.
Student Behavior	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.
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.
Misconduct	Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.
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). The MoE National Bullying Policy for the Prevention of Bullying in Educational Institutions provide a complete framework for bullying and cyberbullying.

III. Behavioral Values

Honesty	Being truthful and transparent in all actions and communications. Honesty is telling the truth and acting with sincerity and fairness.
Loyalty	Staying committed and supportive to the school community, peers, and values will promote a sense of unity and reliability among students.
Belonging	Feeling accepted, valued, and connected within the school community will make students feel secure and confident in their school environment.
Respect	Treating others with kindness, valuing their differences, and appreciating diversity.
Empathy	Understanding and sharing the feelings of others helps build a strong school culture where students are supportive of each other.
Resilience	Ability to overcome challenges and feeling empowered to face difficulties with strength and adaptability.
Care	Caring for the well-being and success of others and creating a supportive, and considerate environment.
Tolerance	Accepting and valuing differences among individuals and enhancing a respectful and harmonious community where diverse perspectives are embraced.
Tiered Model of Support (MTSS)	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). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

IV. The Positive Behavior Model

At INPS-Shakhboub, positive and exemplary student behavior is reinforced through strategies that are aligned with students' developmental stages, educational levels, and individual needs. For early childhood students (K-Grade 4), we use methods such as verbal praise, visual rewards, and simple behavior charts to encourage positive actions. As students advance in grades, reinforcement strategies include recognition programs, achievement certificates, and opportunities for leadership, reflecting their growing maturity and responsibility.

Our motivation program incorporates both moral and material incentives to support and recognize positive behavior. Moral incentives involve verbal praise, public recognition, and showcasing achievements to foster intrinsic motivation. Material incentives, such as stickers or special privileges, provide additional motivation by offering tangible rewards for adherence to behavior standards.

The program ensures fairness and inclusivity by offering incentives that cater to diverse interests and needs, guaranteeing equitable recognition for all students. By linking rewards to adherence to the Positive Behavior Code, we ensure that every student has a fair opportunity to be acknowledged for their positive behavior, thereby creating a supportive and motivating learning environment.

At INPS- Shakhboub, we clearly define and communicate behavioral expectations to students, staff, and parents through visual reminders and consistent messaging. Positive behavior is reinforced with recognition systems such as verbal praise, certificates, and tangible rewards, while behavior tracking tools monitor adherence.

Supportive interventions, including individualized behavioral support plans and staff professional development, address challenges and ensure effective implementation of the code. Ongoing feedback and periodic evaluation of the reinforcement strategies help adjust practices and maintain alignment with the Code of Positive Behavior, fostering a positive and respectful learning environment.

V. School Responsibilities:

- a. Building positive behavior among students within the school community.
- b. Enhancing and strengthening positive behaviors while reducing behavioral violations.
- c. Creating an effective and productive learning environment that is suitable for all students.
- d. Promoting positive and exemplary behaviors by frequently and consistently rewarding, encouraging, and caring at all times as well as minimizing behavioral offences.
- e. Familiarizing students and their parents with their rights and duties, and the importance of maintaining self-discipline,

- f. Providing a control reference to deal with students' behaviors.
- g. Ensure that procedures are in place to deal with and prevent behavioral issues.
- h. Behaviorally and educationally reintegrate students with behavioral issues in the school community.

VI. Teachers' Responsibilities:

- a. Defining, promoting, reviewing, and teaching levels of behavioral expectations to ensure a safe, civilized, and respectful environment in class.
- b. Developing procedures to promote appropriate behaviors.
- c. Raising students' awareness about inappropriate or unacceptable behaviors.
- d. Developing procedures to reduce and redirect or resolve inappropriate or unacceptable behaviors.
- e. Taking actions to reduce and redirect or resolve inappropriate or unacceptable behaviors.
- f. Follow all school policies and procedures.
- g. Maintain a positive, professional system towards all students.
- h. Document the actions taken in response to student misconduct.
- i. Using data to monitor and evaluate progress and effectiveness of behavior management strategies.

VII. Responsibilities of the Parent / Guardian:

- a. Stressing the importance of your child's education.
- b. Making sure your child goes to school on time on a daily basis.
- c. Informing the school and providing documentation for any custody changes related to your child.
- d. Providing resources to help the child complete class work and homework.
- e. Engaging in school activities.
- f. Staying in touch with the school regarding your child's development.
- g. Communicating with the school staff in a civilized way.
- h. Participating in parent/teacher meetings and any other meetings at the request of the school regarding the behavior or academic performance of your child.
- i. Cooperating with the school if disciplinary actions are necessary.
- j. Informing the school about any condition that may affect their child such as medical problems, family issues or social problems.
- k. Being familiar with the school's rules and policies.

VIII. Student Responsibilities:

Students' responsibilities lay in adherence to the Positive Behavior Code.

IX. Code of Positive Behavior:

Students are expected to show the following behaviors:

- a.** Showing respect towards all members of the school community, including faculty, staff, peers, and support personnel.
- b.** Complying with all institutional regulations and behavioral expectations established by the school, maintaining adherence to policies that promote a positive school environment.
- c.** Exhibiting personal responsibility by prioritizing the safety, health, and wellbeing of oneself and others in all circumstances.
- d.** Caring for school property, resources, and the personal belongings of others.
- e.** Representing the school in a positive light during both internal and external events by upholding the school's values and engaging in appropriate behavior.
- f.** Ensuring punctuality for school and classes, while providing justified reasons for any absences or tardiness in accordance with the school's attendance policies.
- g.** Committing to academic and non-academic responsibilities by engaging in assigned classwork with diligence, ethical conduct, integrity, and a willingness to learn.
- h.** Refraining from actions that disrupt the learning environment both inside and outside the classroom, ensuring respect for the educational process of peers.
- i.** Broadening learning experiences beyond the classroom by participating in extracurricular and non-curricular activities.
- j.** Engaging with peers and staff courteously, politely, and respectfully, utilizing appropriate language (e.g., "please" and "thank you") and actions such as holding doors or offering assistance.
- k.** Displaying order and discipline by maintaining appropriate behavior during structured activities such as lining up during assemblies.
- l.** Respecting personal boundaries and maintaining physical boundaries as appropriate by seeking permission before touching or using others' belongings.
- m.** Actively assuming the role of a responsible school citizen by upholding institutional values, avoiding misconduct, and reporting any instances of bullying or inappropriate behavior.
- n.** Showing sporting spirit, and handling both successes and challenges with grace and dignity in competitive and non-competitive situations.

- o.** Recognizing the impact of words and actions on the broader school community, and acting with sensitivity and care towards students, faculty, and parents.
- p.** Maintaining appropriate standards of personal hygiene, reflecting respect for oneself and the school environment.
- q.** Offering guidance and support to younger or less experienced students where appropriate.
- r.** Showing environmental awareness by adopting sustainable practices, conserving resources, and promoting eco-friendly initiatives.
- s.** Working collaboratively in groups, encouraging dialogue and maintaining an open and welcoming environment, especially for peers who may feel excluded (e.g., new students, or those experiencing bullying, etc.)
- t.** Following the school's dress code and personal care standards, ensuring modesty, cleanliness, and appropriateness in appearance.
- u.** Respecting the national identity and cultural values of the UAE, adhering to the school's policies on cultural sensitivity and consideration.
- v.** Embracing diversity by respecting differences in ethnicity, nationality, culture, language, religion, gender, and ability, in alignment with the school's values and ethical standards.
- w.** Maintain exemplary behavior when under school supervision or during transportation, and while participating in activities organized by the school, both on and off-campus.

X. Enhancing Positive Behavior:

At INPS-Shakhboub, positive and exemplary student behavior is reinforced in accordance with students' developmental stages, educational levels, and capabilities through diverse methods. These include both moral and material incentives, as outlined in a motivation program. This program guarantees equitable opportunities for all students within the school and serves as a reflection of students' adherence to the Positive Behavior Code.

10.1. First Category: K-4 students

Teachers work hard to help students in grades K-4 develop internal motivation for positive behavior which helps them to be self-motivated. By enhancing positive, children are encouraged to display the desired behavior again in the future. Some strategies to enhance positive behavior include:

- a.** Praising Positive Behavior to give them immediate recognition to their efforts.
- b.** Putting a reward system in place will help students gradually shift from extrinsic reward to intrinsic motivation. The reward system may include Class Dojo points and positive behavior chart.

- c. Starting the Student of the Month Award as a recognition of positive behavior.
- d. Starting the Best Class Award to encourage teamwork and collaboration

10.2. Second Category: 5-12 students,

The school uses various approaches to promote positive behavior, focusing on both individual and group reinforcement. Teachers provide consistent praise and use systems that give immediate feedback to motivate students to make good choices. The strategies the school uses include:

- a. Kafu Card reward system as an incentive for positive behavior among students. Kafu cards can then be exchanged against other rewards.
- b. Certificates of Thanks and Appreciation as a recognition of students' positive behavior.
- c. Honoring the stars of the month to promote positive behavior among students.
- d. Best class award for the classes with the least behavioral issues.

XI. Behavioral Offences

This code of conduct applies to students starting from Grade 5 - 12. Disciplinary actions for students below Grade 5 are subject to decree No. (206) of 2020 Policy for Managing Positive Behavior for Early Childhood Children in Educational Institutions.

11.1. First category: Grades K- 4 Students

In accordance with Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions, all behavioral procedures and interventions for this category shall comply with the principles of positive reinforcement, age-appropriate guidance, and preventive support. Disciplinary actions must be educational in nature and aligned with the developmental stage of the student.

The parent/guardian should fully adhere to their responsibilities towards their child in accordance with the Student Protection Policy, Federal Law No. (3) of 2016 (Wadeema's Law), and all other relevant UAE laws related to child protection. In the event of direct responsibility for the child's behavior or failure to respond to the school, the school reserves the right to refer the matter to the relevant authorities.

#	Description of unwanted behavior in first-class students
01	Lateness to the morning assembly or tardiness to the first period of no more than (10) minutes.
02	Absenteeism for more than 3% without excuse.
03	Non-compliance with the school or PE uniform, or failure to maintain it
04	Failure to comply with personal hygiene (hair, nails, clothing).
05	Failure to follow the rules of positive behavior inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons
06	Misuse of electronic devices such as tablets and others during lessons, including the use of electronic games in the classroom.
07	Misuse of school facilities.
08	Misuse of learning resources such as stories, puzzles, and educational tools.
09	Minor verbal abuse.
10	Writing on walls and damaging school furniture and school buses.
11	Inciting fights and threatening or intimidating children in kindergarten or school.
12	The students frequently keep educational resources without the teacher's knowledge.
13	Lengthening hair for boys or strange haircuts for boys and girls.

1. In the event that a student of the first category commits undesirable behavior, a set of strategies are implemented to reduce negative behavior, verbal alerting by the teacher and observing the student's behavior, informing the parent. In case of repetition, the behavior is reported to the school administration and an action plan with strategies to monitor behavior is set in collaboration with the parent and the special needs teacher.

2. In case of recurrence within a month, the parent, under the supervision of the special needs teacher, is contacted and provided with strategies to monitor the child's behavior at home. The parent is called to school and a report on the child's case is written in collaboration with the school principal, class teacher, social worker, psychologist, and special needs teacher, in order to determine appropriate action to reduce negative behavior, follow up the results. Another meeting is scheduled to review and modify the plan.

3. The Parent/guardian is directly contacted in the following cases:

- a. Bringing unhealthy foods except in special health conditions (such as allergies to types of foods) or at times approved by the school administration (such as school trips) and in this case, it is mandatory to follow the school instructions.
- b. Bringing hazardous or inappropriate materials to the school environment such as toys or mobile phones.
- c. The child is not getting enough sleep, which negatively impacts his academic performance and behaviors.
- d. Complacency in the child's illness having him/her attend, which may lead to the deterioration of his condition and infection to the rest of his classmates.
- e. Fighting and physically abusing his/her peers or school staff.
- f. Uttering abusive words to classmates or school staff.
- g. Failure to comply with the rules of safety and security in school buses.
- h. Repeatedly lying or stealing.
- i. Cases of student's unjustified panic and fear.
- j. Lack of concentration and excess energy or tiredness.
- k. Sneaking on colleagues in restrooms.
- l. Exploring the bodies of their colleagues in recess time or in bathroom.
- m. Lack of effective parental communication with the classroom teacher and school administration such as attending formal meetings or answering phone calls, letters, leaflets or school communications that require parent signature.

11.1.2. Second category: 5-12 Students

Behavior is classified into the four levels, listed below, depending on their severity and their impact on students, the learning environment and community in general. The implementation of the procedures for each of them is done according to this policy, provided that each is documented in accordance with the approved systems.

NB: The procedures followed with the violations below apply to grades 5 and above students. However, grades deduction does not apply to grade 5 students from the elementary section. It only applies to grades 6 and above students in the middle and high school section where behavioral grades deduction is applied according to the violations as shown below.

a. Level One Offenses: (Minor risk)

Offense Level	Description of the violation			
Level One Offenses	Non-compliance with the school or PE uniform, or failure to maintain it.			
	Lateness to the morning assembly or tardiness to the first period			
	Failure to comply with the teacher's instructions and violation of class rules.			
	Using makeup, nail polish, nail lengthening, hair dyeing (for girls) or hair lengthening for boys.			
	Non-compliance with the submission of homework or Failure to bring books and school supplies or not charging iPad.			
	Saying inappropriate words to classmates or school staff.			
	Violating the Code of Positive Behavior			
	Sleeping / Eating (including Chewing Gum) during lessons			
	Misuse of school electronic devices such as tablets and others during lessons, including the use of electronic games in the classroom or using/bringing Air pods, smart watches, games or music)			
	Any similar offences			
Grades Deduction	First time (0)	First Repetition (2)	Second Repetition (-4)	Third Repetition (-4)
Disciplinary procedures for offenses of the first degree.	Verbal Warning Discuss the expected change in behavior with the student.	Written Warning Record the violation Deduce 2 grades from behavior mark Notify the parent in writing about the student's misconduct.	Written Warning Notify the parent in writing about the student's misconduct. Deduce 4 grades from behavior mark	Written Warning *Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent signs an undertaking to support the agreed strategy. Deduce 4 grades from behavior mark

b. Level Two Offenses (Medium risk)

Offense level	Description of the violation			
Second Degree offenses	Leaving or entering the classroom during class time without permission.			
	Not attending mandatory school activities and events without an acceptable excuse.			
	Removing or making changes to the device management system (removing restrictions or breaking device protection of the Ipad)			
	Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.			
	Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.			
	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).			
	Taking out and/or using mobile phones at school without permission or in the case of emergency.			
	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 shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.			
	Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.			
	Refusing to follow inspection instructions or handle prohibited items (cosmetics, energy drinks...)			
	Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.			
Grades Deduction	First time (-4)	Second repetition (-8)	Third repetition (-8)	Important Notes
Disciplinary Procedures for Second Instance Offences	Written Warning Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior. Deduct 4 grades from behavior mark	Onsite Suspension Notify the Behavioral Management Committee to investigate and take a decision. Notify the parent of a second written warning Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school Deduct 8 grades from behavior mark	Onsite Suspension Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy. Deduct 8 grades from behavior mark	Expulsion If a student brings a mobile phone to school, it will be confiscated and returned to the parent after signing a pledge that he has no objection in confiscating the phone until the end of the semester in case the violation is repeated. with a deduction of 4 grades from the behavior mark, and the student must sign a pledge not to repeat the offense. In case of a repeated offense, the phone will be confiscated until the end of the semester, with a deduction of 8 points from the behavior grade. In the event that the student repeats the violations, the educational committee can immediately suspend the student until the end of the investigation and agree on a set of disciplinary measures, including dismissal from the school The parent shall bear the cost of repairing any school property that the student deliberately damages

c. Level Three Offenses: (Serious risk)

Offense level	Description of the violation		
Level Three Offenses:	Possession or promotion of materials in violation of heavenly religions, etiquette, and public order		
	Intentionally Destroying or seizing of school and/or staff property.		
	Sexual harassment		
	Physical assault on peers or school workers (bullying)		
	Theft or concealment		
	Reckless driving inside or around school buildings / Failure to follow safety and security instructions.		
	Cheating or trying to cheat in exams (Copying assignments or projects and falsely claiming credit for them).		
	Using other student's accounts (on any school platform be it with or without his consent.		
	Take or publish photos of teachers or colleagues		
	Playing with fire alarm and causing chaos and disruption of the school day.		
	Deliberately and repeatedly bullying others		
	Pretending to be another person in any school operation or submission of forged documents (such as forging the signature of the / parent guardian).		
	Escaping from or leaving school without permission during the school day.		
	Any similar offences at the discretion of the Behavior Management Committee at school.		
Grades Deduction	First time(-12)	In case of iteration(-12)	In case of the third iteration
Disciplinary Procedures for Third Degree Offenses	Onsite Suspension Immediately suspend the student from 1 to 3 days inside the school. Notify the parent in writing. The student signs an undertaking not to repeat the violation Deduce 12 grades from behavior mark.	Offsite Suspension Immediately call the parent for a meeting and suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The student will be referred to a behavior evaluation external authority. Deduce 12 grades from behavior mark.	Expulsion Immediately call the parent for a meeting and suspend the student offsite until the end of the investigation for a maximum of 5 days and signing a final undertaking. The student will be referred to a behavior evaluation external authority. If cheating is proven, the exam will be canceled, and the student mark will be Zero (0). The parent bears the cost of repairing the school property that the student deliberately damages

d. Level Four Offenses (high-risk)

Offense Level	Description of the violation	
Level Four Offenses	Setting fire to the school premises.	
	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.	
	Insulting political, religious, or social figures in the UAE.	
	Committing sexual assault	
	Physical assault leading to injury to peers or school staff	
	Bringing, possessing, or using firearms or bladed weapons or the like within the school	
	Using, promoting, possessing, and/or distributing narcotic or prescription drugs, on the school premises or appearing under the influence of narcotic drugs within a school.	
	Leaking exam questions or engaging in related activities.	
	Illegal digital activity on the school's information systems (hacking school accounts or installing unauthorized software).	
	Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.	
Grades Deduction	Upon committing it (-20)	In case of second iteration (-20)
Disciplinary Procedures for Fourth Instance Offenses	Offsite Suspension 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. Deduce 20 grades from behavior mark. And reconsidering student's registration for the next academic year.	Expulsion 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 final disciplinary actions which may include expulsion. Deduce 20 grades from behavior mark. If the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.

- All level 2-4 misconduct, including suspensions and expulsions, shall be reported to ADEK through the official portal.
- In the event that the parent/ guardian refrains from attending or sending someone to represent him/her when summoned or cooperating with the school regarding violations of the student's behavior, the parent/guardian is referred to the Behavior Management Committee for the necessary action, and the parent is notified of the procedure through official school communication channels.



- At the end of each academic year, the school shall submit to ADEK a list of students at risk of expulsion with all support measures documented.

Note: A student can make up for a behavior mark by:

- 1 - Displaying exemplary behavior
- 2 - Correcting or stopping the inappropriate behavior

Behavior modification 1	Behavior modification 2	Behavior modification 3
+2	+4	+8

i. Examples of Exemplary Behavior:

- a. The student exceptionally represents the school well before external bodies.
- b. The student receives awards in an area of excellence.
- c. The student presents outstanding ideas that contribute to the school improvement.
- d. The student actively and effectively participates in one of the student committees.

ii. Examples of Behavior Modification:

- a. The student completely stops the inappropriate behavior for a minimum of one entire semester.
- b. The student makes sincere efforts to correct the mistake and modify their behavior.

XII. Appeals Procedure

In order to ensure fairness and transparency in addressing student behavior decisions, INPS-Shakhboub has established a clear and structured appeal process. This procedure allows students and parents an opportunity for review and reconsideration. In case of conflict of interest, Appeals committee members excludes the Principal, Vice Principal and any other staff.

The process is designed to be accessible and efficient, with specific timelines and modes for filing appeals, and a defined pathway for further action if necessary. By adhering to these

guidelines, we aim to uphold the principles of equity and due process, ensuring that all parties are heard and that decisions are made with careful consideration.

1.
 - a. Parents have 1 working day from the notification of their child's suspension to file an appeal.
 - b. Parents have 10 working days from the notification of their child's expulsion to file an appeal.
2. Appeals can be presented in different ways:
 - a. Appeals can be submitted via email to the designated school address.
 - b. Appeals can be communicated through a phone call to the school's administrative office.
 - c. Parents also have the option to request an in-person meeting with the relevant school officials to discuss their appeal.
3. Following a review by the relevant individuals (e.g., teacher, social worker, and/or counselor), the school shall issue a final decision regarding the appeal within:
 - a. 2 working days for suspension cases.
 - b. 7 working days for expulsion cases.
4. The final decision, whether to accept or reject the appeal, will be communicated to the parent within these timelines.
5. If the school does not respond to the appeal within 3 working days or if the parent rejects the school's final decision, the parent is entitled to file a complaint with the Abu Dhabi Department of Education and Knowledge (ADEK) within 5 working days.
6. ADEK reserves the right to investigate any complaints related to suspension and expulsion only after the school has issued its final decision. ADEK will not investigate prior to the final decision unless the school has failed to issue it within the stipulated timeframe.

XIII. Bullying Prevention

In accordance with Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying in Private and Public Schools that Follow the Ministry's Curriculum (MoE, 2022), and in line with the ADEK School Student Protection Policy, INPS-Shakhbout is committed to creating a safe and supportive environment where every student feels respected and valued. To achieve this, the school has set the following measures:

- a. The school should raise students' and staff awareness by training them on how to recognize, prevent, and address bullying through workshops, training sessions, age-appropriate classroom activities and discussions with students.
- b. The school shall implement a comprehensive, school-wide anti-bullying program that fosters a culture of respect, inclusion, and empathy as well as engaging students, staff, and parents in proactive bullying prevention efforts.
- c. INPS-Shakhbout shall provide clear guidance to students on the steps they should take when confronted with bullying, whether they are bullied, bullying or witnessing bullying. To ensure confidentiality and encourage students to report bullying incidents anonymously, the school gave them the opportunity to send an email to the social counselor or simply scan the QR code displayed throughout the school.
- d. INPS- School established procedures for staff members to address bullying behavior, including immediate response to any reported bullying incident, documenting the incidents, engaging in restorative practices to resolve conflicts and providing ongoing support and follow-up with the students being bullied.
- e. The school shall offer support and interventions tailored to the needs of any student identified as a victim of bullying.

- f. Anti-bullying procedures also include clear disciplinary actions to address instances of bullying. These procedures range from written warnings, behavioral contracts, temporary suspension and summoning the parents to address the student's behavior intervention plan.
- g. INPS-Shakhbout shall enhance the students, parents and staff awareness about bullying by providing comprehensive training on identification, prevention, and intervention strategies through workshops, professional development sessions, and age-appropriate classroom activities and discussions.
- h. The school shall implement a holistic, school-wide anti-bullying program designed to cultivate a culture of respect, inclusion, and empathy. This program will actively involve students, staff, and parents in proactive measures to prevent bullying.
- i. INPS-Shakhbout should provide clear guidance for students on the appropriate actions to take when encountering bullying, whether they are bullied, bullying, or witnesses of a bullying incident. To maintain confidentiality and encourage reporting, the school offers students the option to anonymously report incidents through email communication with the social counselor or by scanning a QR code displayed throughout the campus.
- j. INPS-Shakhbout has established systematic procedures for staff members to address instances of bullying. These procedures include an immediate response to reported incidents, meticulous documentation of each occurrence, engagement in restorative practices to resolve conflicts, and the provision of continuous support and follow-up with the bullied and/ or bullying student.
- k. The school shall provide tailored support and intervention strategies to address the specific needs of any student identified as a victim of bullying, ensuring a safe and nurturing environment for their recovery and well-being.

- I. The anti-bullying procedures also outline explicit disciplinary measures to address cases of bullying. These measures include:
 - issuing written warnings
 - implementing behavioral contracts
 - temporary suspension
 - summoning the parents to address the student's behavior intervention plan.



Disclaimer

This policy was developed by Al Ittihad National Private School. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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