



STUDENT BEHAVIOUR AND DISCIPLINARY POLICY

Policy Written	November 2024
Policy Reviewed & Updated	May 2025
Next Review	November 2026
Approved By	Principal - Pretty Khosla

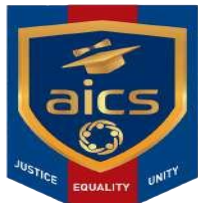


Table of Contents

SECTION 1 - DOCUMENT CONTROL.....	3
SECTION 2 - ACRONYMS AND DEFINITIONS.....	3
SECTION 3 – STUDENTS RIGHTS & RESPONSIBILITIES.....	3
SECTION 4 – OFFENCE LEVEL APPLICABLE TO STUDENTS’ BEHAVIOUR AND DISCIPLINARY ACTION.....	5
SECTION 5 – BEHAVIOUR MANAGEMENT STEPS.....	9
SECTION 6 – STUDENT OF DETERMINATION.....	10
SECTION 7- ROLE OF STAFF.....	10
SECTION 8- ROLE OF PARENTS/GUARDIANS.....	11
SECTION 9-POSITIVE REWARD & REGOGNITION.....	12
SECTION 10 – EVALUATION AND MONITORING.....	14

SECTION 1 - DOCUMENT CONTROL

This document outlines the corporate guidelines for behaviour management across schools to ensure a consistent, inclusive, and positive environment for all students and staff. It defines the standards, procedures, and expectations for managing behaviour effectively while aligning with institutional values and regulatory requirements.

SECTION 2 - ACRONYMS AND DEFINITIONS

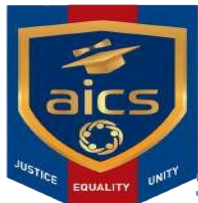
Acronym/ Abbreviation	Definition / Expansion
Employer / Organization	LEAMS Education Group, its affiliate schools, and units
Employee	All employees, who are considered eligible as per this policy
SLT	Senior Leadership Team
MoE	Ministry of Education
KHDA	Knowledge and Human Development Authority
LCO	LEAMS Corporate Office
AICS	Apple International Community School

SECTION 3 – STUDENT RIGHTS & RESPONSIBILITIES

This behaviour policy outlines the school's structured approach and strategies to regulating student behaviour and promotes the importance of student rights and responsibilities. Our core goal at AICS (Apple International Community School) is not to chastise but to help students make sensible choices and become accountable for the consequences of the choices they make. Our aim is to teach students to conduct themselves in such a way as to show, at all times, that they are mindful and respectful of people and their surroundings.

STUDENTS RIGHTS

- To learn in a safe, secure, and respectful atmosphere free from bullying or discrimination.
- To voice their concerns, opinions, and suggestions respectfully regarding school rules and practices.
- To be recognized as an individual – each with their own unique skills, talents and passions
- To be respected and treated equally at all times
- To be heard
- To be trusted



STUDENT RESPONSIBILITIES

- To treat themselves, others and their surroundings with respect
- Behave properly on the school premises, buses and in the classroom.
- To follow UAE Cyber security laws and school rules on responsible use of technology
- Students must strive to be the best versions of themselves inside and outside the classroom
- To report violations of rules
- Take responsibility for maintaining and protecting school property. Acts of vandalism or deliberate damage to school property will not be tolerated and will lead to disciplinary actions.
- Exhibit behaviour that upholds the school's goodwill when leaving the campus after dispersal. Students must avoid actions that could damage the school's reputation, such as causing disturbances or engaging in disrespectful conduct in public spaces.
- Recognize that their actions, whether on or off school premises, reflect on the school community and its values.

The following are considered 'unacceptable behaviour' and are not in keeping with either the ethos of the school nor the characteristics we aim to develop and nurture in each student.

When inappropriate behaviour disrupts the learning and school environment, the school will take appropriate action according to the discipline rubric given below. This policy has been designed to reflect the school's ethos and belief that mistakes are a natural part of growth, therefore, at AICS we help students reflect on errors in judgment and behaviour and support them in learning how to make better decisions while holding them accountable for their choice.

SECTION 4- OFFENCE LEVELS APPLICABLE TO STUDENTS' BEHAVIOUR AND DISCIPLINARY ACTION

NATURE OF UNACCEPTABLE BEHAVIOUR	CONSEQUENCES			
Level 1- Low level Misbehavior Minor Offences	Repetitiveness	Action	Responsible person	Parental support
- Coming late to school assembly or not participating therein. - Coming late to class without acceptable justification. - Being absent without acceptable justification. - Lack of attention in class/no effort in class. - Not working to targets or potential. - Mild disruptive behaviour in public spaces, persistent defiance. - Failure to complete homework. - Failure to wear the required school uniform or appropriate sports attire. - Bring mobile phones or electronic devices (such as flash drives, laptops, etc.) onto school premises. - Eating and drinking in class without permission. - Failure to maintain the planner and/or books in an organized and presentable manner. - Any actions similar to these violations.	Upon committing	Reminder Verbal warning	Class teacher/staff Class teachers must be informed about the same	Discuss the issue with your child
	When repeated	Verbal warning and clear directions or removal from the activity. Email to parents	Class Teacher Head of Section School Counsellor	Discuss/meet staff and agree action Ensure homework is completed. Ensure your child is in the correct uniform.
	When repeated for the second time	Meeting with the parents and discussing the offence and preventive measures that can be taken. Reflection time with school counsellor	Class teacher Head of Section School Counsellor	Ensure your child has the correct equipment Ensure your child's planner is kept up to date.
	When repeated for the third time	Parents will sign an undertaking child will not repeat the offence and staff provide strategies Loss of privileges	Class teacher Head of Section School Counsellor	Ensure your child is in school on time.
	When repeated more than 3 times	Meeting with the parents to discuss the offence and to create an action plan The school counsellor opens a file for case study and implement a set of strategies to bring into effect positive behaviour	School counsellor (Progress updated with Head of Section and Class teacher)	Ensure your child follows the 'Student Code of Conduct'

Level 2 - Medium Level Misbehavior Moderate Offences	Repetitiveness	Action	Responsible person	Parental support
(Repeated Level 1 behaviors) - Writing on the school walls and furniture. - Absconding from the school during the school day. - Quarrelling with, and threatening school mates verbally or physically. - Non-compliance with the advisory and disciplinary regulations applied in the school. - Talking inappropriately to the school mates or the school staff. - Non-compliance with the instructions or directions regulating the schoolwork. - Non-compliance with the instructions for using the computers or technical aids in the school. - Counterfeiting the guardian's signature in the school correspondence upon submission to the school - Any actions similar to these violations.	Upon committing	Informing the parents to discuss the offence and preventive measures that can be taken Verbal warning by the Head of Section	Class Teacher Head of Section School Counsellor	Discuss your child's behavior in school with them. Discuss with staff and agree action. Discuss action and expectations with your child.
	When repeated	Meeting with the parents and discussing the offence and preventive measures that can be taken. Undertaking by the parent and student not to repeat the offences. Reflection time with counsellor	Class Teacher Head of Section School Counsellor	Discuss with child and ensure your child adheres to ' Student Code of Conduct ' rules Meeting with staff; Support for restorative plan. Ensure the child adheres to plan and SCC rules
	When repeated for the second time	Meeting with the parents discussing the offence and preventive measures that can be taken. Detention or school suspension. Loss of privileges (not allowed to participate in extra curriculum activity) Issuing a warning letter	Class Teacher Head of Section School Counsellor Principal/VP	

Level 3 –High Level Misbehavior Serious Offences	Repetitiveness	Action	Responsible person	Parental support
(Repeated Level 1 or 2 behaviors) - Engaging in what would violate the morals and general system in the school. - Possessing unnecessary sharp items or hazardous material in the school. - Damaging or destroying school equipment or devices. - Damaging or destroying the belongings of school mates or school staff. - Damaging of or tampering with school buses. - Flagrant violations of the community traditions and values in clothing, appearance and behaviour. - Seizing the schools, the school staff or school mates' belongings. - On campus smoking/vaping. - Possession of electronic or physical media materials that is unlicensed or non-complaint with the general system. - Presenting, promoting or distributing electronic or physical media materials that are unlicensed or non-compliant with the school regulations. - Any action similar to these violations.	Upon committing	Child is sent to the Principal/ VP Urgent meetings with parents to develop a restorative plan followed by sessions with counsellors. Written warning signed by all parties / one day suspension (In school or out of school) In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service	Principal/VP Senior Leadership Team Head of Section Head of Inclusion & Wellbeing School Counsellor	Meet with staff; agree action. Support for restorative plan. Ensure the child adheres to plan and SCC rules. To discuss action and expectations with your child To agree and action plan with the attendance service
	When repeated	Meeting with parents to discuss the offence, issuing a final warning Withdrawing the user's right to team's login Loss of privileges (not allowed to participate in extra curriculum activity) Detention or school suspension. Principal to inform the Board of Governors/local legal authorities Restitution (paying for damages) Letter in KHDA File In line with the statutory body that governs schools (KHDA)	Principal/VP Senior Leadership Team Head of Section Head of Inclusion & Wellbeing School Counsellor BOD	



Level 4 Extreme Level Misbehavior	Repetitiveness	Action	Responsible person
(Repeated Level 2 or 3 behaviors) - All kinds of threats to the school staff. - Engaging in actions contradictory to the morals including sexual harassment. - Any actions similar to these violations.	Upon committing	Meeting with parents to discuss the offence. Suspension Fixed period suspension (3 days) May impact promotion/re-registration Communicate with KHDA for further actions including suspension from schools and enrolment in rehabilitation centers etc.	Principal/VP Senior Leadership Team Head of Inclusion & Wellbeing School Counsellor BOD KHDA
Level 5 Illegal Level Misbehavior	Repetitiveness	Action	Responsible person
(Repeated Level 4 behaviors) - Defamation of political, religious, or social symbols. - Promoting anything against ethical values, manners and general system. - Possessing, bringing, promoting or using drugs, anesthetic drugs or psychotropic drugs. - Presence in the school under the effect of drugs, narcotic or psychotropic drugs. - Assaulting the school mates or the school staff. - Counterfeiting the official documents of the school. - Defaming religions or provoking what would cause sectarian or religious conflicts in the school. - Engaging in severe actions that contradict moral values, such as sexual assault or engaging in sexual activity. - Committing acts of public indecency in the school. - Possessing or using firearms, non-lethal weapons or similar items on school premises. - Any action similar to these violations.	Upon committing	Communicate with KHDA for further actions including suspension from schools and enrollment in rehabilitation centers, etc. Police involvement Possible legal action Permanent exclusion – MOE forms 5, 6 and 7 completed with evidence presented to Educational Zone	Principal/VP Senior Leadership Team Head of Inclusion & Wellbeing School Counsellor BOD KHDA

The above is reflected within Article 6 – 19 of the UAE Ministry of Education Student Conduct Disciplinary by Law in Schools Community documents

BEHAVIOUR MANAGEMENT STEPS

Low Level Misbehaviour
Own learning Interrupted

Medium Level Misbehaviour
Own and group/class learning Interrupted

High Level Misbehaviour
Own and class learning dramatically Interrupted for an extended time

Extreme Level Misbehaviour
Own and class safety threatened, respect withdrawn, class/school affected

Illegal Level Misbehaviour
Endangering lives of self or others

Step 1
Individual classroom Management. Class teacher.
Reminder-Warning-Detention



Continued LLM

Step 2
Reflection Desk – Discuss to get back to class
Reminder-Warning-Detention



Continued LLM & MLM

Step 3
Reflection Space – **Self-Reflection Form** drawn up. Class Teacher, Counsellor, Pastoral Supervisor &/or School Head. Parents should formally be involved



Contract Broken

Step 4
Reflection Space (recess detention/ session with counsellor)
Discuss with teacher, parent, child ways of returning to classroom by modifying behaviour.
Self-Reflection Form drawn up again if required and signed by Pastoral Supervisor and/or Head of School. Parent must be involved



Contract Broken

Step 5
School Reflection Space
Discuss with teacher, parent, VP/Principal students' way of returning to classroom by modifying behaviour. Daily, weekly reports considered.
Reflection Contract drawn up signed by Parent, Pastoral Supervisor, Leader of Provision and SLT



Behavior not modified

Step 6
School Reflection Space
Parents called in immediately- In-school suspension
Discuss with teacher, parent, SLT, student way of returning to classroom by modifying behaviour.
Reflection Contract renegotiated and signed by Parent, Head of Inclusion and SLT. Daily, weekly reports considered.



Behavior not modified

Step 7
School Reflection Space
Parents called in immediately
Suspension/Expulsion. Expulsion forms submitted to Education Zone with supporting evidences



SECTION 6- STUDENT OF DETERMINATION

The school behavior management committee shall liaise with the Inclusion department at the school for the students categorized under the PoD violates the code of conduct. The Inclusion team shall advise the committee in case the violation is caused because of the students' specific need and then decision is made in light of the following.”

- If the violation is not because of the student's specific need, **the above levels shall apply** like mainstream students.
- If the violation is because of the specific need of the student, **the following levels below shall apply:**
 - Develop and implement a behaviour modification plan (BMP) as per the level and type of the violation.
 - In case a BMP exists, the school shall revise and modify that plan in accordance with managing the new behaviour that led to the violation.
 - If the behaviour continues, for those students who commit the offences because of their specific needs, regardless of the BMP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

SECTION 7- ROLE OF STAFF

Teachers are responsible for developing an ethos of positive respect whereby positive exchanges are the norm and students are praised for good behaviour. They must implement the objectives of the policy by example and explicit teaching. Supervision is a crucial part of behaviour management, and teachers must always supervise students to ensure that safety procedures are maintained.

- Educators will behave in ways that promote the welfare of the students, taking all actions within their power to protect student safety.
- Educators are obligated to report to relevant authorities if they suspect a student is being or will be harmed.



Educators will meet the individual learning needs of students and assist all students to maximize their potential.

- Educators will involve parents and/or community in the decision-making about the care and education of their children.
- Educators will communicate all decisions promptly and openly to students, parents, and members of the community with a right to know.
- Educators will ensure that the usage of school communication devices (computers, phones, etc.) does not include any communication that may be controversial or offensive.
- Educators will keep confidential information regarding students and colleagues unless disclosure is permitted and serves a clear professional purpose.
- Educators will respect Islamic values and practices in the classroom or workplace.
- Educators will respect UAE customs and traditions in schools or the workplace.
- Educators will exhibit tolerance and respect for individuals of different political or religious convictions.
- Educators are expected to take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.
- Educators will treat students and colleagues equitably, including those with disabilities or other special needs.
- Educators will ensure that classroom discussions are focused on the subject area being taught.
- Educators will be respectful in all comments, and exercise special care if addressing issues – such as religion or politics – with the potential to cause controversy.
- Educators will prevent students from raising potentially controversial issues for group discussion.
- Educators will comply with all lawful directions and decisions from their school heads, supervisors or the delegated school authority.

SECTION 8- ROLE OF PARENTS/GUARDIANS

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of _____ school's expectations regarding student behaviour both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a behaviour policy on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements, attendance, and punctuality.

Supportive parents and favorable home environment play a crucial role in shaping the attitude which produces good behaviour in school. The responsibilities of the parents include the following:



- Co-operate with the school by encouraging their child to abide by the school rules.
- Actively support the school staff in the application of the Code of Behaviour.
- Keep themselves informed of their children's behaviour, progress, attendance, and punctuality.
- Contact the school if they are concerned about any aspect of their child's behaviour and/or progress in the spirit of good communication, the school will endeavor to keep parents/guardians informed of their child's progress and to alert them at an early stage if difficulties arise.
- Have the right to appeal any decision to the Principal or to the Management as appropriate.
- Maintain a demeanor characterized by courtesy, politeness, and refrain from any form of verbal aggression, disrespectful behaviour, or physical intimidation when engaging with school staff, especially in the presence of children. Such conduct undermines a respectful environment and sets an inappropriate example for children. Mutual respect and civility in all communications with staff members are fundamental to maintaining a positive and supportive educational community for all involved.

Police Assistance

In the event of a parent (or other person) becoming aggressive or violent, the school will not hesitate to contact the police using 999. When the situation does not require immediate Police response, but there is prior knowledge of likely trouble, the school leadership team may contact the local Police Station for advice.

SECTION 9- POSITIVE RECOGNITION & REWARDS

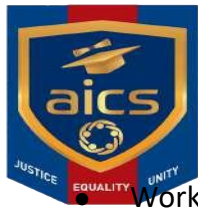
School recognizes that praising students is important for promoting positive attitude in school learning and good behaviour. Staff can recognize students' positive contribution to their class or school community, their efforts with schoolwork, progress, or attainment. Positive Recognition and Rewards may take the following forms:

Verbal Recognition

- Verbal praise to the student(s)
- Public praise (in class & assembly)

Written Recognition

- Written comments in exercise books or on students' work
- Positive comments in home-school communication books such as homework, diaries or student planners.
- Issuing certificates or letters of appreciation
- Students' name/photograph on notice boards, e.g., Student of the Month'
- Displays of student(s) work in the classroom or around the school.
- Publication of students' work in school newsletters or on the school website.



- Work shown to Principal or Senior Leadership Team.
- Merit awards and praise postcards, or similar letter/email from Form Tutor, subject Teacher or Head of Department to the student and/or their parents.
- Principal's letter to the student and/or their parents

Material/Financial Recognition

- Academic awards and trophies
- Sports medals and trophies for competing or winning competitions.
- Prizes, e.g. books for winning entries in a writing competition.
- Book token or voucher for winning a competition.

Some of the ways the students can get positive recognition and rewards:

Academic Excellence

- Outstanding performance in examinations or projects.
- Timely and quality submission of assignments and tasks throughout the term as reported and marked by the subject teacher.

Attendance

- Maintaining a 100% attendance record for the term.
- Maintaining a 95% or above attendance for the year.

Uniform

- Wear the appropriate uniform in a neat, clean, and presentable condition every day, including during special events as recorded by teacher or section head.
- Follow guidelines for accessories, footwear, and hairstyle as specified in the school's dress code.

Active Participation

- Volunteering and active engagement in school events and activities, showcasing leadership and teamwork as reported by section head.

Community Service

Contributions to school or local community initiatives. Evidence shared by parents through email and pictures of participation and involvement in the initiatives.

Behaviour and Citizenship

Consistently demonstrating respectful and cooperative behaviour towards peers and staff. No incidences of bullying or misbehavior has been reported as informed by section head.

Achievement / House Certificates

Achievement points awarded to students will be recognized by the school. If a child reaches a certain threshold within a school year they will receive the following recognition

25 points	Bronze Certificate of Excellence
50 points	Silver Certificate of Excellence
75 points	Gold Certificate of Excellence
Above 75 points	Exemplary Student Award

House Points

All achievement points awarded are added to House Points. Teachers are encouraged to Conduct Inter House activities in order to create healthy competition amongst students. Such activities should assess prior learning and skills relevant to the subject. To ensure consistency points need to be allocated as follows:

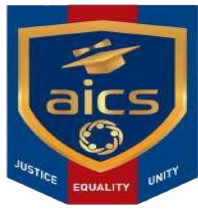
Inter-House Competitions	Classroom-Events
As a team event or individual event, the below applies.	Classroom: maximum points given for any one action/ item 5 points.
1st place House: 10	Group events: individual students can be allocated any number at teachers' discretion upto 5 points per individual.
points 2nd place House: 7	
points 3rd place House: 5	
points 4th place House: 3	
Participation 1	

SECTION 10- EVALUATION AND MONITORING

Our school pursues to create a caring and learning environment by promoting self-esteem, self-discipline and positive relationships based on mutual respect. We believe early interventions play vital role in promoting positive behaviour and we always ensure fairness of treatment and consistency in response to both desirable and undesirable.

Evaluation & Review

The policy will be reviewed annually or whenever our regulatory or licensing bodies: the Ministry of Education (MOE) or Knowledge and Human Development Authority (KHDA) make changes in the regulations.



Monitoring and Review

This policy is monitored by the Board of Directors committee and will be reviewed each year.

This policy must be abode by all the concerned school staff, students and parents and the school principal need to ensure the same.