



The Apple International Community School

Student Behavior and Disciplinary Policy

2026-2027

POLICY INFORMATION

Policy Written	November 2024
Policy Updated	June 2026
Policy to be Reviewed	June 2027
Approved By	Principal – Ms Pretty





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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.

LEGAL AND REGULATORY BASIS

This policy must be read and applied in accordance with applicable UAE and Dubai requirements, including Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema's Law); the National Child Protection Policy in Educational Institutions (Cabinet Decree No. 3/3 of 2022); Federal Decree-Law No. 45 of 2021 Regarding the Protection of Personal Data; Federal Decree by Law No. 26 of 2025 Regarding Child Digital Safety; the UAE School Inspection Framework; the Dubai Inclusive Education Policy Framework and its implementation guidance; applicable KHDA requirements and the Parent-School Contract; and the current UAE student behaviour requirements, including Ministerial Resolution No. 851 of 2018 where applicable and not superseded.

Where any requirement is amended, replaced or supplemented, the current direction of KHDA or the competent UAE authority will take precedence over wording in this policy.

SECTION 2 - ACRONYMS AND DEFINITIONS

Acronym/ Abbreviation	Definition / Ex pansi o n
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
PoD / SOD	Person/Student of Determination
BMIP	Behaviour Management / Intervention Plan
SCC	Student Code of Conduct
DCPL/DSL	Designated Child Protection & Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead

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
- 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.

LINK WITH CHILD PROTECTION AND SAFEGUARDING

This policy operates alongside the AICS Child Protection & Safeguarding Policy, Anti-Bullying Policy, Inclusion Policy, Health, Safety & Wellbeing Policy, Transport Policy and Student Code of Conduct. Any behaviour concern that may also involve abuse, neglect, exploitation, sexual harassment or harmful sexual behaviour, bullying or cyberbullying, weapons, drugs, self-harm, digital harm or a risk to a child's safety must be reported immediately to the DCPL/DSL or DDSL through the approved Child Protection/Safeguarding Incident Report Form. The safeguarding response and disciplinary response must be coordinated but recorded through their appropriate procedures.

ANTI-BULLYING RESPONSE

All reported or observed bullying, including cyberbullying, discriminatory bullying, sexual harassment, social exclusion, intimidation and repeated relational harm, will be taken seriously and will not be dismissed as banter. Staff will record the concern, assess immediate safety, listen separately to those involved, protect the student from retaliation, inform parents when safe and appropriate, provide support and restorative or disciplinary intervention, and monitor for recurrence. Persistent, severe, sexual, discriminatory or online abuse will be escalated through the safeguarding pathway and to competent authorities where required.

Students may report concerns to any trusted adult, class or form teacher, safeguarding lead or counsellor, or through the school's accessible student-concern mechanisms. Reporting routes will be adapted for younger students, Students of Determination and EAL learners.

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

SAFE AND PROPORTIONATE APPLICATION OF CONSEQUENCES

All consequences must be lawful, proportionate, developmentally appropriate, restorative where possible, documented and applied in the child's best interests. The school prohibits corporal punishment; humiliating, intimidating or

degrading treatment; denial of food, drinking water, washroom access or essential movement/rest; deduction of academic marks; additional academic work used as punishment; locked or unsupervised detention; and removal from class, an activity or school by an individual decision in a way that leaves the student unsupervised or denies access to education.

Temporary removal from an activity is permitted only as a supervised de-escalation or safety measure, for the shortest appropriate period, with continued access to learning and a planned return. Reflection sessions and restorative detention must be supervised and scheduled without removing the student's entitlement to meals, washroom access, appropriate movement/rest or essential curriculum provision.

Any suspension or proposed permanent exclusion is a last-resort committee and leadership decision. It must follow the current KHDA process, including any applicable notification, documentation or prior-approval requirement; provide

the student and parent an opportunity to be heard; maintain appropriate education and reintegration support; and include a written decision and internal appeal route. Permanent exclusion cannot take effect unless permitted by KHDA and other applicable UAE requirements.

Suspension, exclusion and refusal of re-registration are subject to prior KHDA approval. Any other disciplinary action requiring regulatory authorisation is subject to KHDA approval. Deregistration decisions rest with KHDA and cannot be effected solely through the School's disciplinary process.

SERIOUS MISCONDUCT

Serious misconduct may include bullying or cyberbullying; threats, physical assault, sexual harassment or sexual assault; theft; serious property damage or deliberate fire-setting; smoking or vaping; possession, use or promotion of illegal drugs or unauthorised psychotropic substances, or being under their influence; possession or use of weapons or hazardous items; abusive or unlawful use of communications or social media; sharing prohibited or harmful material; falsifying school documents or leaking examination questions; and inciting hatred, sectarian division or violence, or pressuring others about religious, political or ideological beliefs in ways that harm their rights or wellbeing or disrupt the school community. Such conduct will be classified and addressed according to its nature, severity and applicable regulatory requirements.

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	Upon committing	Reminder/Verbal warning	Class teacher/staff Class teachers must be informed about the same	- Discuss the issue with your child - Discuss/meet staff and agree action - Ensure homework is completed. - Ensure your child is in the correct uniform. - Ensure your child has the correct equipment - Ensure your child's planner is kept up to date. - Ensure your child is in school on time. - Ensure your child follows the 'Student Code of Conduct'
	When repeated	Verbal warning and Clear directions or temporary, supervised redirection from the activity for de-escalation or safety, with continued learning and a planned return.	Class Teacher Head of Section School Counsellor	
		Email to parents		
- 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.	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	
	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	
	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)	

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	Class Teacher Head of Section School Counsellor	• Discuss your child's behavior in school with them.
		Verbal warning by the Head of Section		• Discuss with staff and agree action.
	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 • Meeting with the parents discussing the offence and preventive measures that can be taken.	Class Teacher Head of Section School Counsellor Principal/VP	• Discuss action and expectations with your child. • 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	• Supervised restorative detention or a proposed suspension, applied only through the Behaviour Management Committee and leadership process and in accordance with current KHDA requirements. • Loss of privileges (not allowed to participate in extra curriculum activity) • Issuing a warning letter		

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. A one-day in-school or out-of-school suspension may be proposed only after documented review by the Behaviour Management Committee and leadership, with parent notification and compliance with current KHDA requirements. ● 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 ● Meeting with parents to discuss the offence, issuing a final warning ● Restrict access only to identified non-essential Microsoft Teams functions where this is necessary and proportionate. The student must retain access to required learning, safeguarding and communication support. ● Temporary restriction from a non-essential extracurricular privilege may be used only through a documented committee decision. It must not remove access to curriculum, required support, meals, washroom access or essential school participation.	Principal/VP Senior Leadership Team Head of Section Head of Inclusion & Wellbeing School Counsellor BOD	● 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	● Supervised restorative detention or a proposed suspension, applied only after committee review and in accordance with current KHDA requirements. ● Principal to inform the Board of Governors/local legal authorities ● Restitution (paying for damages) ● Formal behaviour record retained securely in the school's student information and safeguarding systems, as applicable, with access restricted to authorised personnel.		
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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. ● A fixed-period suspension of up to three school days may be proposed only following documented risk assessment and committee/leadership review, with parent notification, education and reintegration arrangements, and compliance with current KHDA requirements and approval. (Any suspension exceeding three consecutive school days on disciplinary grounds requires prior KHDA approval. Any exclusion, deregistration or refusal of re-registration will be subject to applicable KHDA approval and procedures.) ● Consult and notify KHDA and competent safeguarding or legal authorities as required. Any suspension, alternative programme or rehabilitation arrangement must follow current regulatory directions and protect the student's right to education and support.	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.	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 may be proposed only as a last resort after documented interventions, risk assessment and consideration of reasonable adjustments, and only in accordance with current KHDA requirements. ● The school will complete the current KHDA-required submission and provide the supporting chronology, interventions, parent communications, safeguarding records	Principal/VP Senior Leadership Team Head of Inclusion & Wellbeing School Counsellor BOD KHDA

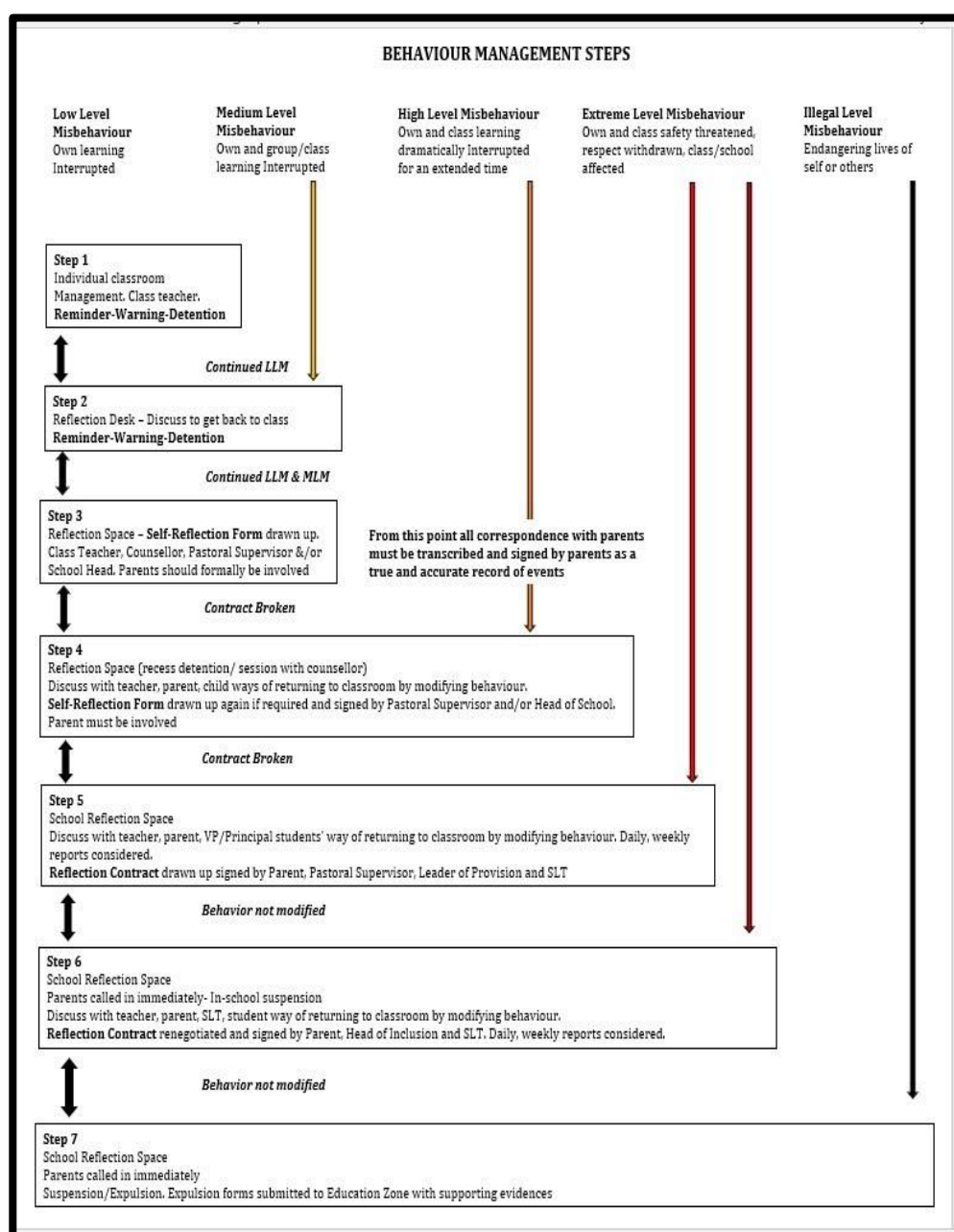
● Defaming religions or provoking what would cause sectarian or religious conflicts in the school. ● Engaging in severe actions that contradict moral values, such as sexual assault or engaging in sexual activity. ● Committing acts of public indecency in the school. ● Possessing or using firearms, non-lethal weapons or similar items on school premises. ● Any action similar to these violations.		where relevant, and evidence considered by the Behaviour Management Committee. ● The student will continue to receive appropriate education and safeguarding support while the decision is pending. ● Permanent exclusion will not take effect unless permitted by KHDA and applicable UAE requirements.	
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The offence levels and responses must be interpreted in line with current UAE student-behaviour, child-protection, inclusive-education and KHDA requirements. Where older forms, terminology or procedures have been superseded, the current regulator process applies.

PARENTAL SUPPORT FOR LEVELS 4 AND 5

Parents will attend an urgent meeting; share relevant information; support immediate safety, assessment and intervention; cooperate with the BMIP, counselling, restorative, medical or rehabilitation plan; ensure attendance and compliance with agreed conditions; and participate in reintegration and review meetings. Parents may submit an internal appeal to the Principal/authorised governance level and may raise an unresolved regulatory complaint with KHDA through its current complaints channel.

SECTION 5- BEHAVIOUR MANAGEMENT



CLARIFICATION APPLICABLE TO THE BEHAVIOUR MANAGEMENT STEPS ABOVE

Any reference in the behaviour-management diagram to a 'Reflection Space', 'recess detention' or 'detention' means a supervised, time-limited restorative/reflection session. It must not deprive a student of food, drinking water, washroom access, appropriate movement/rest or essential learning, and it

must not involve locked or unsupervised isolation.

Behaviour records, meeting notes, evidence, BMIPs, sanctions and referrals will be factual, dated, retained securely, shared only with authorised persons who

need the information, and processed in accordance with applicable UAE data-protection and child-protection requirements. Safeguarding records will be maintained separately and cross-referenced only where necessary.

SECTION 6- STUDENT OF DETERMINATION

Where a Student of Determination is involved in a behaviour concern, the Behaviour Management Committee must consult the Inclusion Department before deciding consequences. The review will consider whether the behaviour is linked to the student's identified needs, communication profile, sensory or emotional regulation, access barriers, unmet provision or other relevant circumstances.

- The same expectations of safety and respect apply to all students; however, responses must be individualised, non-discriminatory and informed by reasonable adjustments. A student must not be punished for behaviour arising from a disability-related barrier without first reviewing provision, antecedents, communication needs and strategies already attempted.
- Where behaviour is related to the student's specific needs, the school will:
 - Develop or revise an individual BMIP based on assessment of the behaviour's function, strengths, triggers, communication needs, preventative supports, teaching strategies, safety measures and measurable review targets.

- Review the IEP, Curriculum Adaptation Plan, risk assessment and reasonable adjustments; involve the student and parents in an accessible manner; and obtain specialist or external advice where appropriate.
- A change of placement will never be required unilaterally as a routine disciplinary response. It may be considered only as a last resort, in consultation with the family and KHDA/inclusion support as applicable, after all reasonable adjustments, documented interventions, risk-management measures and available support have been exhausted. The student's right to continuity of education, dignity, safety and participation must remain central to every decision.

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 must report any concern that a student is being or may be harmed immediately to the DCPL/DSL or DDSL using the approved Child Protection/Safeguarding Incident Report Form. Staff must not investigate, promise confidentiality or rely on informal email or messaging as the safeguarding record.
- 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 manage staff-led discussion of sensitive political or religious matters carefully, lawfully and within the approved curriculum. This does not prevent students from raising a genuine concern, seeking help, reporting harm or expressing a respectful view through the school's safeguarding, wellbeing, student-voice or complaints routes.
- 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 so that students fully understand AICS expectations regarding behaviour in school, during transport, online and when representing the school. Parents should engage constructively with proportionate disciplinary and restorative actions. Parents and students in the relevant phases are required to acknowledge the Student Code of Conduct annually, including expectations for behaviour, mobile-phone use, uniform, attendance, punctuality and online conduct.

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.
- Parents have the right to receive the reasons and supporting process for a significant disciplinary decision and to submit an internal appeal to the Principal or authorized governance level. If the matter remains unresolved, parents may use KHDA's current complaint/escalation route. An appeal does not prevent immediate proportionate safeguarding or safety measures.

- 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.
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Attendance

- Maintaining a 100% attendance record for the term, excluding authorised medical, compassionate or other approved absence.
- Maintaining 95% or above attendance for the year, with authorised medical, compassionate or other approved absence considered fairly.

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

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 may be allocated up to 5 points per action/item at the teacher's discretion.
points 2nd place House: 7	
points 3rd place House: 5	
points 4th place House: 3	
Participation 1	

SECTION 10- EVALUATION AND MONITORING

AICS aims to maintain a caring learning environment that promotes self-esteem, self-discipline, inclusion and positive relationships based on mutual respect. Early intervention, consistent implementation, student voice and fair, proportionate responses are central to improving behaviour and wellbeing.

Evaluation & Review

This policy will be reviewed at least annually and sooner following a significant incident, identified safeguarding or inclusion concern, data trend, complaint, audit finding, or change issued by KHDA, the Ministry of Education or another competent UAE authority.

Monitoring and Review

The Principal and authorised governance body will monitor implementation through termly analysis of behaviour incidents by level, type, location, phase, recurrence and student group; bullying and safeguarding referrals; suspensions and exclusions; attendance links; use and impact of BMIPs; student and parent voice; staff consistency; complaints and appeals; and the effectiveness of restorative and preventative actions.

All staff, students and parents are expected to follow this policy. The Principal is responsible for ensuring that procedures are understood, applied consistently, audited for impact and improved where evidence identifies a gap.