



# Virginia International Private School

**ENGAGE INSPIRE INNOVATE**

CREATING A BETTER WORLD THROUGH EDUCATION

## Student Behavior Policy 2024-2025



## Management of Student Behavior Policy

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### Rationale

This policy aims to provide a framework for Virginia International Private School in developing its approaches to managing student behavior. Effective behavior management systems identify proactive strategies that reinforce positive behavior, expectations and seek to prevent behavioral issues. It is important that, in managing student behavior, schools do not rely on rules and consequences for addressing negative behavior. The aim is to change patterns of behavior and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated and schools should follow a graduated response when dealing with students.

This policy is aligned with ADEK's 'Guidelines for Managing Student behavior in Abu Dhabi Schools' which believes that every student has the right to be educated in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning.

### Aims

1. To promote student well-being and happiness.
2. To create the conditions for an orderly school community in which effective learning can take place, in which there is mutual respect between all members of that community and respect for the school environment.
3. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.
4. To provide a fair and transparent set of procedures that ensure consistent application of sanctions for dealing with unacceptable behavior that impacts on the smooth running of the school within the context of positive behavior management.

It is the aim of Virginia International Private School to ensure that every member of the schools community feels valued and respected, and that each person is treated fairly and well, the behavior policy is therefore designed to provide our students with guidance and set clear boundaries whilst promoting positive behavior.

### Use of Positive Recognition and Rewards

Virginia International Private School recognise that praising students is important for promoting positive attitudes to school, learning and good behavior. Staff can recognise students' positive contribution to their class or school community, their efforts with school work, progress or attainment. Positive Recognition and Rewards may take the following forms:

- ❖ **Verbal Recognition**
  - Verbal praise to the student(s) concerned;
  - Public praise (in class, in assembly);
  - Arranging for the student and, in some cases parents, to meet the Principal;
- ❖ Written comments in exercise books or on students' work;
  - Positive comments in home-school communication book such as homework, diaries or student planners;

- ❖ Issuing **Written Recognition** 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 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.
  
- ❖ **Participation in a Special Event or Activity**  
Participation in school trip, award ceremony, camp or expedition.

It should be noted that wherever/whenever a student is involved in a representative role for Virginia International Private School, this should be acknowledged.

### Behavior for Learning

Certain principles and practices are prerequisites of successful learning and good behavior:

- well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen;
- lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty;
- learning intentions and success criteria made clear to students;
- routines of classroom practices that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal;
- regular and frequent assessment and feedback.

All classrooms and learning environments should display a 'classroom rules' poster which has been shared and understood by all.

"If you want your children to improve, let them overhear the nice things you say about them to others". Dr. Haim Ginoff, Teacher, Child Psychologist and Author.

Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behavior. Disruption cannot be tolerated since it denies other students their 'right to learn'.

### Low level disruption in lessons may be the result of:

- I. lack of respect for students/staff/property
- II. calling out - talking out of turn
- III. being off task and distracting others
- IV. arriving late for a lesson

Disruptive behavior will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. Consistency in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, Science and ICT. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

It is an expectation that seating plans will be produced by class teachers for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behavior.

### Strategies to promote and support good behavior in lessons

If a student disrupts learning, one of the following sanctions may be appropriate:

- **Using positive language** to achieve the behavior you want
- **Choice** "You can choose to finish your work or you can choose to lose 5 mins of your break time. What do you want to do?" The teacher should praise the correct choice
- **Move** to a different place in the classroom to help the child focus
- **Restorative Reflective Report Card** – Students to self regulate with the integration of this into the policy
- **Loss of play time/detention** - break time, lunch time, after-school
- Contact with parents by email or telephone
- **Please note that parents** should receive notice of a proposed after school detention 24 hours in advance.
- **Referral to the Middle Leader** (Head of Year, Phase Leader, Head of Dept.) for further action
- **Report Card/Star Chart**
- **Meeting with parents** to agree support from both sides

All serious incidents should be referred to the Senior Leadership Team.

**It is important that strategies reflect a graduated response.**

### Students' Rights and Responsibilities

Students, parents/guardians and staff have responsibilities for ensuring welcoming, caring, and safe learning environments which are founded on our school's vision, mission and values, nurturing a sense of belonging as well as a positive sense of self and community.

All students have the right to:

- Be provided with a high-quality education.
- Be physically and emotionally safe and respected in a welcoming, friendly school environment.
- Be treated with respect and fairness by teachers, staff, and fellow students.
- Be supported by parents, guardians or designated members at school meetings.

- Be provided with appropriate educational activities that promote their talents, abilities and potential.
- Have confidential school records, not disclosed without written permission by parents/guardians or authorities.

All students are responsible for:

- Upholding and adhering to all policies, rules, and regulations set forth by ADEK and the school.
- Upholding and adhering to the VIPS Learner Profile, Student Code of Conduct, Student Behavior Policy and Students' Rights and Responsibilities.
- Engaging as an active, authentic learner and contributing to the learning environment.
- Contributing to and promoting a positive school environment and community.
- Acknowledging and being responsible for their behavior.

General guidelines and expectations for a VIPS student apply equally to all students. These guidelines encourage each individual to develop the self-discipline required for future success. Guidelines are not designed so that every situation will be covered, nor are they intended to be a complete guide to conduct. All guidelines reflect the responsibility that a student assumes when he or she agrees to become part of the school. The guidelines apply to all students during the time that they are under the jurisdiction of the school, including when they are away on school-related activities and traveling on school buses. Failure to comply with any of the guidelines will result in corrective, restorative action.

### Behavior in and around the School

Virginia International Private School students are expected to demonstrate high standards of behavior at all times reflective of the UAE's and school's vision and values. This includes moving around the school, in tutor time and assembly, break times, field trips, in social areas, as well as on the way to and from school. Appropriate, corrective action will be taken by the school for any student whose behavior undermines or does not reflect the vision, values or reputation of the school or nation. The expected attitude and behavior is reflected in our VIPS Learner Profile.

### VIPS Learner Profile

Our mission at Virginia International Private School is to produce lifelong learners who are innovative and creative, highly competitive in the modern economy, and who are champions of UAE culture and heritage. Our VIPS Learner Profile is based on our school's values, as well as the Profile of a Virginia Graduate, set forth by the state of Virginia, USA. All stakeholders at VIPS - students, staff, and parents - are considered to be learners at VIPS.

As VIPS learners, we pledge and strive to be:

**Critical Thinkers** - We use critical thinking skills to analyze and act upon complex problems morally and responsibly. We exercise initiative in making reasoned, ethical decisions.

**Empathetic** - We are understanding, caring, compassionate and respectful. We strive to understand and share the perceptions and feelings of others.

**Honest** - We are truthful and sincere with ourselves and others. We pledge and strive to not steal, cheat, deceive or lie. We believe that honesty produces trust, respect, integrity and genuineness.

**Respectful** - We are considerate and compassionate individuals towards ourselves and others. We understand that other people, with their differences, can also be right.

**Responsible** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their outcomes.

**Citizens** - We are good citizens locally and globally. We strive to model positive moral values and take initiative to promote the wellbeing of ourselves and others. We are guardians of our local and global environment, creating a sustainable and more peaceful world.

**Collaborative** - We work together to maximize our own and each other's learning, in order to achieve our common goals. We understand that, while we are unique individuals, we can only accomplish certain goals through collaboration.

**Communicators** - We express ourselves honestly, confidently, creatively and respectfully in more than one language and in many ways. We communicate effectively, listening sensibly and respectfully to the perspectives of other individuals and groups.

**Creative** - We come up with new ideas. We respect and encourage our own imagination, as well as the imagination of others, in order to generate new ideas, as a form of expression or finding solutions.

**Innovative** - We implement new ideas, forms of expression and solutions. We put creative ideas into action.

### Attendance - Authorized / Unauthorized Absences

Good attendance and punctuality is essential to help ensure students' acquisition of core skills and key areas of learning. Schools will use a range of age appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Aligned to the UAE Federal Inspection Framework, attendance is judged to be:

- 98% - Outstanding
- 96% - Very Good
- 94% - Good

If attendance falls below 94% due to excessive unauthorized absence, the implementation of Level 2 corrective measures will be triggered.

We expect students to arrive at school and to lessons on time. Punctuality to morning registration, assembly and lessons is vital and is considered a Level 1 violation. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in addressing late arrivals. Students are expected to attend school on every school day as specified in the school calendar.

### Unauthorized Absence/Truancy

The following absences are regarded as **unauthorized**:

- Shopping trips
- Unnecessary travel
- Family events (birthdays, visitors, etc.)
- Other non-essential reasons

Students are considered to be truant if they are absent from school without their parents/guardians knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorisation.

If a student is absent for one class or period during the day without authorisation, the student is considered as truant, The school must immediately inform the students' parents of incidents of truancy and shall at an appropriate time and date meet with the parents and student to address such behavior. Following such incidents staff will closely monitor the students' attendance and implement the behavior sanctions as stated in the policy below.

**Unauthorized absence/truancy** is strictly prohibited and considered a Level 2 violation:

- Any unauthorized absences of 10 consecutive days or more may ultimately result in the removal of a child's place from the school permanently.
- For repeated unauthorized absences of 15 days or more during the academic year, we may either permanently exclude a student or withdraw their place for the following academic year. Schools will Issue. Parents with a written warning following the 3rd day of unauthorized absence. Note: If a student is absent for one class or period during the day without authorisation, the student is considered as truant and will be counted as one day unauthorized absence.
- Virginia International Private School will issue warning letters prior to any implementation of exclusion; the notice of expulsion will be issued by the Principal, following approval by ADEK and after three prior warning letters to the parent of the student concerned.

### Authorized Absence

The following absences are regarded as **authorized**:

- Illness (supported by a medical certificate);
- Scheduled doctor appointments (supported by a doctor's confirmation);
- Death of a first or second degree relative (up to 3 days);
- Essential urgent family travel for matters such as medical treatment or the death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/other official documentation). Note: any absence of more than one-month duration must be approved by ADEK and, in addition to providing medical certificates or documents, ADEK also require a letter from the UAE embassy of the country they are visiting confirming the child is in their country);
- Participating in an official community task or event representing the UAE (i.e, sporting event) (supported by official documentation);
- Mandatory appearance before an official government body (supported by evidence of the appearance);
- Up to a maximum of 5 days for any reason that the school recognises and accepts upon the approval of the School Principal.

For authorized absences, Parents/Guardians who plan to have their children miss several days of school are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.

### Management of attendance and communication with parents

This policy will be shared with parents through the school website and will advise parents of arrangements to manage absence and promote good attendance and punctuality. The home-school agreement, issued to all families at the beginning of each academic year will clarify the expectations relating to attendance. It is part of this agreement that parents will make every effort to ensure that their children attend the school every school day and arrive on time for the beginning of the school day.

Schools will maintain accurate and comprehensive daily attendance records for every student and these records will include reference to punctuality and the reasons given for absence.

Parents should inform the school in advance of any required absence and this should be assigned a reason code by school staff to ensure accuracy in the collation of data. Notification of a planned absence requires ten-day notice to the school and this will allow staff to prepare assignments that the student may need to complete during the absence period.

Parents are responsible for contacting the school to understand the assignments that need to be completed during any extended planned absence and the work given must be completed either before the beginning of the absence period or shortly after returning from the absence.



Following an absence, parents are requested to email or send a signed note to the school, indicating the reason for the student's absence. Ideally, parents should arrange for family vacations to take place during scheduled school holidays. When students are absent from school for some period of time, required course work or scheduled assignments set by the teachers should still be completed by the students and submitted within the given timeline.

### **Punctuality**

#### **Aim**

The aim of this policy is to set forth and embed a culture of being well-prepared for school, lessons and life by regularly arriving early to school and lessons - not being tardy.

#### **School Arrival Timings**

All students are expected to arrive at school anytime between (7:30 - 7:45) am from:

- Gate (3A) - secondary boys, grades (6-12);
- Gate (3B) - elementary students, grades (1-5);
- Gate (3C) - secondary girls, grades (6-12);
- Gate (1) - KG and POD students.

Gates (3A), (3B), and (3C) will be shut at (7:50) am. Any student who does not enter before (7:50) am is required to enter campus from Gate (1), the school's main reception, and will be registered as being "tardy".

#### **Benefits of Arriving Early to School and Lessons**

The following are some of the benefits of arriving early, regularly:

- Respecting and reflecting well on yourself, family, school, community, country.
- Developing good life habits - readiness, reliability, respect, etc.
- Developing confidence vs. being anxious or rushed.
- Having opportunities to communicate and chat with classmates and teachers.
- Having opportunities to revise, reflect and prepare for the day.
- Being in good standing with and having a good reputation within the school community vs. having a record of tardiness and reputation of disrepute.

Corrective Measures for Being Tardy - Late Arrival

Infraction	Late to School	Late to Class
1st	<b>Verbal Advice</b> (from the teacher or lateness monitor and logged on Monitoring sheet)	<b>Verbal Advice</b> (from the teacher or lateness monitor)
2nd	<b>Verbal Warning:</b> Lateness supervisors will send an email to the parents/Guardians, and log on the weekly monitoring sheet / CPOMS	<b>Verbal Warning:</b> Teacher/lateness monitor has to give the student a verbal warning and log on CPOMS.
3rd	<b>Corrective Measure 1</b> - Supervisor has to give the student a first written warning letter and inform the GLL. (Log on CPOMS & weekly monitoring sheet) The student will be asked by his/her teacher to write a reflective statement as a graded homework assignment - why late three times in a month and how will this change?	<b>Corrective Measure 1</b> – Teacher has to give the student a first written warning letter and inform the GLL. (Log on CPOMS) The student will be asked by his/her teacher to write a reflective statement as a graded homework assignment - why late three times in a month and how will this change?
4 <sup>th</sup>	<b>Corrective Measure 2</b> – Second warning letter issued by the supervisor for the student. Parent/guardian informed via Google Classroom, SMS or email and the GLL informed. (Log on weekly monitoring sheet and CPOMS)  The student will have a break detention during the second school break and will be placed on a Green Reflective Report Card for Punctuality.	<b>Corrective Measure 2</b> - The teacher will deduct up to 2 marks on the classwork and participation, mark this lateness on CPOMS and inform the GLL. The class advisor gives the student the second written warning letter, informs the supervisors and shares it with the parents by email. The teacher will ensure that a Green Reflective Report Card is issued for lateness to class.
5th	<b>Corrective</b> - A Final warning letter is sent to the parents by the Social worker or GLL via email.  The student will have an after school detention for 1 hour. Transportation must be provided by the parent. The student will be placed on a Yellow Reflective Report card for Punctuality and will have a restorative session with the school counselor.	<b>Corrective Measure 3</b> - The teacher will deduct up to 5 marks on the classwork and participation. The teacher will inform the GLL and the supervisor.  The GLL will send a final warning letter to the parents by email and inform them by a phone call that the student will stay for 1 hour after school detention to complete the work for the missed period. The student will be placed on a Yellow Reflective Report card for Punctuality and will have a restorative session with the school counselor.

6th+

**Corrective Measure 4 - Corrective Measure 4 -**

For **6 or more lates** in a month, the lateness supervisor will escalate the matter to the GLL & SLT to arrange a meeting with the parents. Please ensure that the previous steps have been followed before escalating. The student will be suspended externally for a minimum of one day.

A final undertaking is sent to the parent/guardian by the head of section. Any further delay will lead to the temporary suspension of students from school for no later than 15 days and the school disciplinary committee will decide if the student will be permanently expelled for the current academic year or not re-registered for the next academic year. The student will be placed on a red reflective report card where lateness is monitored by SLT.

**Corrective Measure 4** - The student will not be admitted to the period he or she is late for. The student will be suspended externally for the next day.

A final undertaking is given to the parent/guardian through a meeting with the Assistant Principal and the Social worker.

Any further delay will lead to the temporary suspension of students from school for no later than 15 days and the school disciplinary committee will decide if the student will be permanently expelled for the current academic year or not re-registered for the next academic year. The student will be placed on a red reflective report card where lateness is monitored by SLT.

## Monitoring Student Behavior

Currently, each phase of the school has their own system for recording incidents of misbehavior including the Orison System - Day Book / Incident and Behavior Log.

Whatever system is in place, the aim is to have a structured approach to behavior management which both staff and students understand and follow at all times.

It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the SENCO for behavior or learning support.

## Bullying

Bullying is defined as 'the wilful, conscious desire to hurt, threaten, upset or frighten someone'. It is rarely a 'one-off incident' but a course of action that is sustained over a period of time - 2-3 days or 2- 3 months.

Schools take a zero tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with and be made to apologise for their actions.

Bullying could be:

- **Verbal** (e.g. comments intended to upset the receiver or the receiver's family) physical (e.g. pushing or hitting another student)
- **Emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- **Racist** (e.g. comments about ethnicity)
- **Cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook).

The following sanctions could apply depending on the nature of the bullying incident:

- ✓ **Verbal warning** and contact with parents
- ✓ **Loss of play time/detention** - break time, after-school  
Please note that parents should receive notice of a proposed after school detention
- ✓ **Isolation or reflection time**
- ✓ **Restorative justice**
- ✓ **Temporary ban from attending school**

Also refer to the school anti-Bullying policy

## Dress Code

Students are expected to come to school proudly wearing the school's uniform - and only the school uniform. Students are expected to wear the school's PE uniform on days when they have PE lessons. If it's cold, students should wear a long thermal t-shirt, or the like, under their school uniform. Comfortable shoes are recommended (no sandals, slip ons, or high heels). Girls may wear an abaya over the school's uniform if they wish to. Hair should be clean and tidy, and tied back if long. Fingernails should be clean, cut, and not polished. Make up is not permitted. Grade 12 seniors are permitted to wear UAE national dress if they wish to (on non PE days). Students who have verified medical conditions or circumstances will be accommodated sensibly, according to each case.

### Mobile Phones

Mobile phones are strictly prohibited on school property during school time.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as a Level 2 violation)

As a result, the following actions will be taken:

1. the mobile phone will be confiscated, recorded, and only returned to the student at the end of the day - verbal corrective action; student - school agreement.
2. the mobile phone will be confiscated, recorded, and only returned to the parent - verbal corrective action; student - parent - school agreement.
3. the mobile phone will be confiscated, recorded, and only returned to the parent - written corrective action; student - parent - school agreement.
4. repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school.

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

### Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated and serious incidents will be dealt with by the Senior Leadership Team in accordance with Virginia International Private School discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per the ADEK Private Schools Policy Guidelines, 2014
- Incidents of repeated Level 2 violations within an academic year
- Any incidents deemed to be serious by the Principal via the School Disciplinary Committee

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited in to school to discuss their son/daughter’s behavior.

Following isolation, the student may be placed on Report Card and/or their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return may include a behavior Agreement signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behavior does not change, the case will be dealt with by Virginia International Private School Disciplinary Committee and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek ADEK approval and support to permanently expel the child.

### Violation Levels and Sanctions - KG / Elementary Students

Violation level	Examples of misbehaviors	Corrective measures
<p><b>Level 1</b> behavior that causes disruption of teaching and learning</p>	<p>behaviors may include but are not limited to:</p> <ul style="list-style-type: none"> <li>→ Tardiness/Lateness</li> <li>→ Unexplained absence</li> <li>→ Incorrect school uniform</li> <li>→ Not bringing the necessary books, equipment, etc...</li> <li>→ Disruptive classroom and/or school behavior.</li> <li>→ Breaking classroom rules</li> <li>→ Defying school authority and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>→ Teacher speaks to child about his/her behavior.</li> <li>→ Incident recorded.</li> </ul> <p><b>Repeated misbehavior</b></p> <ul style="list-style-type: none"> <li>→ Verbal warning</li> <li>→ Name on 'grey cloud' or similar</li> <li>→ Loss of play time</li> <li>→ Parents contacted</li> </ul> <p><b>Continued level 1 misbehavior</b></p> <ul style="list-style-type: none"> <li>→ Meeting with parents</li> <li>→ Report card (Green)</li> <li>→ Loss of ECAs</li> <li>→ SENCO involvement to identify any underlying issue</li> <li>→ Modified programme</li> <li>→ Meeting with school counsellor.</li> <li>→ Assessment by educational physiologist</li> <li>→ Move to level 2 as behavior causes significant disruption to teaching and learning</li> </ul>

Violation level	Examples of misbehaviors	Corrective measures
<p><b>Level 2</b></p> <p>behavior that causes great destruction of teaching and learning than what is described in level 1 behavior. This level covers student behaviors that may lead to physical and mental harm to another person or may lead to property damage.</p>	<p>Any behavior that results in increased or serious disruption of the teaching and learning environment or that may cause physical and or mental injury to self or others. For level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>behaviors may include but are not limited to:</p> <ul style="list-style-type: none"> <li>→ Fighting with and/or bullying other students</li> <li>→ Trespassing</li> <li>→ Vandalism</li> <li>→ Smoking on campus</li> <li>→ Possessing or using cellphones during school time.</li> <li>→ Leaving school without permission</li> <li>→ Unauthorized absence/Truancy</li> <li>→ Cheating in exams or assignments.</li> <li>→ Providing false documents (e.g. signing letters without the permission or knowledge of parents)</li> <li>→ - All forms of discrimination</li> <li>→ Abusive or inappropriate language towards peers</li> <li>→ Repetition of level 1 incident over an academic year. Such behaviors may be escalated to level 2, at the discretion of the principal.</li> </ul>	<ul style="list-style-type: none"> <li>→ A first offence may carry a verbal warning-teacher uses professional judgement</li> <li>→ Child works in isolation, away from the group</li> <li>→ Name on 'black cloud' or similar</li> <li>→ Parents informed by letter from the class teacher</li> <li>→ In the case of vandalism or damage, parents are invoiced for the cost of the repair/displacement.</li> </ul> <p><b>Repeated misbehavior</b></p> <ul style="list-style-type: none"> <li>→ Parents called into a meeting</li> <li>→ Report Card (Yellow)</li> <li>→ SENCO involvement to identify any underlying issue</li> <li>→ Modified timetables</li> </ul> <p><b>Continued level 2 misbehavior</b></p> <ul style="list-style-type: none"> <li>→ Meeting with parents</li> <li>→ behavior improvement plan drawn up and a behavior contract is signed by all parties</li> <li>→ GLL yellow report card</li> <li>→ Reflection time/one-day suspension</li> <li>→ Meeting with school counsellor</li> <li>→ Assessment by educational physiologist</li> </ul>

Violation level	Examples of misbehaviors	Corrective measures
<p><b>Level 3</b> behavior that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. behaviors in Level 3 are, at times, also violations of UAE Laws.</p>	<p>Any behavior that results in physical endangerment of fellow students, school staff, and/or other people.</p> <p>behaviors in Level 3 may, at times, be violating UAE laws.</p> <p>For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>behaviors may include but are not limited to:</p> <ul style="list-style-type: none"> <li>→ Fighting with other students which causes injury requiring medical treatment</li> <li>→ Assault which causes injury requiring medical treatment</li> <li>→ Possessing, selling, or consuming illegal substances</li> <li>→ Possessing and/or selling weapons or explosives.</li> <li>→ Committing major actions contradictory to Islamic values and morality</li> <li>→ Deliberately setting off the fire alarm and so putting staff and student at risk</li> <li>→ Committing act of public indecency in school</li> <li>→ Repetition of level 2 incidents over an academic year. Such behavior may be escalated to level 3, at the discretion of the principal.</li> </ul>	<ul style="list-style-type: none"> <li>→ Child is sent to the principal</li> <li>→ Parents contacted and asked to come to the school</li> <li>→ Written warning signed by all parties/ one-day suspension – professional judgement.</li> <li>→ 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</li> </ul> <p><b>Repeated misbehavior</b></p> <ul style="list-style-type: none"> <li>→ Review meeting with parents</li> <li>→ Red reflective report card - SLT</li> <li>→ behavior improvement plan drawn up and a behavior contract is signed by all parties</li> <li>→ Temporary ban from attending school (up to 5 days)- ADEK informed</li> </ul> <p><b>Continued level 3 misbehavior</b></p> <ul style="list-style-type: none"> <li>→ ‘Managed move’ to another school</li> <li>→ ‘Notice of Disciplinary transfer’ issued to parents</li> </ul>



**Violation Levels and Sanctions - Secondary (Middle / High School Students)**

**Student Code of Conduct**

Misbehavior / Infraction	Level
<ul style="list-style-type: none"> <li>• Non-compliance with a teacher's instructions or violation of rules of discipline in the classroom.</li> <li>• 4 Consequence Points on Google Classroom</li> <li>• Neglecting to complete assignments and coming to school unprepared (without appropriate school supplies and books)</li> <li>• Saying inappropriate words to peers</li> <li>• Exiting the classroom without the permission of the teacher</li> <li>• Eating during class without permission</li> <li>• Chewing gum in school</li> <li>• Misuse of school electronic devices (such as tablets, computers, and others)</li> <li>• Non-compliance with school uniform, including PE uniforms **</li> <li>• Applying cosmetics, nail polish, nail extensions, hair dye (for girls), long hair (for boys) **</li> <li>• Morning tardiness or tardiness in attending periods/ classes ***</li> <li>• All that is similar</li> </ul>	<p style="text-align: center;"><b>Level 1 Infraction</b></p>
<p><b><u>Actions Taken for Level 1 Infractions</u></b></p> <ul style="list-style-type: none"> <li>• First time: Advice and guidance.</li> <li>• Second time: Documented verbal warning-teacher/supervisor signature (CPOMS).</li> <li>• Third time: Second Documented Verbal warning (CPOMS) and Informing the guardian (parent call and note), escalates to level 2.</li> </ul> <p><b><u>Notes:</u></b>  <b>Repeated behaviors need not be the same behavior within the level, but any behavior within at the same level for the progression of steps and consequences.</b></p> <p>** A separate <i>Uniform Policy</i> is in place for uniform infractions (K-12)            *** A separate <i>Tardy Policy</i> is in place for late arrivals and going to classes late (K-12)</p>	<p style="text-align: center;"><b>Level 1 Corrective Measure</b></p>

Misbehavior / Infraction	Level
<ul style="list-style-type: none"> <li>• Incitement to quarrel and threatening students with words, gestures or action</li> <li>• 8 Consequence Points added on Google Classroom</li> <li>• Skipping/Missing class intentionally, without written approval</li> <li>• Saying inappropriate words to school staff</li> <li>• Cheating on tests and exams *</li> <li>• Racism or bullying</li> <li>• Trespassing</li> <li>• Destroying school property and graffiti **</li> <li>• Providing false documents (such as forging the signature of a guardian)</li> <li>• Verbal abuse of fellow students</li> <li>• Bringing in electronic devices (mobile phone ) ***</li> <li>• Attempting to take others' property (theft)</li> <li>• All that is similar.</li> </ul>	<p>Level 2 Infraction</p>
<p><b><u>Actions Taken for Level 2 Infractions</u></b></p> <ul style="list-style-type: none"> <li>• 8 Consequence Points on Google Classroom results in a Yellow Reflective Report Card being issued</li> <li>• First time: Written warning and the guardian notified in writing.</li> <li>• Second time: Break detention – Students will complete a task related to infraction, warning will be given and the student should sign an undertaking not to repeat the action. The guardian will be informed in writing.</li> <li>• Third time: The violation is considered a Level 3 violation where the corresponding procedures are applied, meeting with parent's and the GLL may be utilized.</li> </ul> <p><b><u>Notes:</u></b>  <b>Repeated behaviors need not be the same behavior within the level, but any behavior within at the same level for the progression of steps and consequences</b></p> <p>* If cheating on the exam is proven, the exam will be marked as a zero and no make-up exam will be allowed.</p> <p>** The parents are responsible for the cost of repairing the school property that the student destroyed or damaged.</p> <p>*** Confiscation of the phone and giving it back to the guardian for the first time and in case of repetition, the device is confiscated until the end of the academic year.</p>	<p>Level 2 Corrective Measure</p>

Misbehavior / Infraction	Level
<ul style="list-style-type: none"> <li>• The extreme violation of the values and customs of the UAE society in terms of clothing, appearance and behavior</li> <li>• 12 Consequence Points or more on Google Classroom</li> <li>• Possession or promotion of material contradicting to the teachings of heavenly religions and violating the public morals and school’s principles and policies</li> <li>• Intentionally destroying, damaging or stealing of the school’s or employees’ property **</li> <li>• Verbal abuse of school staff</li> <li>• Sexual harassment – including inappropriate comments or gestures</li> <li>• Physical assault of peers</li> <li>• Systematic theft</li> <li>• Refusal to comply with confiscation of forbidden items, such as phones, etc.</li> <li>• Smoking or possession of any smoking device or paraphernalia</li> <li>• False Fire Alarm – tampering with or activating fire alarm</li> <li>• All that is similar</li> </ul>	<p>Level 3 Infraction</p>
<ul style="list-style-type: none"> <li>• <b>Actions taken for Level 3 infractions</b></li> </ul> <p>12 Consequence Points or more on Google Classroom would result in a Red report card being issued, this is reporting directly to Secondary SLT everyday with your report card.</p> <ul style="list-style-type: none"> <li>• First time: Call the guardian and suspend the student externally from one to three days and recommend him to appropriate authorities to modify his behavior. The student signs an undertaking for not repeating the incident and notifying the guardian in writing.</li> <li>• Second time: Call the guardian and dismiss the student externally from two to five days with a final warning and sign an undertaking not to repeat the incident. The student will receive zeros (0) on all academic work, tests, etc. during the time of suspension.</li> <li>• Third time: Dismiss the student externally for five days and inform the ADEK for further guidance and support. The student will receive zeros (0) on all academic work, tests, etc. during the time of suspension.</li> <li>• Fourth time: The violation is moved to Level 4.</li> </ul> <p><b>Notes:</b>  <b>Repeated behaviors need not be the same behavior within the level, but any behavior within at the same level for the progression of steps and consequences</b></p> <p>** The parents are responsible for the cost of repairing of the school/employee property that the student deliberately destroyed, damaged or stole</p>	<p>Level 3 Corrective Measure</p>

Misbehavior / Infraction	Level
<ul style="list-style-type: none"> <li>• Causing a fire at school.</li> <li>• 12 Consequence points or more on Google Classroom</li> <li>• Physical assault of school staff.</li> <li>• Misuse of religious, political or social symbols related to the country.</li> <li>• The use of means of communication, such as phones, for illegal or immoral purposes that harm the educational institution, its employees or others.</li> <li>• Sexual assault or abuse, or patterned sexual harassment</li> <li>• Physical abuse of colleagues or school staff.</li> <li>• The acquisition or possession of weapons.</li> <li>• All that is similar.</li> </ul>	<p>Level 4 Infraction</p>
<p><b>Actions taken for Level 4 infractions</b></p> <ul style="list-style-type: none"> <li>• 12 Consequence Points or more on Google Classroom would result in a Red report card being issued, this is reporting directly to Secondary SLT everyday with your report card.</li> <li>• First time: Dismissal of the student from the school until the completion of the investigation. The Guardian will be called and notified in writing.</li> <li>• If the investigation finds the student <b>willfully</b> violated Level 4, the student may be expelled from school immediately.</li> <li>• <i>At the sole discretion of the school</i>, a Behavior Committee may choose to allow the student to sign a final undertaking to modify his behavior. In such cases, the student will be suspended externally from school for not less than 5 days and not more than 15 days. The student will be referred to a specialist to modify the behavior.</li> <li>• Second time: Student expulsion from school. The Guardian will be notified that the student cannot return to school through the remainder of the academic year and will not be allowed to re-register for future academic years.</li> </ul> <p><b>Notes:</b>  <b>Repeated behaviors need not be the same behavior within the level, but any behavior within at the same level for the progression of steps and consequences</b></p>	<p>Level 4 Corrective Measures</p>

## Repeated Poor Behavior

Repeated poor behavior will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced. For example:

- as a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a Report Card and may be placed in isolation and/or receive detention and ECA privileges may be withdrawn.
- as a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school or, in extreme cases could ultimately lead to permanent exclusion from the school.

## Fixed Term and Permanent Exclusions

For Level 3 violations, it may be necessary to punish a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

- **Fixed Term Exclusions**  
Only the School Principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Disciplinary Committee. The committee may include the School Principal, the Deputy Principal and/or other senior leaders of the school. This investigation may involve students and witnesses and will include consultation with the parents.

- **Permanent Exclusions**  
Only the School Principal, in consultation with the Virginia International Private School Director of Education and ADEK, has the power to exclude a student. Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the Virginia International Private School Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another school. This investigation may involve students and witnesses and will include consultation with the parents.

## Guidance Reading Transitions

Most students transferring from one school to another at a time of transition will be offered a place in the receiving school. However, where there are significant concerns regarding the behavior of the student and comprehensive records indicating support and interventions over time, the Principals of each school should consult to review the allocation of a place in the receiving school.

In exceptional circumstances, concerns regarding a student behavior may result in a place being withdrawn from Virginia International Private School. Communication with the parent/guardian will be central to such process with regular reviews in the year of transition. A decision to withdraw a place may be made by the receiving Principal following consultation with the Board of Trustees.

### **The Role of Parents**

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Virginia International Private School expectations regarding student behavior 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 Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behavior, the use of mobile phones, our school uniform requirements, attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal - Letter of Consideration template (Appendix 3). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with the Virginia International Private School Director of Education who may conduct an investigation, If concerns remain, they may be invited to meet with a member of Virginia International Private School Executive Management Team.

### **Policy Review**

#### **ANNUAL REVIEW FORM**

Virginia International Private School and all schools will review their Promotion and Retention of Students Policy annually.

Approved by:

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### **Appendix 1: ADEK Private Schools Policy Guidance Policy 50: Student behavior Policy**

## Policy 50: Student behavior Policy Corresponding to Article (55) of the Organising Regulations

### DEFINITION(S):

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

### PURPOSE(S):

- To promote positive student behavior in Schools.
- To set out the Council's requirement that all Schools regularly review a behavior Policy which makes clear to all Students and their Parents/Guardians the School's expectations of student's behavior and how the School will deal with any misconduct.

### POLICY:

This code is based on the Council's "Guidelines for Managing Student behavior in Abu Dhabi Schools". With regard to student behavior and discipline, all Schools are required to issue and commit to implementing a code, which must be approved by the Council. This code should include details of the School's procedures for promoting positive behavior and its guiding and disciplinary action to modify misconduct. This code must be distributed to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community. A School shall take into account the following guiding principles when preparing its student behavior Policy:

### Reinforcing Positive Student behavior

Schools shall adopt strategies and frameworks that recognise, reward and reinforce positive behavior, and shall not rely only on a set of rules and punishments for dealing with student misconduct. Schools shall consider the following important co-dependent factors for positive student behavior:

- Heritage and culture: a sense of the behavioral values and principles that address the UAE's culture and traditions.
- Positive school environment: a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- Management of student behavior: by using role models from students' families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behavior appropriately based on age and gender.
- Partnerships with Parents/Guardians and the local community: involvement of Parents/Guardians and strong community partnerships.

## Student Code of Conduct

All students must respect the main code of conduct. Additionally, a School should add its own particular aspects to the code, which would apply while students are at School, or while participating and attending any School field trips and extra-curricular activities. The Council expects that all students will comply with the following main rules:

- Comply with all School rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the School and of others.
- Arrive at School and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive School community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the School community, and Parents/Guardians and other members of the local community.

## Managing Student's Misconduct

Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, Schools shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct must be consistent with the following:

### Disciplinary Actions

To provide guidance to Schools in determining the appropriate progression of discipline, the Council categorises students' misconduct into three levels, as follows:

- **Level One-** Any behavior that results in disruption of the teaching and learning environment, which may include, for example:
  - Tardiness (lateness/unpunctuality).
  - Unexplained absences.
  - Not bringing the necessary books and equipment to class.
  - Incorrect School uniform (including sports uniforms).
  - Disruptive behavior in classrooms and in School.
  - Breaking School rules including in classrooms, hallways, playgrounds and buses.
  - Defying orders from School management and staff.
  - Mocking others.
  - Disruptive behavior on School buses (e.g. vandalizing bus seats).



- **Level Two** - Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:
  - Skipping classes or School.
  - Sneaking into School after school hours without the presence of supervisors.
  - Using abusive or inappropriate language toward peers and/or teachers.
  - Fighting with other students and/or bullying them.
  - Theft.
  - Vandalizing School property or the property of others.
  - Using cell phones during School time without the School administration's permission.
  - Possessing or viewing pornographic or other inappropriate material.
  - Cheating in exams or assignments.
  - Providing false documents (e.g. forging Parents'/Guardians' signatures).
  - Misuse or abuse of the School's IT systems.
  
- **Level Three** - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:
  - Assaulting Teaching Faculty member, staff or members of the local community.
  - Distributing (or participating in the distribution of) pornographic material.
  - Wilful damage to, or destruction of, School and personal property.
  - Possessing or selling weapons or explosives.
  - Using or promoting illegal drugs or substances in violation of public order and morals
  - Exchanging any inappropriate materials, such as letters or photos.
  - Committing major actions contradictory to public morals such as sexual assault.
  
- **Banned Disciplinary Actions** - It is forbidden to use any of the following methods as disciplinary actions:
  - All forms of physical punishment (see Policy (52)).
  - Lowering or threatening to lower grades.
  - Croup punishment for an individual's misconduct.
  - Imposing more School work.
  - Mocking or insulting the student in private or in public.
  - Preventing the student of using washroom facilities or consuming food.

## Staged Approach for Dealing with Wilful or Persistent Misconduct

Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors.

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

### ROLES AND RESPONSIBILITIES:

#### School Owners and Board of Trustees will:

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

#### Principals will:

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

#### Teachers will:

- Exert efforts to establish the motivation behind and the purpose of student's misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

## Appendix 1: ADEK Private Schools Policy Guidance Policy 50: Student behavior Policy

### Policy 51: Expelling Students

Corresponding to Article (56) of the Organising Regulations

#### DEFINITION(S):

For the purposes of this policy, expulsion of students refers in particular to permanent exclusion from the School in accordance with the Council's official procedures. Suspension refers to temporary exclusion of students for a short period of time as determined by the Council. Unofficial suspension refers to student suspension without complying with the formal Council's or School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

#### PURPOSE(S):

- To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order, by requiring Schools to follow best international practice in dealing with potential exceptions.

#### Policy:

A School may not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from the Council.

Schools shall prepare, obtain the Council's approval for, implement, publish to Parents/Guardians and regularly review a policy on expulsion and its related procedures. In drafting its own policy, the School must comply with the Council's related regulations and policies and must consider the guidance included in the Council's \*'Guidelines for Managing Student behavior in Abu Dhabi Schools'' and a School may add its own particular aspects to it.

#### Guidelines for Suspension and Expulsion

Schools shall give appropriate opportunities to help students act positively before any disciplinary action is escalated. Schools shall never require any student to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out in Policy (50). Schools shall in every case look for alternative ways to handle and rectify a student's unacceptable behavior before giving consideration to the expulsion of the student.

Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The Council requires all Schools to use both temporary and permanent suspension measures very cautiously and judiciously, since all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity.

### **Temporary Suspension**

Temporary suspension shall only be considered in circumstances where it is necessary to provide respite from behavior that is seriously disruptive to the normal life of the School, where the behavior poses a threat to the safety and welfare of other members of the School, Levels 2 and 3 of misconduct in Policy (50), and where all other attempts to correct the disruptive behavior has been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, may only suspend the concerned student after following formal discipline measures. The Principal shall ensure that a staged approach is followed to correct the student's misconduct, shall review the documented history of misconduct incidents and shall notify Parents/Guardians and the Council of such. The period of suspension must not exceed five school days.

### **Expulsion**

Expulsion must apply only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age.

The School Disciplinary Committee must seek the Council's approval in order to expel a student from the School.

Students have the right to seek out alternate education institutions.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the school’s expulsion policy, and ensure that such policy is compliant with the requirements of the Council’s regulations, policies, and guidelines.
- Monitor the implementation of expulsion policy at the School.

Principals will:

- Develop and Implement the school’s expulsion policy and related procedures.
- Maintain accurate records of all suspensions or expulsions of students.
- Seek approval from the council before expelling any student.

Appendix 3: Parents' Appeal - Letter of Consideration

As the parent and/or Guardian, I wish to lodge an appeal against the school-based disciplinary action handed to my child.

Name of Student \_\_\_\_\_ Year: \_\_\_\_\_

Name of School: \_\_\_\_\_

Disciplinary Action Level (How was your child disciplined? Please circle)

1- Suspension                      2- Disciplinary Transfer                      3- Expulsion

Level of Consideration (Who should consider your appeal? Please circle)

1- Principal                      2- Virginia International Private School                      3- ADEK

What are your reasons for this appeal?

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Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Contact No \_\_\_\_\_

Relationship to student:     *Parent / Guardian / Family member*