

Student Behavior Policy



Al Mawakeb School

Student Behavior Policy¹

1. Primary Values

Respect, Trust, Tolerance, Acceptance, Courtesy, Honesty, Positivity, Consistency, Transparency, Responsibility, Support, Wellbeing.

2. Rationale

Al Mawakeb Al Barsha (AMB) acknowledges the vital role that students play in the school community, not only in their own success, but also in the overall success of the school. We believe that every student can meet the high expectations that we have of them.

The principles that guide us in our behavior system are based on the following:

- Behavior is learned
- Behavior can be taught
- Behavior is a choice
- Behavior is predictable and thus negative behavior is preventable

Student behavior will be predicated on the concepts of individual responsibility and mutual respect among all members of the school community. In managing behavior and discipline, the school will work in partnership with students and parents to foster the development of personal moral values, self-esteem, respect, discipline, and good habits.

3. Aims and Objectives

AMB strives to provide students with a safe, secure, and supportive learning environment where they can grow up to become responsible adults. To achieve this objective, the school will promote positive student behavior by encouraging healthy and respectful relationships between and among staff and students, commending good behavior and maintaining high standards of self-discipline amongst students.

This policy aims to:

- Provide a physically and emotionally safe environment to help students achieve their full potential.
- Promote and develop students' self-discipline, self-esteem, and respect for others.
- Help students grow to become positive, respectful, and responsible members of the community.

¹ This policy must be read in conjunction with the following policies: Attendance Policy, Communication Policy, Student Safety Policy and Health Policy.

- Offer a fair and consistent approach to maintaining discipline and managing negative behavior.

This policy outlines expected student behavior in relation to all school activities and the resulting consequences for negative behavior. It complies with KHDA inspection standards² and aligns with ministerial resolution no.851 of year 2018 on code of behavior management for students in the general education institutions³.

4. Roles and Responsibilities

4.1 Responsibilities of all Staff

All staff are expected to:

- a. Implement the school's behavior policy.
- b. Treat all students equally, with respect and dignity.
- c. Ensure that students are protected from all forms of discrimination and harassment.
- d. Behave in a manner that sets a good example for students; this includes refraining from smoking or vaping and using bad language.
- e. Ensure discipline is maintained during and outside regular school hours.

4.2 Responsibilities of Teachers

The teachers shall:

- a. Build and maintain strong rapport with students.
- b. Reward positive behavior and respond to inappropriate behavior in a supportive manner.
- c. Keep a record of all student violations of the school's Code of Conduct.
- d. Report behavioral incidents and concerns to the Head of Section.
- e. Be available to meet with parents and discuss concerns about their child's behavior as needed.

4.3 Responsibilities of the Head of Section

The Head of Section shall:

- a. Exercise their best judgment in handling behavior issues while adhering to the behavior management guidelines of this policy.
- b. Support all staff in implementing the school's behavior policy.
- c. Share the school's rules and regulations regarding student conduct with students and parents at the beginning of the school year.

² UAE School Inspection Framework 2015-2016, p. 36-38

² UAE School Inspection Framework 2015-2016, p. 78-80

³ <https://www.moe.gov.ae/Ar/Legislation/Pages/Institutional-Policies.aspx>

- d. Be available to meet and discuss with parents any incident or concern related to their child's behavior.
- e. Report major behavioral incidents and concerns to the Principal, as deemed necessary.
- f. Maintain an accurate record of all violations of the school's Code of Conduct and communicate with parents as deemed necessary.

4.4 Responsibilities of the Principal

The Principal shall:

- a. Create a positive school culture which promotes students' emotional health, happiness, and wellbeing.
- b. Support all staff in their efforts to maintain high standards of behavior.
- c. Ensure the proper implementation of this policy.
- d. Ensure the policy is shared and understood by students, parents, and staff at the beginning of the school year.
- e. Be available to meet and discuss with parents any incident or concern related to their child's behavior as needed.
- f. Seek feedback from stakeholders on the implementation of this policy.
- g. Contribute to the development of this policy.

4.5 Responsibilities of Parents

All parents are expected to:

- a. Encourage an attitude of respect, courtesy, and positivity in their children.
- b. Support their children in meeting the school's expectations with respect to making good and positive behavioral choices.
- c. Ensure their children understand the school's expectations and possible consequences that may arise if they violate the school's Code of Conduct.
- d. Report any incident or concern immediately to the school.

4.6 Responsibilities of Students

All students are expected to:

- a. Abide by the school's Code of Conduct
- b. Respect others, verbally by maintaining well-mannered language, and physically by not causing any bodily harm to others.
- c. Respect the school's property and protect it from damage or theft.
- d. Assume full responsibility for their own learning and behavioral choices.

4.7 Responsibilities of the Governing Body

The governing body shall:

- a. Ensure the policy meets statutory and regulatory requirements.
- b. Identify any infringements in implementation and address them.
- c. Review and approve any update to this policy.
- d. Seek parents' feedback to guide further development of this policy.

5. Policy Statement

The school will focus on creating and maintaining systems of behavioral support that will improve the learning environment for all students and staff by reducing negative behavior and increasing positive behavior. To achieve this objective, the school shall:

- 5.1 encourage healthy relationships between staff and students.
- 5.2 attend to the individual social, physical, and emotional needs of all students.
- 5.3 ensure that the school environment is safe, supportive, and free from any form of bullying, harassment, or discrimination.
- 5.4 incorporate into the teaching process positive values such as respect for others, tolerance, generosity, compassion, the pursuit of excellence, creativity and innovation, strong ethics, and morality.
- 5.5 design activities to include all children and to promote positive attitudes towards differences.
- 5.6 encourage, reward, and celebrate positive behavior.
- 5.7 apply a range of sanctions to respond appropriately, firmly, and consistently to undisciplined behavior.
- 5.8 provide opportunities to mitigate the effects of sanctions and disciplinary actions.
- 5.9 ensure that all members of the school community are made aware of the student Code of Conduct, and the consequences of any violation.
- 5.10 communicate with parents when behavior concerns arise.
- 5.11 encourage students to recognize, discourage and report suspicious or inappropriate peer behavior.

6. Procedures:

6.1 Code of Conduct

The AMB Code of Conduct ([Appendix A](#)) sets the expectations of behavior for students. It reflects the ethos and core values of the school. Its purpose is to ensure that all students always follow the school's behavioral expectations and are aware of their rights and responsibilities as members of the school community. At the beginning of the academic year, all parents and students will be made aware of the Code of Conduct through orientation meetings, student assemblies, circulars, and school portal.

6.2 Positive Behavior

Positive behavior will be encouraged, rewarded, and celebrated through activities that include:

- Praising positive behavior daily
- Sending letters of commendation to parents
- Awarding trophies, certificates, or medals
- Using class sticker charts
- Nominating and selecting Student of the Month
- Nominating and selecting School Ambassador to participate and represent the school in educational and national events
- Assigning leadership roles to the students through the student council, school clubs, and teams
- Awarding merit points on the point system

6.3 Bullying

The school has a zero-tolerance policy to any form of bullying. All incidences of bullying, including cyber-bullying, hidden and prejudice-based bullying should be reported to the school and will be handled swiftly. In case any bullying is suspected or reported, the staff member who is approached will deal with the incident immediately as per the procedures below:

- a. A clear and precise account of the incident is recorded and passed to the Head of Section or the Principal.
- b. The Head of Section interviews all concerned parties and possible witnesses and keeps a record of all relevant details through the Behavior Incident Form.
- c. All relevant teaching staff in the school will be informed of the incident.
- d. Sanctions will be used as appropriate and in consultation with all parties involved.
- e. Instances of proven and intentional bullying may lead to suspension pending expulsion. Such cases will be referred to KHDA for ratification⁴.

6.4 Violations & Sanctions

Violations refer to the actions that violate the student Code of Conduct and accordingly instigate disciplinary actions that will be applied whenever the school deems it necessary.

⁴ KHDA Parent-School Contract 2016-2017

Where a student makes an inappropriate behavioral choice, and a formal sanction is necessary, the matter will be dealt with by the classroom teacher in the first instance. Cases that require intervention or cases of serious misbehavior will be referred to the Head of Section for further remedial action.

For severe violations, an Behavioral Incident Report Form will be filled by the school.

6.5 Disciplinary Actions

The school has a range of disciplinary sanctions in place to respond effectively to violations. The sanctions shall aim at rectifying misconduct in a fair and consistent manner to help redirect students towards desired behavior.

6.5.1 Point System

- Every student in phase 2 to phase 4 will have a conduct grade that will appear on the student's report card.
- The school has a point system in place to calculate the conduct grade ([Appendix B](#)).
- At the beginning of the academic year, all students will be made aware of the point system and the consequent disciplinary actions during an assembly for each section.
- Every class will have a Classroom Behavior Log for staff to record the infractions that happened during the day.
- Student violations will be logged into the student's file and points accumulate whenever a violation of the Code of Conduct is registered.
- There will be 2 points allocated for minor violations, 4 points for moderate violations, 8 points for severe violations and 20 points for very severe violations.
- Parents will be notified about infractions by email on the same day of occurrence and will be given the opportunity to discuss the case with the Head of Section.
- The conduct grade will be calculated using the following formula:

$$\text{Conduct Grade} = 100 - \frac{2}{3} \times \text{Accumulated Points}$$

- The table below shows the administrative action that will be taken whenever the student accumulates a certain number of points:

Accumulated points	Conduct Grade	Administrative Action
15 points	90%	<ul style="list-style-type: none"> • Student will be ineligible for any Honors/Awards
24 points	84%	<ul style="list-style-type: none"> • Student will be suspended from extra-curricular activities (varsity teams, school trips, etc.) • Student will receive one or more of the following: <ul style="list-style-type: none"> – break exclusion – one-hour after school community service – In-School Exclusion (ISE)
30 points	80%	<ul style="list-style-type: none"> • Student will receive a 1st Warning to be signed by the parent in a parent conference and a one-day suspension
42 points	72%	<ul style="list-style-type: none"> • Student will receive a 2nd Warning to be signed by the parent in a parent conference • Student will be suspended for two to four days • The school will reserve the right to deny the registration of student for the next academic year
51 points	66%	<ul style="list-style-type: none"> • Student will be issued a 3rd and Final Warning • Student will be placed on the Probation for Registration and parent will be called to school to sign a commitment letter • Student will receive a 1-week suspension • The school will reserve the right to deny the registration of student for the next academic year or to expel the student
60 points	60%	<ul style="list-style-type: none"> • The student will receive a two-week suspension • The student will be denied registration for the next academic year • The school will reserve the right to expel the student
61 points or more	Below 60%	<ul style="list-style-type: none"> • The student will receive a Final Suspension with the right to sit for the final exams only and no re-registration for the next academic year

6.5.2 The Level System:

- The Level System works in conjunction with the point system or as an alternative course of action that the school Principal can resort to, depending on the nature of the violation.
 - **Level 1:** This is a signal that the student has committed a severe violation of the Code of Conduct that is totally unacceptable and is affecting learning, and therefore needs to be immediately changed. At level 1, the student will be issued a 1st Warning and will receive a one-day suspension. Parents will also be called to school for a parent conference to sign the warning.
 - **Level 2:** This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. At level 2, the student will be issued a 2nd Warning and will receive two to four days of suspension. Parents will also be called to school for a parent conference to sign the warning. The school

will reserve the right to deny the student eligibility for registration for next academic year.

- **Level 3:** This indicates that the student has reached a stage where behavior is completely intolerable and decisive action needs to be taken. The student will be issued a 3rd and final Warning, and parents will be called for a meeting to sign a note accepting the placement of the student on Probation for Registration. The student will be suspended for one week and the school will reserve the right to deny the student eligibility for registration for next academic year.
- Any violation occurring after Level 3 will result in temporary Out of School Exclusion (OSE) (suspension for two weeks). The school will also deny the student the eligibility to register for the next academic year and reserve the right to expel the student.
- Any recurrence of violations (all kinds) after an OSE will result in Final Exclusion with the right to sit for the final exams only and no registration for the next academic year. The school will also reserve the right to expel the student.
- The school administrator may decide to escalate the disciplinary action directly to any of the three levels depending on the severity of the violation. For example, an aggressive behavior causing physical harm, theft, major vandalism, and physical or verbal aggression towards a staff member may move the student directly to level 3 and the appropriate administrative action will be taken.
- The Principal shall approve all ISE or OSE before implementation.

6.6 Guidelines for Sanctions:

6.6.1 Exclusionary Measures

- Exclusionary measures are used due to a repeat misconduct that warranted an initial verbal warning.
- There are three types of exclusionary measures at AMB:
 - In-school community service during breaks
 - After-school community service
 - In-school Exclusion (ISE)
- A Referral for Disciplinary Reasons letter will be sent to parents whenever one of the above is warranted.
- The Head of Section will contact the parents about the issue, if deemed necessary.
- A selected staff member shall be present to supervise the student.
- Students may be asked to complete a restorative piece of work that focuses the individual on their behavior and how it has affected their learning and that of others in the classroom, as well as their relationship with the teacher. They can also continue the work from

the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.

- All assignments and handouts shall be handed in to the supervisor at the end of the session.

6.6.2 Merit Points:

- In order to encourage students to take corrective actions for their negative behavioral choices, the school shall allow students to accumulate merit point that offset the effect of the accumulated points on the point system.
- A minimum of 2 points and a maximum of 5 points are allocated to action that qualify for merit points.
- Merit points can be accumulated through different actions. A list is available in [Appendix C](#).

6.6.3 Probation for Registration

- Students on Probation for Registration will be given the opportunity to remove the probation provided they complete the following requirements:
 - Complete the academic year without any violation.
 - Provide letters of recommendation from 3 teachers who can justify a cause for removal of probation.
 - Perform 15 hours of community service in the school (e.g., peer tutoring, library service, etc.).
 - Submit a well-documented case of community service outside the school including letter(s) of recommendation.
 - Show a recognizable academic progress.
- Students who are unable to remove their probation will have their probation carried forward to the next year. The following table summarizes the administrative action that will be taken in this case (for the next academic year):

Accumulated points	Conduct Grade	Administrative Action
9 points or any major violation	94%	<ul style="list-style-type: none"> • Student will be issued a Final Written Warning • Student will receive a one-week suspension • The school will reserve the right to deny eligibility for next year’s registration or to expel the student
18 points or any major violation	88%	<ul style="list-style-type: none"> • Student will be denied eligibility for next year’s registration • Student will receive a two-week suspension • The school will reserve the right to expel the student

18 points or more	Below 88%	<ul style="list-style-type: none"> Final suspension from school with the right to sit for the final exams only and no re-registration for the next academic year
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6.6.4 Suspension and Expulsion

- In cases of severe or very severe violations, students may be penalized by suspension or expulsion (after securing KHDA approval)⁵, pending the gravity of the situation.
- Except in cases where suspension upon a first offense is warranted, suspension shall be imposed only when other means of correction fail to bring about proper conduct.
- Suspension upon a first offense may be imposed if the Principal determines that the student's presence causes a threat to persons or property or threatens to disrupt the instructional process.
- Suspension pending expulsion will be considered if a student presents an unmanageable risk to the health and safety (including the emotional health and safety) of any member of the school community, or if a student persistently undermines the ethos of the School.
- Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when the student has not improved by the guidance available to him/her, and when other forms of discipline measures, including suspension, have failed to bring about proper conduct.
- When the Principal has reasonable grounds to consider that a student has reached the above situation, the Principal shall suspend the student as per the following guidelines:
 - A behaviour committee made up of three or more members shall convene in order to examine student behavioral offences and make the necessary decisions as stipulated in the policy.
 - The committee discusses the case and investigates to determine next steps. Following the investigation, the committee shall convene with the Principal and share their findings and recommendations on whether to suspend or expel the student.
 - Duration of suspension shall not exceed (20) school days in any school year. However, this restriction does not apply when the suspension is extended pending an expulsion.

6.6.5 Mitigating factors:

The following mitigating factors shall be considered:

- The age and history of the student

⁵ KHDA Parent-School Contract

- The student does not have the ability to control his/her behavior.
- Whether a progressive discipline approach has been used with the student.
- The student does not have the ability to understand the foreseeable consequences of his/her behavior.
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- A referral to a behavioral therapist has been made and a report of outcomes has been provided.
- How the suspension or expulsion could affect the student's ongoing education.
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behavior or conduct.

6.7 Students of determination

Students of determination are expected to adhere to the same Code of Conduct as other students. However, any disciplinary action for a student of determination must take into consideration whether the offence is related the nature of the student's special educational need and/or disability and his/her respective IEP.

- If the offence is not related to the nature of the disability, the appropriate measure shall be taken.
- If the offence is related to the nature of the disability, the HoS will collaborate with the Inclusion Department to:
 - Develop and implement a behavior assessment plan relating to the offence.
 - In the case of an existing behavioral assessment plan, it shall be reviewed and modified to address the behavior leading to the offence.
- If the behavior modification plan of the student of determination confirms links of the behavioral offence to the nature of their disability, then the school shall continue to support and integrate the student, unless it is agreed with the parent/guardian that the student should be transferred to another school or should continue his/her studies in an alternative environment.

6.8 Use of Reasonable Force

6.8.1 All school staff have the power to use reasonable force to prevent students from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student themselves)

- Prejudicing the maintenance of good order and discipline at the school or among students in the school whether during a class or otherwise.

6.8.2 The Principal and staff authorized by the Principal can use such force as is reasonable when searching a student without consent for prohibited items banned by the school rules.

6.8.3 Should reasonable force be deemed necessary, it should always be in the context of restraint that should be removed as soon as it is practicable to do so and should be preceded by a verbal warning that force is about to be used whenever possible. It should only be used as a last resort where, in the judgment of the staff member, no other sanction would be effective at the time in dealing with the immediate situation.

6.9 Vandalism and Damage of Property

If a student causes willful or negligent damage of property belonging to the school, a staff member or a peer, the student will be held accountable to pay all costs to restore or replace such damaged property as determined by the property's true value.

6.10 Keeping Student Records

Incidents of misconduct shall be recorded by the HoS into the student's personal folder for follow-up and future reference. Records shall specify the date, people involved, and action taken.

Incidents may include:

- Complaints or concerns about a student's behavior
- Violations of the Code of Conduct
- Incidents of bullying, discrimination, or harassment

7. Expectations for behavior from students during Covid-19:

Students will be reminded about expectations for behavior throughout the school day, especially first thing in the morning, before break and at the end of the school day.

- Students should remember:
 - To always maintain their 2-meter physical distance
 - Not to deliberately touch anything that's not theirs
 - Not to deliberately touch anyone
 - Not to spit, sneeze, or cough at or near anyone

- Whenever possible, to use a tissue to sneeze into. Making sure all used tissues are disposed of safely. If this is not possible then they must cough or sneeze into their elbow or sleeve.
- If possible, to try and not touch their eyes, nose, and mouth throughout the day.
- Only use their own individual equipment.
- Only eat their own snack and lunch.
- Stay within their own designated area of the school–classroom, playground / field at timetabled times only with infrequent visits to the toilet unless necessary.
- Whenever possible, toilets to be used when there is an adult present outside due to health and safety.

7.1 Behavior in the outside spaces for exercise and breaks

All students will be expected to follow the guidance from staff about social distancing when they are outside - staff will remind students why this is important.

7.2 Behavior in classrooms

Students will be expected to:

- Keep to the 2 meter away from others in their designated classroom and follow guidance about where to sit in classrooms
- Remain with their designated class/group (which may be new to them) and avoid larger groups of students in the common areas in the school.

7.3 Anti-Bullying Policy Addendum:

Social Bullying:

- Staff must recognize that any negative comments to any individual linked to their race, ethnicity or cultural belonging that is linked to the COVID-19 pandemic will be considered as a case of bullying and shall continue to be treated very seriously.
- Staff must report any racist incidents, as per the behavior policy, on the Behavior Incident Form and categorize it as social bullying. A member of SLT will then follow the Behavior Policy's steps to deal with the incident.

Verbal Bullying:

- Verbal assaults, mockery, derogatory language or inappropriate banter on staff, other student or visitors must be reported using the Behavior Incident Form and categorized as cases of verbal bullying.

Physical Bullying:

- The school will not and cannot tolerate behaviors that may place members of our community at risk of contracting Coronavirus. Any

incident that involves coughing or spitting at or towards any other person, or even threatening to carry out this act, is not acceptable and any student doing this or behaving in a way that risks another person's health will be sent home until they can behave safely; any further instances will result in formal exclusion. Such incidents shall be reported using the Behavior Incident Form and categorized as physical bullying.

- Furthermore, any another extreme behaviors (such as hitting, kicking, punching, taking other students' belongings, etc.), which places students or staff at risk shall also be considered as an act of physical bullying that breaks the rule of physical distancing and shall be treated as above.

Online bullying:

- Any act of shaming, provocation, or slurring using any technology media and through any social media application shall be reported using the Behavior Incident Form and categorized as cyber-bullying.
- Individual risk assessments will be carried out for any child we deem necessary in order to safeguard them and others.

8. Policy Review

The school leadership team will conduct an annual review of the student behavior policy and share suggestions for improvement with the Governing Body.

Definitions

- **Bullying:** A behavior by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power.
- **Compliance:** Action in accordance with a recommendation, regulation or law.
- **Cyber safety:** Protection against the possible negative or detrimental influences of the Internet, including bullying and inappropriate content.
- **Ethos:** The characteristic beliefs and spirit of a school community.
- **Individual Education Programs (IEPs):** A document which details the educational program designed to meet the special needs of students.
- **In-School Exclusion (ISE):** Exclusion from all in/out school activities (including regular classes) for a certain period of time decided by the HoS based on the student's history and the nature of the infraction. Students are restricted in their movement through the school, and are closely supervised while they complete their assigned work.
- **Learning:** The process of gaining skills, experience, knowledge and understanding through study and exposure to good teaching. May also be

applied to the collective skills, experience, knowledge and understanding gained from good teaching.

- **Monitoring:** Watching closely, to keep track of or to check – ways in which teaching staff at all levels can check on the quality of learning in a classroom, subject area or school.
- **Out of School Exclusion (OSE):** a fixed term or temporary suspension from school where the student stays at home and is responsible for all missed school work.
- **Partnerships:** The planned process through which student learning is enhanced by collaborative engagement between the school, the parents, other schools and the community, both local and global.
- **School community:** All those who work for and in partnership with the school to improve learning, including students, leaders, teachers, parents, governors/owners, non-teaching staff and community members.
- **Students of determination:** Students with Special Education Needs (and/or Disabilities).
- **Staff:** The adults who work in a school, including leaders, teachers, assistants, managers, counsellors.
- **Standards:** The knowledge and skills that students should attain at a particular point in time, as explicitly stated in curriculum documents.

Appendix A: AMB Code of Conduct

AMB CODE OF CONDUCT				
	Respect for <i>Self</i>	Respect for <i>Others</i>	Respect for <i>Learning</i>	Respect for <i>Environment</i>
Learning Spaces	<ul style="list-style-type: none"> • Be prepared to give your best effort • Dress, speak and act appropriately • Be honest • Stay in designated areas 	<ul style="list-style-type: none"> • Respect diversity • Respect others' efforts • Keep your hands and feet to yourself • Be considerate • Use good manners and appropriate language • Ask for permission to borrow/use items from others • Be on time 	<ul style="list-style-type: none"> • Arrive to class on time and prepared • Be a good listener • Always try your best • Keep toys/ electronics at home • Follow instructions • Respect others' efforts 	<ul style="list-style-type: none"> • Keep learning areas clean and free of litter • Use recycling containers and garbage bins • Bring only appropriate and safe items to school
Hallways, all common areas	<ul style="list-style-type: none"> • Walk at a safe speed • Open doors slowly and carefully • Dress, speak, act appropriately 	<ul style="list-style-type: none"> • Walk at a safe speed • Allow others to pass • Keep your hands and feet to yourself • Respect personal space • Use appropriate language and voice level 	<ul style="list-style-type: none"> • Appreciate and respect displays and materials in hallways • Use appropriate language and voice level 	<ul style="list-style-type: none"> • Keep all common areas clean and free of litter • Use recycling containers and garbage bins
Science Labs	<ul style="list-style-type: none"> • Dress, speak, act appropriately • Wash hands thoroughly after participating in any laboratory activities 	<ul style="list-style-type: none"> • behave in a mature and responsible manner at all times • perform only those experiments authorized by the teacher and lab instructor 	<ul style="list-style-type: none"> • follow all verbal and written instructions carefully • Use appropriate language and voice level • not eat, drink, apply cosmetics or chew gum 	<ul style="list-style-type: none"> • Keep all areas clean and free of litter • Report any incident to school staff • Take proper care of lab equipment • dispose of all chemical waste as directed
Washrooms	<ul style="list-style-type: none"> • Wash your hands • Be prompt • Be considerate 	<ul style="list-style-type: none"> • Flush the toilet • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Follow instructions • Use appropriate voice level • Report any incident to school staff 	<ul style="list-style-type: none"> • Flush • Turn off taps when not in use

		<ul style="list-style-type: none"> • Be mindful of others' space and privacy • Use appropriate language and voice level 		<ul style="list-style-type: none"> • Throw paper towels in the waste bins • Bring only hygienic items • Report any incident to school staff
Playground	<ul style="list-style-type: none"> • Play safely • Stay in designated play areas • Discuss concerns with teachers and supervisors 	<ul style="list-style-type: none"> • Respect personal space • Respect diversity • Use appropriate language • Be friendly • Practice fair play • Include others • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Follow instructions and rules • Be positive with others • Obtain permission to enter the building during lunch breaks • Report any incident to school staff 	<ul style="list-style-type: none"> • Use recycling containers and garbage bins • Keep playgrounds clean and free of litter • Bring only appropriate and safe items to school • Protect school property • Obtain permission to enter the building at recess/lunch
Library & Computer Use	<ul style="list-style-type: none"> • Keep passwords private • Handle equipment safely • Work Quietly • Explore Opportunities appropriately 	<ul style="list-style-type: none"> • Work quietly • Respect the property and rights of others • Wait for your turn • Take care of all library material and equipment • Leave things in their proper place 	<ul style="list-style-type: none"> • Follow instructions • Share materials and equipment • Use appropriate research sites • Report any incident to library staff • Follow the policy on acceptable use of technology 	<ul style="list-style-type: none"> • Keep the area clean and tidy • Ensure all borrowed books are handled and returned securely • Refrain from eating or drinking • Take care of equipment and material
Lunch Time	<ul style="list-style-type: none"> • Wash your hands before and after eating • Use a conversation voice • Listen to instructions from staff • Use appropriate table manners 	<ul style="list-style-type: none"> • Use a conversation voice • Respect the property and rights of others • Make one trip to the garbage bins when you finish eating • Allow others to sit beside you 	<ul style="list-style-type: none"> • Use appropriate manners • Engage in appropriate activities • Report any incident to school staff 	<ul style="list-style-type: none"> • Clear eating space when finished • Put away lunch bags • Use recycling containers and garbage bins
Assembly	<ul style="list-style-type: none"> • Enter and exit quietly and in an orderly manner • Wait quietly 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Follow instructions • Listen and respond politely during appropriate times 	<ul style="list-style-type: none"> • Keep assembly halls clean and free of litter

	<ul style="list-style-type: none"> • Keep your eyes on the speaker/ event • Sit appropriately in assigned seats • Listen attentively • Participate and respond when appropriate 	<ul style="list-style-type: none"> • Remain seated and quiet during the entire performance • Practice good listening skills • Respond politely 		<ul style="list-style-type: none"> • Eat and drink elsewhere
Bus and Private Transport	<ul style="list-style-type: none"> • Travel safely • Sit appropriately • Wait for the bus in designated area 	<ul style="list-style-type: none"> • Keep your feet, hands and objects to yourself • Use appropriate voice and language • Demonstrate courteous behavior • Follow driver's instructions 	<ul style="list-style-type: none"> • Follow the driver's instructions • Behave appropriately 	<ul style="list-style-type: none"> • Keep the bus clean and free of litter • Bring only appropriate /safe items on the bus
School Trips	<ul style="list-style-type: none"> • Dress, speak, act appropriately • Listen to instructions from staff • Stay in designated areas 	<ul style="list-style-type: none"> • Be on time • Respect laws, rules and traditions of the country • Respect rules and regulations of host 	<ul style="list-style-type: none"> • Respect others' efforts • Follow instructions • Behave appropriately 	<ul style="list-style-type: none"> • Use recycling containers and garbage bins • Keep areas clean and free of litter • Bring only appropriate and safe items to trip • Respect and protect public and private property • Report any incident to school staff
Social Media Use	<ul style="list-style-type: none"> • Maintain confidentiality and protect your own privacy • Present yourself respectfully 	<ul style="list-style-type: none"> • Respect laws, rules and traditions of the country • Respect others (no offensive comments, personal insults, obscenity, etc.) 	<ul style="list-style-type: none"> • Respect others' efforts • Respect Copyright Laws • Don't post/repost content that can reflect negatively on the school, its staff and other students • Avoid using social media during the school day 	<ul style="list-style-type: none"> • Think about consequences • Report any incident to school staff

Appendix B

AMB Point System for the Conduct Grade⁶

Category	Severity			
	Minor (2 point)	Moderate (4 points)	Severe (8 points)	Very Severe (20 points)
Not Meeting Attendance Expectations	<ul style="list-style-type: none"> • Arriving after beginning of first period • Skipping lining up in morning assembly/breaks • Entering or exiting the classroom during lessons without permission 	<ul style="list-style-type: none"> • Leaving class between periods • Unexcused absence from school before or after vacations, public holidays, weekends, and prior to exams • Skipping school community work • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Skipping a class • Leaving school without permission • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction
Not Meeting Dress Code/ Grooming Expectations	<ul style="list-style-type: none"> • Non-compliance with the school or PE uniform, or not maintaining it • Wearing sandals/slippers 	<ul style="list-style-type: none"> • Unusual haircut • Wearing jewelry, make up, or nail polish • Fourth repetition of a minor infraction • Wearing a piercing (other than earring) 	<ul style="list-style-type: none"> • Dressing or grooming in a manner that breaches the local culture’s values • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction
Vandalism/ Destruction of Property	<ul style="list-style-type: none"> • Writing/drawing/scratching on school furniture or walls 	<ul style="list-style-type: none"> • Messing with the teacher’s workstation 	<ul style="list-style-type: none"> • Vandalism of school furniture or bus • Graffiti 	<ul style="list-style-type: none"> • Causing a fire within the school premises

⁶ Applicable in and around school or during school activities and trips

					Severity			
Category	Minor (2 point)		Moderate (4 points)		Severe (8 points)		Very Severe (20 points)	
			<ul style="list-style-type: none"> • Fourth repetition of a minor infraction 		<ul style="list-style-type: none"> • Destruction of property of peers or staff • Fourth repetition of a moderate infraction 		<ul style="list-style-type: none"> • Fourth repetition of a severe infraction 	
Improper Use of Technology	<ul style="list-style-type: none"> • Possession of mobile phones and other unauthorized electronic devices • Not having a safe browser on device 		<ul style="list-style-type: none"> • Unauthorized use of mobile phones and other electronic devices • Fourth repetition of a minor infraction 		<ul style="list-style-type: none"> • Misuse of laptops/tablets/Internet • Watching or promoting inappropriate material • Acquisition, possession, display and promotion of unauthorized physical media or electronic materials in violation of values, morals, etiquette, and public order • Photographing and possessing, disseminating, and circulating photographs of school staff and peers without their permission • Posting, or participating in social media content (trend/challenge) that has a negative effect on the school or peers 		<ul style="list-style-type: none"> • Broadcasting or promoting extremist or atheistic ideas and beliefs against the social and political policies of the UAE • Videotaping or taking photos in school and using them inappropriately or maliciously • Unauthorized access to and/or leaking of passwords • Unauthorized access to confidential data • Theft or alteration of school data • Propagating malware • Defaming and insulting peers or school staff on social media • Fourth repetition of a severe infraction 	

Category	Severity			
	Minor (2 point)	Moderate (4 points)	Severe (8 points)	Very Severe (20 points)
			<ul style="list-style-type: none"> • Fourth repetition of a moderate infraction 	
Disrupting the Learning Environment	<ul style="list-style-type: none"> • Continuously interrupting the class • Not abiding by the seating plan • Constantly moving around in class without permission • Eating inside the classroom without permission 	<ul style="list-style-type: none"> • Throwing items in class • Making inappropriate noises inside or outside the classroom • Running in the hallways unsafely • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Using firecrackers in school or class • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Sounding the fire alarm • Fourth repetition of a severe infraction
Physical/Verbal Aggression, Verbal, Physical, Social or Cyber Bullying	<ul style="list-style-type: none"> • Use of inappropriate language • Making inappropriate gestures • Annoying peers by teasing or threatening them 	<ul style="list-style-type: none"> • Inciting fights, threatening, or intimidating peers • Using sarcasm to hurt others • Covert (hidden) bullying: gossiping, embarrassing, excluding • Verbal bullying: name calling, teasing, threatening • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Using inappropriate language with any staff member • Fighting, hitting, kicking, pushing peers • Insulting or being rude to peers or school staff • Physical bullying • Cyberbullying: hurtful texts, posts, e-mails, or videos • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Physical assault leading to injury to peers or school staff • Defaming or insulting others on social media • Fourth repetition of a severe infraction
Disrespecting School Environment or Teachers	<ul style="list-style-type: none"> • Sleeping during lessons (after confirming the health status of the student) • Chewing gum in classroom 	<ul style="list-style-type: none"> • Littering in class • Eating /drinking in prohibited areas 	<ul style="list-style-type: none"> • Refusing to do work assigned by the teacher • Blatant defiance, including walking away when being 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction

Severity				
Category	Minor (2 point)	Moderate (4 points)	Severe (8 points)	Very Severe (20 points)
		<ul style="list-style-type: none"> • Littering in hallways and playgrounds • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> spoken to by any member of staff • Fourth repetition of a moderate infraction 	
Engaging in an Unethical, Antisocial, or Illegal Behavior	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Breaching the school's common decency values and customs of our society • Copying homework from another student 	<ul style="list-style-type: none"> • Cheating • Forging a note/pass • Theft or concealment • Possession of prohibited items • Smoking or vaping • Insulting religions, or provoking anything that causes sectarian strife in school • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Bringing, possessing, or using dangerous weapons or the like within the school • Leaking exam questions or participating in that in any form • Impersonating others in school transactions, or falsifying school documents • Insulting political, religious, or social symbols of the UAE • Fourth repetition of a severe infraction
Not Meeting Academic Expectations	<ul style="list-style-type: none"> • Not getting books, notebooks, tablet/laptop, or other required material • Not keeping a charged tablet/laptop • Working on another subject during class 	<ul style="list-style-type: none"> • Coming unprepared for class • Not doing homework/ assignments • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction

Category	Severity			
	Minor (2 point)	Moderate (4 points)	Severe (8 points)	Very Severe (20 points)
	<ul style="list-style-type: none"> • Submitting incomplete/ poor/ improper homework or assignment • Not working on a given task in class • Not submitting homework and/or assignments on time 			
Not Complying with Transportation Regulations	<ul style="list-style-type: none"> • Delaying school bus by not boarding on time 	<ul style="list-style-type: none"> • Not wearing the seatbelt wherever applicable • Standing or moving in the bus • Changing seat on the bus • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Endangering other students' safety • Changing bus without permission • Forging a "No Bus" note or similar • Tampering, vandalism or destruction of school buses or harming road users • Throwing things out of the bus window • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction
Not Complying with After-School Activity Rules	<ul style="list-style-type: none"> • Late arrival to after-school activity • Missing activities without excuse 	<ul style="list-style-type: none"> • Missing an activity without prior notice • Fourth repetition of a minor infraction 	<ul style="list-style-type: none"> • Using the activity for any inappropriate behavior • Fourth repetition of a moderate infraction 	<ul style="list-style-type: none"> • Fourth repetition of a severe infraction

					Severity			
Category	Minor (2 point)		Moderate (4 points)		Severe (8 points)		Very Severe (20 points)	
	<ul style="list-style-type: none"> • Non-compliance with the school or PE uniform, or not maintaining it 							
Did Not Comply with Health and safety or Covid Safety Procedures	<ul style="list-style-type: none"> • Bringing chips, soda cans, energy drinks, or hot beverages to school 		<ul style="list-style-type: none"> • Bringing glass bottles/containers • Ordering food delivery • Fourth repetition of a minor infraction 		<ul style="list-style-type: none"> • Refusing to wear face mask • Removing face mask at any time (except while eating) • Sharing food with others • Touching or poking others • Coughing or spitting at others • Touching others' belongings • Not following precautionary measures and instructions • Fourth repetition of a moderate infraction 		<ul style="list-style-type: none"> • First Repetition of a severe infraction 	

Appendix C:

Merit Points	
A. Demonstrating leadership attributes	
Actively participating in clubs	3
Actively participating in school sports activities	3
Actively participating in school cultural activities	3
Actively participating in school environmental activities	3
Actively participating in school health activities	3
Initiating, organizing, and conducting a school activity or project	4
Effectively leading a club	5
B. Performing in-school community service	
Peer teaching	4
Raising awareness in school about cleanliness	4
Outstanding presentation of the school in outside competitions or events	5
C. Promoting positive behavior	
Showing cooperative behavior in supporting others in an exemplary manner	2
Promoting tolerance by showing kindness to others	2
Appropriately dealing with an unintentional mistake	2
Showing progress in coping with school's rules and regulations	2
Showing and maintaining exemplary behavior/manners at all times	3
D. Improving academic performance	
Consistent and recognized class participation	2
Keeping notebooks in an exemplary condition	2
Completing and submitting all assignments on time	2
Reading for 2 weeks during breaktime and submitting a book report.	3
Significant academic improvement	3
Distinguished progress in MAP results	3
E. Showing continued adherence to policies	
Continued punctuality to school	2
Perfect attendance (98% and higher)	2
Consistently having a healthy lunchbox	2
Always wearing the mask and taking the right precautionary measures	2
Taking an active role in keeping the classroom neat and clean	2
Taking care of school property	3
Positively managing conflict with peers	4

Revision History:

Revision	Date	Description of changes	Requested By
0	01/09/2017	Initial Release	CAO
1	11/11/2018	General Review, included behavior procedure	School Principal
2	18/01/2019	General Review, adjusted code of conduct and point system	School Principal
3	27/03/2019	Aligning policy with MOE published policy, edited the behavior incident report and introduced a “Letter of Commitment”	CAO
4	29/09/2020	Included an addendum, on expectations of behavior during covid	DHA
5	26/09/2022	Updated the Merits list and conduct table	CAO