ICS Behavior Management Policy

Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due:	Date: 22 June 2026

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 June 24

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system. ICS Motto: Inspire, Challenge, Succeed

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competences in our global minded, future leaders.

School Values: Respect, Resilience, Honesty, Empathy, Integrity, Tolerance, Care

Behavior Policy

International Community School (ICS) is committed to fostering a positive, safe, and respectful learning environment that supports the holistic development of every student. The school believes that a well-disciplined environment is essential for effective teaching and learning, as well as for the personal growth of students. This Behavior Policy is designed to set clear expectations for student conduct, provide guidance on promoting positive behavior, and establish consistent procedures for addressing misconduct. The policy is

aligned with the cultural values of the UAE, the educational standards set by the Abu Dhabi Department of Education and Knowledge (ADEK), and the specific needs of the ICS community.

Pastoral care and well-being is at the heart of everything we do, supporting our core values. Our goal is for students to take ownership of their actions and begin to understand the link between their behavior and its effects on others. Student attitudes to learning expectations are co-constructed with students and teachers and are in line with our core values. We believe co-constructing these agreements results in students who are intrinsically self-motivated to be positive members of our community. This policy outlines procedures related to positive behavior management, rewards, and consequences.

Rationale and Purpose

This policy aims to provide a framework that will support and develop our approaches, that support positive behavior for learning. We believe that students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers and when they can be active members of their learning community.

ICS has developed a set of values that underpin behavior and learning in our community. Respect, Resilience, Honesty, Empathy, Integrity, Tolerance, Care are six core values that we believe as a community are pivotal, when developing the next generation of learners. By explicitly teaching students about these values and working in partnership with our parents, we can develop students socially, emotionally and intellectually.

Each month the school will focus on promoting and embedding a specific value, this will be done across the curriculum and will be referenced through teaching and learning practices.

Our behavior management systems focus on proactive strategies that are culturally sensitive and reinforce positive behavior for learning. It is important that, in managing student behavior, schools do not solely 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 at AQS we follow a graduated response when dealing with student behavior.

Policy Statement

This policy is aligned with ADEK Policy 50: Student Behavior Policy Corresponding to Article (55) of the Organizing Regulations. We believe 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

- to promote student well-being and happiness.
- 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.

- to develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.
- 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.
- to ensure that every member of the school's community feels valued and respected, and that each person is treated fairly and well. The Positive Behavior for Learning policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behavior.
- to improve students' learning behaviors by ensuring that students not only follow our '**Code of Conduct**,' but develop holistically and are able to successfully demonstrate our school values. Teachers can best support students' learning behaviors by positively reinforcing students' learning behaviors via use of Reward system, Assemblies and other positive behavior strategies/systems.
- At ICS we shall implement a Positive Behavior Model to promote, recognize, reward, and reinforce positive behavior that consists of the following:

  - The school's underlying approach and principles in creating a culture of promoting high standards of behavior in alignment with the values of the school, including:
  - UAE National Identity and Culture: Respect for local values, traditions, religion, and culture, in line with the ***ADEK Values and Ethics Policy*** **and the** ***ADEK Cultural Consideration Policy*****.**
  - **Positive School Environment**: A school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/ disability, race, gender, etc.
  - School-wide strategies and frameworks that educate all students on positive behavior such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
  - Training for educators on the school's **Student Behavior Policy** and the positive management of student behavior.
  - Clear and comprehensive communications on the role and obligations of parents in embodying and promoting positive behavior, in line with the ***ADEK Parent Engagement Policy*****.**
  - Mechanisms and procedures to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviors of concern.
  - Support, interventions, and procedures in cases of misconduct and behaviors of concern, in line with the requirements to ensure children receive the correct support and interventions.
  - Align with ADEK's regulations, including the National Policy for the Prevention of Bullying in Educational Institutions and **ADEK's Wellbeing Policies**.

Scope

This policy applies to all students enrolled at ICS and governs behavior during:

- School hours, including break times and transitions between classes.
- On-campus activities, including after-school programs, extracurricular activities, and school events.
- Off-campus activities that are school-sponsored or related, such as field trips, sports competitions, and other events where students represent the school.
- Online environments where students interact with each other or with school staff, including social media, educational platforms, and school communication tools.
- Any interaction that may reflect on the school community, whether on or off campus, including behavior during commutes to and from school.

Definitions

Absence	**The state of not being physically present in class/at school.**
Absence rate	**The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.**
Additional Learning Needs	**Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).** **For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.**
	The group of ADEK policies that relate to student and/or staff wellbeing includes the following policies: • ***ADEK School Digital Policy*** • ***ADEK School Educational Risk Policy*** • ***ADEK School Extracurricular Activities and Events Policy*** • ***ADEK School Health and Safety Policy*** • ***ADEK School Healthy Eating and Food Safety Policy***

ADEK Wellbeing Policies	• ***ADEK School In-School Specialist Services Policy*** • ***ADEK School Inclusion Policy*** • ***ADEK School Physical Education and School Sports Policy*** • ***ADEK School Safeguarding Policy*** • ***ADEK School Staff Wellbeing Policy*** • ***ADEK School Student Behavior Policy*** • ***ADEK School Student Mental Health Policy*** • ***ADEK School Student Protection Policy*** • ***ADEK School Sustainability Policy*** • ***ADEK School Wellbeing Policy***
Behaviors of Concern	**A significant change in behavior (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults" (Smith & Fox, 2003) and includes risky or illegal habits.**
Bullying	**Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying).** **The *National Bullying Policy for the Prevention of Bullying in Educational Institutions* (MoE, n.d.) provides a complete framework for bullying and cyberbullying.**
Code of Conduct	**A school's principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.**
Documented Learning Plan (DLP)	**A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.**

Extracurricular Activities	**Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.**
Misconduct	**Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.**
Tiered Model of Support	**An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.**
Parent	**The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema).**
Positive Behavior	**The expected standards of student behavior as set out in the school's Student Code of Conduct. Such behavior is conducive to learning, wellbeing, and safety of the student and others in the school community.**
Positive Handling	**An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.**
	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.

Student Behavior	

Roles and Responsibilities of the School

School Leadership:

- **Principal:** The Principal is responsible for the overall implementation and enforcement of the Student Behavior Policy. This includes ensuring that the policy is consistently applied across the school, operating the policy and establishing procedures that encourage positive behavior, discourage bullying, and promote respect, diversity, inclusion, equity and equality. Leading the School Disciplinary Committee, and making final decisions on serious disciplinary matters. The Principal also communicates the school's behavior expectations to parents, staff, and students, ensuring that everyone understands their role in maintaining a positive school environment.
- **Senior Leadership Team, Vice Principal and Heads of Section:** The SLT, Vice Principal, and Heads of Section support the Principal responsibility with pastoral support and Child Well-Being. To support implementing the behavior policy by monitoring student conduct, providing guidance to teachers on behavior management, and handling disciplinary issues that arise within their respective sections. They also work closely with teachers, counselors, and parents to address behavior concerns and to support students in meeting the school's expectations.
- The Senior Leadership Team ensures they are visible around school and known to children across school; actively seeking out children for praise and recognition, demonstrating a genuine care and respect for children.
- The Senior Leader is assigned to lead a grade group in ensuring that every child gets the personal attention they need to ensure excellent standards of behavior and great learning.
- The Pastoral Team and class teachers create a grade team and class identity where each child feels a sense of responsibility for helping and supporting others and promoting excellent performance.

Teachers and Staff:

- **Teachers:** Teachers play a crucial role in promoting positive behavior in the classroom and throughout the school. They are responsible for establishing clear rules and expectations for behavior, modeling respectful and responsible conduct, and using effective classroom management strategies to maintain a productive learning environment. Teachers are also expected to identify and address behaviors of concern promptly, and to refer serious or ongoing issues to the School Disciplinary Committee.

- **Supervisors, Social Workers, and Counselors:** Social workers and counselors provide essential support to students who are struggling with behavioral issues. They work with students individually or in groups to help them develop coping strategies, improve social skills, and address underlying emotional or psychological challenges. Counselors also collaborate with teachers and parents to create and implement Documented Learning Plans (DLPs) for students with additional needs, ensuring that these students receive the support they need to succeed.

- **Head of Inclusion:** THE HOI in ensuring that children are screened for special educational needs and/or disabilities and signposted to support where behavioral incidents meet thresholds

- All staff in ensuring:

    - That they treat children with unconditional positive regard, compassionate consistency and a de-escalation mindset.
    - That the policy is consistently and fairly applied to all.
    - That children are taught and retaught the behaviors which are conducive to learning and wellbeing.
    - That high standards of behavior are modelled and actively always promoted
    - That good behavior is recognized and praised
    - That poor behavior is challenged, and appropriate sanctions implemented
    - All children in demonstrating outstanding behavior which exemplifies the **Code of Conduct** and school values
    - The parents and carers in taking responsibility for their child's behavior inside and outside school, working in partnership with the school to maintain high standards of behavior

    - The Student Code of Conduct is adhered to and understood by all stakeholders.

Parents and Guardians:

Parents/Guardians: Parents and guardians are key partners in promoting positive behavior and supporting the school's efforts to create a safe and respectful learning environment. They are expected to reinforce the importance of good behavior at home, encourage their children to follow school rules, and communicate regularly with the school about their child's progress and any concerns they may have. Parents are also expected to participate in meetings and discussions about their child's behavior, and to support any behavior improvement plans that are put in place.

Students: CHAMPS Initiative Grade 6-8 Boys

- **Students:** Students are expected to understand and adhere to the school's behavior expectations, take responsibility for their actions, and contribute to a positive and inclusive school community. They are encouraged to actively participate in their own behavior management by setting personal goals, seeking help from teachers or counselors when needed, and reflecting on their behavior to make positive changes. Students are also expected to treat others with respect, act with integrity, and take pride in representing ICS both in and out of school. Always try to exemplify school values.

- At ICS, CHAMPS behavior expectations are implemented to create a positive and structured learning environment. CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success, and provides clear guidelines for student behavior during different classroom activities. By setting consistent expectations, teachers support student engagement, reduce disruptions, and promote responsibility and respect. The CHAMPS framework aligns with ICS's commitment to proactive behavior management and student wellbeing.

Positive Behavior Model

ICS is committed to promoting positive behavior culture of high standards through a comprehensive approach that includes:

- **UAE National Identity and Culture**: Respect for religion, local culture and values, and traditions in line with the *ADEK School Values and Ethics Policy* and the *ADEK School Cultural Consideration Policy*.
- **Values and Culture:** ICS places a strong emphasis on the values of respect, responsibility, and cooperation. These values are embedded in the school's culture and are reflected in the behavior expectations for all members of the school community. Students are encouraged to embrace these values by treating others with kindness, showing respect for school property, and taking responsibility for their own behavior.
- **Positive School Environment:** The school environment plays a critical role in shaping student behavior. ICS is dedicated to creating a welcoming, safe, and supportive environment where students feel valued and motivated to do their best. This includes maintaining clean and orderly facilities, providing positive reinforcement for good behavior, and ensuring that all students have access to the resources and support they need to succeed.
- **Education and Awareness:** ICS believes that students are more likely to exhibit positive behavior when they understand the reasons behind the rules and the benefits of following them. The school provides ongoing education and awareness programs that teach students about the importance of respect, empathy, and personal responsibility. These programs include lessons on social-emotional skills, conflict resolution, and the impact of behavior on others.
- **Recognition and Rewards:** ICS recognizes and rewards positive behavior through a variety of programs and initiatives. These include the Beads for Deeds program, which rewards students for demonstrating positive behaviors, the Good News Reports, which highlight student achievements, and the Prefect recognition program, which acknowledges students who serve as role models for their peers. By celebrating positive behavior, ICS encourages all students to strive for excellence in their conduct.

Use of Positive Recognition and Reward

Student Behavior

ICS recognizes that praising students is important for promoting positive attitudes to school, learning and good behavior. Staff can recognize students' positive contribution to their class, school community, their efforts with schoolwork as well as progress and attainment. To support positive behavior for learning we have launched a comprehensive behavior management system that relates to our house systems. This serves as the foundation for our positive recognition and rewards system. Positive Recognition and Rewards may take the following forms:

Positive Relationships and Positive Behavior Staff and Students

Positive reinforcement is a powerful strategy for promoting good behavior and enhancing student engagement in the classroom. Here are some effective strategies you might consider:

1. **Specific Praise**: Instead of general compliments, offer specific praise that acknowledges a student's effort or achievement in a particular task. This helps students understand exactly what behaviors or actions are valued.
2. **Reward Systems Classdojo**: Grades 1-5 student point systems where students earn tokens or points for positive behavior, which they can exchange for privileges or small rewards. Ensure that the rewards are meaningful to the students.
3. **Positive Notes Home**: Send positive notes or emails home to parents to share their child's successes and good behavior in school. This not only reinforces the behavior but also promotes a positive teacher-parent relationship.
4. **Classroom Responsibilities**: Assign students specific roles or responsibilities in the classroom, such as being a helper, which can boost their self-esteem and commitment to a positive classroom environment.
5. **Celebration of Achievements**: Regularly celebrate achievements, big and small, whether it's mastering a difficult concept or helping a classmate. This can be done through verbal acknowledgments in class or a bulletin board showcasing student work.
6. **Choice and Autonomy**: Give students choices in their assignments or activities. Allowing them to make decisions can increase their investment in learning and behaving well.
7. **Group Rewards (Leaderboard)**: Encourage teamwork by setting goals for the entire class and offering group rewards when those goals are met. This fosters a collaborative environment and encourages students to support each other's positive behavior.
8. **Positive Attention**: Often, just giving positive attention to students can be a strong reinforcer. Regularly engage with students in a positive, supportive manner, showing interest in their activities and ideas.

Class Dojo

To support students in developing positive learning behaviors, fostering a culture of kindness, and reinforcing efforts in learning through a consistent school-wide system all classrooms will use class dojo to reward positive behavior, student efforts in learning and acts of kindness.

Behavior Management Tool:

Student Behavior

ClassDojo will be the primary platform used in all classrooms to recognize and reward positive behaviors, student efforts in positive learning behaviors, efforts in learning, and acts of kindness.

Key Elements: (Individualized Merits)
Teacher Positive Behavior Recognition:
Teachers will award ClassDojo points to students when they demonstrate:

- Positive learning behaviors (e.g., staying on task, active participation).
- Efforts in learning (e.g., attempting challenging tasks, perseverance).
- Acts of kindness (e.g., helping peers, showing respect).
- ClassDojo points can be customized to reflect specific behaviors that the school values.

Classroom Expectations:
Teachers will create clear, developmentally appropriate expectations with their students at the beginning of the year. These expectations should align with the school's core values (e.g., respect, responsibility, kindness).
Expectations will be visually displayed in the classroom and reviewed regularly.

ClassDojo Points System:

- Positive Points: Awarded for behaviors that align with the school's values (e.g., effort in learning, cooperation, kindness).
- Demerits Negative Points: Teachers may use this feature sparingly for behaviors that need improvement, but the focus will remain on positive reinforcement. Students will be given a chance to reflect and improv eon behavior to earn back the merit (point)

Incentives and Rewards:

- Individual Rewards: Students can exchange ClassDojo points for small rewards (e.g., extra recess time, a choice activity, a "job" for the day, teacher seat for lesson, sit with a friend etc).
- The student with the most points at the end of each week will be presented with a special Class Dojo Certificate as assembly by the principal.

Behavioral Reflection and Growth:

- Reflection Time: Students who display challenging behaviors will have opportunities to reflect on their choices. Teachers may guide them in discussing what went wrong, how they can make better choices, and how they can earn positive points in the future.
- Restorative Conversations: Teachers will facilitate conversations between students if conflict arises, emphasizing the importance of making amends and learning from mistakes.

Monitoring and Adjustment:

- Teachers will regularly monitor students' progress on ClassDojo and adjust strategies as needed to support individual students.
- The school will review the overall effectiveness of the plan termly and make necessary adjustments to ensure that it continues to meet the needs of all students.

Professional Development:

- Teachers will receive ongoing training and support in using ClassDojo effectively, understanding positive reinforcement strategies, and managing classroom behaviors.

Leaderboards (Class Merits):

Leaderboard System Goal:

To enhance a sense of accomplishment and healthy competition among students by organizing them into class-based leaderboards. Each class will strive to achieve the highest points by demonstrating exemplary learning behaviors, efforts in learning, and acts of kindness.

Leaderboard System Overview:

- Classes: Each class acts as a unit in the competition, creating a closer-knit community within each class.
- Scoring Metrics: Points are awarded based on individual contributions and class as a whole that promote positive behavior and academic efforts.
- Visibility and Transparency: Real-time updates of leaderboard standings to motivate ongoing participation and effort.

Key Elements:

1. Scoring System:
   A. Earning Points: Students earn points through:
      - Positive behaviors (e.g., respect, responsibility).
      - Academic efforts (e.g., homework completion, improvement in scores).
      - Acts of kindness and inclusivity.
   B. Points are tracked and updated weekly, with contributions from students, teachers, and peers.
2. Monthly Recognition Assemblies:
   - Celebrate monthly top performers and most improved classes.
   - Include activities and announcements to boost engagement and spirit.
3. Incentives and Rewards:
   - Monthly Rewards: Classes leading the leaderboard each month can receive rewards like a themed class party or an additional break period.
   - Individual Recognition: Highlight top point earners with certificates or public acknowledgment during assemblies.
   - Annual Celebration: The class topping the leaderboard at the year-end receives a grand prize, like a field trip or a special event.
4. Class Captains:
   - Elected student representatives from each class to foster leadership and involvement in activities.
   - Serve as liaisons between students and faculty, providing feedback and helping to coordinate class contributions.

2. Behavior and Academic Expectations:
   - Align academic and behavioral expectations with the values promoted by the leaderboard, such as effort and integrity.
   - Regular reinforcement of these values in classroom settings.

5. Restorative Actions:
    - Opportunities for students to reflect and improve upon behaviors through guided discussions.
    - Encourage goal-setting to align personal behaviors with class and school expectations.
6. Class Competitions:
    - Host class-based challenges across various domains like sports, academics, and arts to foster teamwork.
    - Reward classes that display exceptional teamwork and sportsmanship.
7. Parental Engagement:
    - Keep parents informed about the leaderboard system and their child's progress.
    - Encourage parent participation in events and celebrations.
8. Continuous Monitoring and Adjustment:
    - Regularly review the impact of the leaderboard on student behavior and class dynamics.
    - Make adjustments to ensure inclusivity and continuous motivation.

Equity Considerations:

- Ensure every student has the opportunity to contribute positively, regardless of individual differences.
- Offer diverse ways for students to earn points, catering to varied strengths and abilities.

Professional Development:

- Train staff on effective strategies to promote and manage the leaderboard system.
- Focus on creating inclusive and supportive classroom environments.

Class-based recognition aims to foster individual accountability and strengthen class unity while maintaining a competitive yet supportive school culture.

Assemblies

Children will be recognized in the assembly for their efforts in relation to their behaviors, their efforts in class and their rewards on Class Dojo.

PD for Training Staff in Positive Behaviors for Learning

At ***ICS*** all staff members participate in CPD as well as online (Term 2 or AY 25-26) **training on Positive Behaviors for learning.** This training course provides our staff with effective classroom management strategies and practices that have a positive impact on supporting students' learning behaviors. Pastoral Team, Grade Leaders, Pastoral Team, Behavior Management Team, and Senior Leadership Team complete learning walks and provide feedback to teachers regarding the application of taught strategies.

Creating a Supportive Learning Environment

Creating a supportive learning environment that supports students to develop competencies of self-management, participation and contributing, and relating to others is a priority for all teachers. We aim to

provide an environment where students feel valued, included, supported and secure and where they take responsibility for themselves and others. Routines are in place that promote safety, smooth transitions between lessons and activities. The environment is inclusive, underpinned by the values of our school.

Establishing Explicit Teaching Routines and providing feedback and encouragement

- Routines and structure to lessons as well as reference to the class charter (agreement created by teacher and student) are explicitly displayed and reinforced at key points during lessons
- Visual displays support key messages about routines and strategies that support self-management and a collective responsibility for learning and behavior
- Students have ease of access to resources and learning tools
- Opportunities for students to provide feedback and encouragement are integrated in all lessons, this is embedded in the school as it is a key requirement in the marking policy.
- Visual images are culturally sensitive and promote diversity
- Pace of the lesson is appropriate for the needs of learners for students to stay focused and engaged
- Allow sufficient thinking time
- Peer assessment and self-assessment
- Strategies for students to seek help in appropriate ways from their peers/adults
- Strategies in place to notice and recognize attempts for effort and progress
- Systems in place to notice and recognize good work and behavior amongst their peers
- Promoting ways that support students to respond positively to each to build self esteem
- Explicit Dedicated Improvement and Reflection Time (DIRT) in the lesson Student Reflection of their work.

Providing Feedback for behavior and ensuring there are fair consequences

- De-escalation strategies
- Verbal cues to highlight and provide examples of behavior expectations
- Referring to the class charter and classroom rules
- Using the Reflection Room with the Head of Behavior to resolve matters

Encouraging Reflective Thought and Behavior

When students are supported to reflect on their learning and behavior, they are more able to act in ways that help them to be successful. This is specifically the case with independence and cooperative tasks as well as challenges that arise from social interactions and learning spaces. Students complete a reflection exercise when they have demonstrated behaviors that are not conducive for their learning.

Encouraging Self-Regulated Behavior

- Develop scripted responses to support students with fluency so responses become more neutral
- Construct opportunities that describe how a difficult situation is managed in a self-regulated way
- Model language and explore feelings, through a variety of techniques that support learning for children

whom English is not their mother tongue.

Supporting Students to Manage their Learning

- Provide scaffolds to help students organize their thinking (rubrics, timers, sentence and paragraph starters.)
- Develop personalized planning tools
- Frequently check in on students
- Set achievable mini goals

Goal Setting and Self Reflection

- Ensuring children understand the success criteria
- Keep a learning journal for students – target monitoring at the back of their books
- Support students in developing problem solving approaches

Facilitated Shared Learning

Students need help to develop empathy and insight into the needs and perspective of others. They benefit from cooperative activities where they have opportunities to contribute to collective success

- Explicitly model and teach social behaviors for group work, this is often taught discretely in Moral Education/
- Teach students about roles and responsibilities – classes have class monitors/jobs
- Model sentence starters
- Teach students how to manage disagreements – restorative justice approaches are implemented in conflict resolution.

Co-operative Learning Approaches

- Circle time
- Think Pair Share
- Group work
- Role plays
- Carousel activities

Providing Sufficient Opportunities to Learn

Engaged and motivated learners are more likely to behave positively. Student engagement is enhanced by frequent feedback and encouragement, opportunities for choice and learning that is personalized to their strengths, interests and needs

Presenting Information and Tasks in Different Ways

- Provide oral, written, visual, diagrams, symbols to clarify understanding
- Use scaffolding to support students with memory, concepts and definitions
- Use mind maps, organizers to support students in creating connections
- Gamification

Provide Alternatives for Students to Demonstrate their Learning

- Drama/digital tools/speaking frames/software to aid learning, platforms

Supporting Student Responses

- Use cooperative ways of sharing responses, ideas and receiving feedback
    - Circle time
    - Reflection circles
    - Wait time
    - Random name generator
    - Whip round strategy
    - Use of mini whiteboards

Structuring Tasks

- Sequencing tasks – moving from easy to challenging
- Breaking into manageable chunks
- Differentiated tasks

Reflection, Inquiry and Problem Solving

Given supportive conditions, teachers learning can dramatically influence students' achievement, critical thinking, self-regulation, sense of identity and an ability to relate to others and contribute to the community. Reflection and inquiry support solution-focused problem solving needed to improve outcomes for students.

Collaborative Problem Solving

- The Behavior Management Committee and Pastoral Team works alongside the social worker and school counselor to discuss the behavior challenges that occur in learning spaces. Coaching and peer support is often used to model effective strategies to engage learners, the continuous sharing of best practice is a model that is used to ensure the frequency of disruption to learning is reduced.

Parents and Guardians:

Parents/Guardians: Parents and guardians are key partners in promoting positive behavior and supporting the school's efforts to create a safe and respectful learning environment. They are expected to reinforce the importance of good behavior at home, encourage their children to follow

school rules, and communicate regularly with the school about their child's progress and any concerns they may have. Parents are also expected to participate in meetings and discussions about their child's behavior, and to support any behavior improvement plans that are put in place behavior.

Students at Risk: WECARE meetings fortnightly Behavior Management Committee to join. Notify Head of Inclusion, Social Worker, or School Counselor if needed.

WECARE stands for **Wellbeing, Environment, Citizenship, Agency, Relationships, and Equity**, ensuring a holistic focus on nurturing each student. We foster a safe and inclusive environment, encourage active student voice and participation, promote strong relationships between all members of the school community, and uphold equity in learning and opportunities. Through WECARE, ICS supports students in becoming confident, responsible, and resilient individuals prepared for success in life and learning.

To effectively discuss and strategize for supporting at-risk students, teachers can hold a meeting centered around the Wellness Recovery Action Plan. Here are key points to structure the meeting:

- Purpose of Meeting: Gather to develop a Wellness Recovery Action Plan specifically tailored for students at risk.
- Discussion Points:
    - Identify Students: Review data and observations to identify students who are at risk and may benefit from targeted support.
    - Strategize Interventions: Discuss possible strategies and interventions that can be implemented to support the identified students' well-being and academic performance.
    - Develop an Action Plan: Create a detailed action plan outlining each step of the intervention, responsible parties, and timelines.
- Assess Impact:
    - Monitoring Progress: Determine how the impact of these strategies will be monitored and measured over time.
    - Feedback and Adjustment: Plan for regular feedback sessions to evaluate the effectiveness of the interventions and make necessary adjustments.

This structured approach will ensure a comprehensive discussion and an actionable plan for supporting at-risk students effectively.

Support and Interventions ICS has established protocols in accordance with ADEK policies to provide focused and supportive interventions for students identified with behaviors of concern or at risk of such behaviors. These protocols include:

- **Needs Analysis and Tiered Support**: Conducting a needs analysis to understand the causality and extent of the student's needs. A tiered model of support will be provided in alignment with the ADEK School Inclusion Policy and ADEK School Educational Risk Policy.

- **Professional Support Provision**: Offering professional support tailored to the specific needs of the student, including counseling from the social worker or school counselor as per the **ADEK School Student Mental Health Polic**y. This involves engaging with parents and relevant stakeholders such as teachers, and includes ongoing monitoring of the student's progress.
- **Referral to External Specialists**: Facilitating referrals to external specialists for intensive, individualized, and long-term support. Parents are expected to monitor the student's progress and provide periodic updates to a designated staff member, who is authorized to share this information with relevant stakeholders as needed.
- **Disciplinary Actions and Misconduct Policy**: Implementing disciplinary actions in cases of identified student misconduct, in accordance with the school's Misconduct Policy and Procedures.
- **Support for Students with Additional Learning Needs**: Ensuring that interventions for behavior do not diminish the support provided to students with additional learning needs as detailed in their Dynamic Learning Plan (DLP). (WRAP meeting can identify students)
- **Development of Referral Structures**: Developing and implementing referral structures that align with the **ADEK School Student Mental Health Policy** to effectively support students in need.

Mental Health Awareness and Education

- At ICS, we are committed to teaching students about mental health and promoting balanced, healthy living.
- Our goal is to increase protective factors and help students develop effective coping mechanisms.
- We teach mindfulness, social and emotional learning (e.g., emotional regulation and resilience), stress management, time management, and organization.
- We emphasize fostering a supportive environment where students feel comfortable seeking help for mental health concerns.
- Actions that may lead to stigmatization are avoided.
- For older students, we address specific mental health challenges, including:
    - Recognizing and managing depression and anxiety.
    - Coping with family-related issues like separation or divorce.
    - Understanding the dangers of substance abuse and how to prevent it.
    - Identifying eating disorders and their causes.
    - Navigating digital gaming addiction.
    - Learning about suicide prevention and identifying warning signs of suicidal ideation.
    - Understanding how to access help for maltreatment concerns.
- At ICS, we are dedicated to raising parental awareness by:
    - Regularly informing parents about our mental health policies and initiatives.
    - Providing opportunities for parents to engage in discussions about their child's mental health and wellbeing.

Counseling and Support Services

- ICS ensures that every student has access to counseling services whenever needed.
- Each step of the counseling process is meticulously documented to align with required policies.
- Counselors at ICS:
    - Are carefully selected, either hired internally or through authorized external providers.
    - Work collaboratively with teachers, parents, and other relevant parties to support each student's mental health.
    - Refer students to external experts when more specialized care is required, while maintaining strict confidentiality.

- ICS has a dedicated social worker to:
    - Support students and their families.
    - Bridge the gap between the school, home, and broader community.
    - Help students overcome personal, social, and emotional challenges while ensuring academic and social success.

- To raise mental health awareness, ICS:
    - Has established a mental health lead to promote social-emotional learning.
    - Ensures the role promotes a culture of openness and understanding about mental health within the school.

Confidentiality

- At ICS, confidentiality is a top priority in all mental health matters.
- Counselors and social workers:

    - Strictly adhere to local laws concerning the protection of personal data.
    - Only share information with relevant parties when it is in the best interest of the student or legally required.

- Staff are trained to report concerns such as potential self-harm or maltreatment immediately to the safeguarding team.
- In cases of significant concerns like suicidal ideation or severe substance abuse, school leadership is immediately involved to ensure prompt action.
- Students are informed about the limits of confidentiality in age-appropriate language.

Parental Consent

- ICS seeks parental consent whenever counseling services are structured or provided regularly.
- Parental consent is not required for unstructured interactions, such as impromptu conversations.
- If informing parents may negatively impact the student's wellbeing, ICS prioritizes the best interest of the child.

- If parents refuse to consent to necessary counseling, this refusal is documented, and safeguarding steps are taken to ensure the child's safety and health.

Referral Pathways

- ICS is committed to providing students with the support they need.
- When a student requires specialized support beyond the school counselor's qualifications, we ensure they are referred to external professionals.
- The referral process:
    - Allows students, teachers, or other staff members to report signs of concerning behavior.
    - Gives special attention to students who may be young caregivers, ensuring they receive necessary counseling and support.
- Referral pathways are:
    - Communicated to all relevant stakeholders.
    - Published in the Parent Handbook to ensure the entire ICS community understands how to access mental health support.

Support During Vulnerable Phases

- ICS recognizes that certain periods during the school year can be particularly stressful for students.
- These periods might include:
    - Exam times.
    - University applications.
    - Transitions between grade levels.
- We take proactive steps to minimize student stress and enhance mental health by:
    - Offering study leaves for major exams, providing time and space for students to prepare effectively.
    - Holding one-on-one sessions at the end of each semester for feedback and emotional support.
    - Offering workshops designed to help students build resilience and manage stress during these challenging times.

Support for Students with Additional Learning Needs

- At ICS, the Head of Inclusion works closely with teachers, specialists, parents, and counselors to protect and promote the mental health of students with additional learning needs.
- Each student has an individualized Documented Learning Plan (DLP) tailored to their level of functioning and specific needs.
- Reasonable accommodations are made, including:

- Adjusting schedules to include more breaks for students experiencing anxiety.
- Allowing flexibility in uniform requirements for students with sensory sensitivities.
- Closely monitoring students at risk of being teased or bullied to ensure their safety.

Confidentiality

- All interactions between students and counselors will be confidential, in line with applicable legal requirements.
- Counselors will disclose information only when necessary to protect the student's wellbeing or when legally required.

Student Code of Conduct

The ICS Student Code of Conduct outlines the expectations for student behavior, both within the school and during school-related activities. It is designed to create a safe, respectful, and inclusive environment where all students can thrive. The key components of the Student Code of Conduct include:

- **Respect and Responsibility:** Students are expected to show respect for themselves, their peers, teachers, and all members of the school community. This includes being polite and considerate, following school rules, and respecting the rights and property of others. Students are also expected to take responsibility for their own actions and to accept the consequences of their behavior.
- **Attendance and Punctuality:** Regular attendance and punctuality are essential for academic success and are key components of responsible behavior. Students are expected to attend school and classes on time every day, and to provide explanations for any absences or tardiness. The school monitors attendance closely and works with students and parents to address any attendance issues.
- **Positive Engagement in Learning:** Students are expected to actively participate in their education by completing assignments, engaging in class discussions, and striving to do their best in all aspects of their learning. This includes taking advantage of extracurricular opportunities, demonstrating a positive attitude toward learning, and seeking help when needed.
- **Upholding School Image:** Students represent ICS both on and off-campus, and their behavior reflects on the school community as a whole. Students are expected to behave in a manner that reflects positively on ICS, whether they are in school, on a field trip, or participating in a school event. This includes wearing the school uniform properly, demonstrating good sportsmanship, and acting as ambassadors for the school in public settings.

- **Civility and Consideration**: Engage in polite and courteous interactions. Maintain order in queues and respect personal space. Act responsibly, preventing and reporting any bullying or misconduct. Display sportsmanship and consider the impact of actions on the community. Follow good hygiene practices. Support and mentor younger or marginalized students. Adhere to environmental, cultural, and ethical policies, including dress code and grooming rules.

Misconduct and Disciplinary Actions

Promoting Positive Behavioral Approaches in Student Misconduct Management

Implementation of Positive Behavioral Strategies

- ICS is committed to fostering a culture where positive behavioral approaches are prioritized in addressing student misconduct.
- The process includes an initial review of the incident alongside the student, allowing the student/s an opportunity to articulate their perspective, comprehend the implications, and accept responsibility for their actions.
- An analysis of potential underlying causes of the student's behavior should be conducted to understand broader context and contributing factors.
- ICS actively involves students in developing their own behavior management solutions, empowering them to take initiative in modifying their behavior. (Student Reflection Sheet)
- Prior to considering disciplinary actions, ICS ensures students receive comprehensive support—social, emotional, and educational—to foster and reinforce positive behavior.

Managing Persistent and Challenging Behavior

- In Grades 5-12 , Section 4 of the ADEK Behavior Policy will be used to address behaviors that are not deemed as positive for learning and or wellbeing. Students will receive incidents cards for this type of behavior. (Miss Rania)
- The Head of Behavior and BMC/Pastoral Team will ensure the teacher has implemented the sanction in line with the policy. Please refer to Appendix 13 for the Levels of Misconduct and Appendix 14 for the staging of disciplinary procedures.
- As outlined in the ADEK Student Behavior Policy, at ICS, it is permitted to practice leniency in issuing disciplinary measures as well as have a right to implement procedures as outlined in Appendix 13 and Appendix 14.
- As a school, we 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 our response to incidents of student misconduct, we will consider the student's individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior.
- In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the student's behavior providing related support where possible and reinforcing positive behavior to encourage students to take ownership of their actions.

Where a student's behavior continues to be persistently and consistently challenging, more punitive sanctions may need to be actioned.

Monitoring Student Behavior

It is important that there is regular communication between staff, where individual students are discussed and monitored. All sanctions are in line with ADEK behavioral policies.

Students giving cause for concern are discussed at our Behavior Management Committee Meeting. Principal and Behavior Committee where it is deemed that the school has followed all preventive and supportive interventions to support improved behavior. The meeting is used to discuss, action, and review behavioral policies and practices while identifying students for intervention and support as well as those who may need to be referred to the Head of Inclusion for behavior or learning support.

Tracking Student Behavior in Orison

Challenging persistent and positive behavior is tracked and monitored using Orison. ICS follow the ADEK guidelines for categorizing challenging and persistent behavior in Orison. Incidents are recorded and consequences are applied against the categories for Level 1,2, 3 and 4. Positive Behavior is note don Leaderboard grade 6-8 boys section to improve behavior.

At ICS we understand that behavioral sanctions, or consequences for misbehavior, often vary for different grade levels in a school. This is because the developmental needs, abilities, and expectations of students vary greatly at different stages of their academic journey. For example, consequences for misbehavior in kindergarten might focus on teaching basic social skills and self-regulation, while consequences for middle school students may involve more formal disciplinary action. Additionally, as students' progress through different grades, they are expected to take on more responsibility for their actions and have a deeper understanding of the school's behavioral expectations. Therefore, behavior sanctions and rewards for categories Level 1,2,3 and Positive Rewards are tailored to the specific needs of each grade level to help students learn and grow in a way that is appropriate for their stage of development.

Levels of Access and User Groups

Different staff groups within the school have a varying degree of access to Orison. The table below highlights the different levels of access.

Users	View Students	View Incidents	Add Incidents
Teacher	X		X
SLT	X	X	X
Behavior Management Committee	X	X	X
Child Protection/Safeguarding Team	X	X	X

Roles and Responsibilities

Users	Role (s)	Responsibility(ies)
Academic support staff	Record incidents	• Observe and signpost behaviors.
Teachers	Record incidents	• Observe and signpost behaviors, safeguarding and child protection matters • Monitor actions as instructed by safeguarding team
SLT	• Record incidents • Monitor incidents • Signpost to external agencies • Deliver CPD annually and refresher courses throughout the year. • Track and monitor data • Communication with parents	• Support the usage and implementation of Orison • Use data to implement appropriate and effective strategies in response to emerging trends or patterns of behaviors • Review incidents as they are reported • Compile reports from Orison fortnightly/monthly/termly • Share trends and data with staff •
HQ/Safeguarding Team	• Record incidents • Monitor incidents • Signpost to external agencies •	• Monitor the usage of Orison

Levels of Misconduct:

Level One Offenses

- Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- Failing to attend classes on time repeatedly without an acceptable excuse.
- Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- Not bringing books and other resources for school without an acceptable excuse.
- Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Two Offenses

- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.
- Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
- Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
- Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- Taking out and/or using mobile phones at school without permission or in the case of emergency.
- Verbally abusing or insulting any member of the school community (including visitors).
- Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Three Offenses

- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Fabrication, falsification of documents, and Impersonation.
- Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).

- Leaving the school premises without permission.
- Seizure, destruction, and/or vandalism of school property.
- Setting off or activating the school's fire alarm or fire extinguishers.
- Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Four Offenses

- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Behavior Management Committee

ICS has a Behavior Management Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and parents/guardians.

The Behavior Management Committee shall keep a record of the disciplinary offenses of each student and the actions taken in response on the Orison system, including uploading all supporting reports for all offenses and actions taken. ICS, the Council and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

The committee members shall meet at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

Behavior Management Committee Members:

- Principal/VP/SLT
- Student Council Lead for each Phase
- Social Worker, HOI, School Counselor
- Child Protection Coordinator

Key Priorities of the ICS Behavior Management Committee include:

- Make recommendations on sanctions for serious behavior concerns that may result in suspension or expulsion.
- Develop staff awareness of the behavioral needs experienced by students facing social, emotional and/or mental health needs.
- Build capacity within the school, empowering and developing skills of staff through consultation and training.
- Provide direct work interventions with individuals, groups and cohorts of students
- Promote a holistic, inclusive approach, where the school staff, students and parent/carers work in partnership
- Build resilience in both pupils and staff
- Promote healthy emotional well-being for all

Disciplinary Procedure and Actions

Staged Approach for Dealing with 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 before disciplinary action (e.g. warnings, written notices) is taken**.**

Student misconduct shall be dealt with as follows:

- Firstly, ICS shall provide counseling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the school.
- Next, ICS has put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior. (Student Weekly Behavior Report Card).
- If there is a need for further escalation of response, ICS shall inform parents/guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents/guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, ICS may suspend the student temporarily from school for up to five days and shall issue to the student and his or her parent/guardian a final warning.
- In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the school, ICS may apply to the council to transfer the student to another school or to permanently exclude the student concerned. In making an application to the council, the school shall include evidence that all these stages have been followed.

All incidents will be dealt with appropriately and fairly, using the ICS Code of Conduct Behavior Policy (following ADEK's guidelines) for guidance. Repeated or serious incidents might well be escalated up the scale more quickly.

Teachers **80%-90% of incidents dealt with at this stage**	**Middle Leaders** **5% of incidents dealt with at this stage**	**SLT** **2% of incidents dealt with at this stage**	**SLT** **2% of incidents dealt with at this stage**	**Principal** **1% of incidents dealt with at this stage**
Class Mentors/Subject Teachers	**Supervisors, Head of Inclusion, Social Worker, School Psychologist**	**Head of Elementary, Middle and High School**	**Assistant and Vice Principal**	**Principal**
Class Mentors/Subject Teachers are the first point of contact for parents for general matters. Teachers can be contacted through SeeSaw (Elementary) or through their email addresses.	Middle Leaders will address more serious matters or matters that are escalated from the Class Mentor or Subject Teacher.	SLT will become involved in high level matters or those escalated through steps 1&2.	AP and VP will become involved if no resolution can be found from steps 1-3.	By appointment only through PA to the Principal The Principal will work with the Assistant and Vice Principals to determine the level of involvement.

Student Behavior

Level of Misconduct	Occurrence			
Level 1 Offenses: Tardiness/lateness • Unexplained absences • Incorrect school uniform • Not bringing necessary books, equipment, etc. • Disruptive classroom and/or school behavior • Breaking classroom/school/ bus rules incl. corridors, playground, canteen, pool etc. • Defying school authority and staff members • Entering class or going out of class without permission • Using communication devices, such as mobile phone during school hours/playing	**TEACHER 1st,2nd Time** **Positive Reinforcement** of desired behavior use of CD points, verbal praise, etc **Verbal Warning** -Orison desire change with positive statement.	**T/SV 3rd ,4th** **If repeated**: Orison + Student Reflection Sheet+ email parent **Written Warning** Notify the parent in writing about the student's misconduct. Daily Report Card: student report card plan by teacher/s (2 weeks)	**T/SV 5th Time** **Written Warning** Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy. Daily Report Card: student report card plan by teacher/s (2 weeks)	**SW 6th** **Written Warning** Notify the parent in writing and summon the parent together with the BMC to agree on how to implement a set of strategies aiming at reducing the negative behavior. Restorative Plan (4 weeks) with SW/SC
Level 2 Offenses: • Fighting with and/or bullying other students • Abusive or inappropriate language towards peers and/or staff • Provoking/ instigating fights, threatening or frightening peers, including mocking others • Photographing, keeping, or publishing photographs /images of school staff, or students without authorization Acting or appearing in a manner that contradicts the *ADEK Cultural Consideration Policy*.	**TEACHER 1st** **Written Warning-** Orison-Student Reflection + student undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior. Daily Report Card (2-4 weeks)	**T/SV 2nd Time** **Onsite Detention** Orison1-2 days notification to the parent. Notify both the student and the parent of a 1st written warning + P/S undertaking signed. Daily Report Card with teacher. Check-in SW 1x a week.	**SW 3rd** **Onsite Suspension** 1-3 days and assign the student supervised study assignments inside the school. Issue a 2nd warning in writing to the student and the parent +P/S sign undertaking. Notify the BMC to agree to a final set of actions for	**BMC/SW/VP/P 6th** **Expulsion** Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. BMC shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.

			reforming the student's behavior.	If repeated, per ADEK can expel.
Level 3 Offenses: Any behavior that results in physical endangerment of fellow students, school staff, and/or other people requiring medical treatment. • Fighting/assault with others which causes injury requiring medical treatment • Defaming staff or school mates on any social media outlets • Physically assaulting students or staff • Sustained bullying	**SW 1st** **Onsite Suspension** The BMC shall evaluate the evidence and determine disciplinary actions. F2F with P sign an undertaking to support the agreed strategy.	**SW/BMC 2nd** **Offsite Suspension** Suspend until end of the investigation with a notification to the parent. The BMC shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a written warning.		**BMC/P 3rd** **Expulsion** Suspend until the end of the investigation with a notification to the parent. The BMC shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. Repeated, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy. The BMC shall evaluate the evidence and agree on a set of final disciplinary actions

			which may include expulsion.
Level 4 Offenses: Misuse of communication, illegal digital activity Assault causing injury, Leaking exams Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the *ADEK Cultural Consideration Policy*.	**BMC 1st** **Offsite Suspension** Suspend until the end of the investigation with a notification to the parent. The BMC shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	**BMC/P 2nd** **Expulsion** Suspend until the end of the investigation with a notification to the parent. The BMC shall evaluate the evidence and agree on a set of final disciplinary. Repeated the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having counselling as per their behavior strategy.	

Disciplinary Procedures

ICS follows a structured and consistent approach to disciplinary procedures, ensuring that students are given opportunities to correct their behavior before more severe actions are taken.

- **Verbal and Written Warnings:** The initial steps in addressing misconduct involve verbal and written warnings. These warnings are designed to communicate the school's expectations clearly and to give students a chance to reflect on their behavior and make positive changes.
- **Behavior Improvement Agreements:** For more serious or repeated offenses, ICS may require students and their parents to sign a behavior improvement agreement. This agreement outlines the behavior targets that the student must meet, the support that will be provided, and the consequences of failing to improve.
- **Suspension and Expulsion:** Suspension is reserved for more serious offenses, and expulsion is considered only as a last resort. Before making a decision to suspend or expel a student, the School Disciplinary Committee conducts a thorough investigation and considers all relevant factors, including the student's history, the impact of the behavior on others, and the potential for behavior improvement.
- **Appeals Process:** ICS ensures that students and parents have access to a fair and transparent appeals process. If a student or parent disagrees with a disciplinary decision, they have the right to appeal. The school has a clear process in place for reviewing and addressing appeals, ensuring that all decisions are made fairly and in accordance with ADEK guidelines.

Appeals Procedure

ICS is committed to ensuring that all disciplinary decisions are made fairly and that students and parents have the opportunity to appeal decisions if they believe they have been treated unfairly. The school has an established behavior committee, who will be involved from the investigation and will follow up in accordance with the timeline and procedures outlined below.

- **Timeline:** Appeals must be submitted within a specified timeframe, depending on the severity of the disciplinary action. For suspensions, appeals must be submitted within 1 day, and for expulsions, within 10 days of the decision being communicated to the parents.
- **Process:** Appeals can be made via email, telephone, or in person. The school is required to respond to appeals within 2 working days for suspensions and within 7 working days for expulsions. The appeal process involves a review of the original decision by the School Disciplinary Committee or an appointed appeals panel.
- **Final Decision:** If the appeal is not resolved to the satisfaction of the parents, they may escalate the complaint to ADEK for further review. The school is committed to working with ADEK to ensure that all appeals are handled fairly and transparently.

Positive Handling

Positive Handling as a Last Resort: Schools may use positive handling only when necessary to protect students and staff. This should be considered only after all other options have been exhausted. Circumstances may include preventing students from:

- Leaving the classroom or school premises when it poses a safety risk.
- Causing injury to themselves or others.
- Damaging property.

Conditions for Physical Intervention:

- Intervention is justified only if the student is in immediate danger of harm.
- Staff must believe intervention is necessary and should use only the minimal force required.
- Efforts should be made to have additional staff present for support or witness.
- Physical restraint should cease once the threat has subsided to allow the student to regain self-control.

Prohibition of Force for Punishment: The use of force as a punitive measure is strictly prohibited and considered a form of maltreatment.

Record Keeping and Reporting

Misconduct Documentation:

- Level 1 misconduct is documented at the class level by the teacher on Orison and may escalate to the student's file for repeated offenses.
- Level 2, 3, and 4 misconducts are documented at the school level on Orison and reported to ADEK.

- Confidentiality is maintained in handling all behavioral records, in collaboration with ADEK and social care providers.

Expulsion Procedures:

- Expulsion requires ADEK's approval, demonstrating adherence to due processes that align with this policy.
- At the academic year's end, schools must report potential expulsion cases to ADEK, including misconduct histories and intervention efforts.

Bullying (please refer to the Bullying Prevention Policy)

Bullying is defined as "the willful, 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.

ICS takes a zero-tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with, according to our Behavior Management Policy, and be made to apologize 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
- Counselling
- Reflection time
- Restorative justice

Mobile Phones

Mobile phones are not allowed to be brought into school.

Any student found bringing or using their mobile phone whilst on school property and/or during school hours will be in breach of school d (classified as a Level 2 violation). As a result, the following actions can be taken:

- the mobile phone will be confiscated by the teacher and only returned directly to a parent
- restorative program placement
- a formal letter will be sent to the parent from the school
- 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. If a student has a mobile phone for medical reasons e.g monitoring insulin, it will never be taken out for other children to see, if this does happen the parents will be contacted and the monitoring of insulin will be reviewed with the nurse team

Students of Determination (SoD)

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

- If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;
- If the violation is because of the specific need of the student, the following shall apply:
    - Develop and implement a behavior modification Plan, (DLP-documented learning plan) as per the level and type of the violation;
    - In case a BMP is existing, the school shall revise and modify that plan in accordance to managing the new behavior that led to the violation.

- If the behavior continues, for those students who do the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the ADEK to provide a different educational setting that will be more suitable to the specific need/s.

Compliance and Monitoring

ICS regularly reviews the effectiveness of its Student Behavior Policy and its compliance with ADEK regulations. The school is committed to continuous improvement in behavior management practices.

- **Annual Review:** The Student Behavior Policy is reviewed annually by the school leadership team, with input from staff, students, and parents. The review process considers the effectiveness of the policy in promoting positive behavior and addressing misconduct, as well as any changes in ADEK regulations or school needs.
- **Incident Tracking:** ICS tracks incidents of misconduct and disciplinary actions, using this data to inform policy updates and improvements. The school analyzes trends in behavior, identifies areas for improvement, and takes proactive steps to address emerging issues.
- **Behavior Management Committee:** Meets with grade groups fortnightly and once a month to review incidents. Shall an incident need immediate attention the BMC meets to address the behavior concern and course of action to take.

- **Training and Development:** Ongoing training for staff ensures that they are equipped to implement the Student Behavior Policy effectively and to manage student behavior in a consistent and supportive manner. The school provides professional development opportunities for staff to enhance their skills in behavior management, conflict resolution, and positive handling.

Linked Policies

- ICS Child Protection Policy
- ICS Anti-Bullying Policy
- ICS Inclusion Policy
- ICS Attendance and Punctuality Policy
- ICS Health and Safety Policy
- ICS Digital Safety Policy
- ICS Data Protection Policy
- ICS Dress Code Policy
- ICS School Trip and Off-Site Activities Policy
- ICS Discipline and Sanctions Policy
- ADEK Student Protection Policy
- ADEK Wellbeing Policy

DESCRIPTION-All behaviors recorded on Orison

Level 1-Teacher

1.1. Verbal Warning: Discuss expected changed behavior.

1.2. Repeated 1: Written Warning & Student Reflection Sheet & email to parent

1.3. Repeated 2: Written Warning & Email Parent for Parent meeting in school & sign undertaking for home & school strategy to reduce behavior & 2-week report card with teacher.

1.4. Repeated 3+: Notify parent in writing, and Parent & BMC meeting in school & Student Report Card 2 weeks more with Teacher to improve behavior. (Moves to level 2)

Level 2-Teacher Notify Supervisor

2.1. Written Warning: Student sign an undertaking not to repeat the offense.

2.2. Repeated 1: After-school Detention: 2nd Written Warning email parent & Parent Meeting & Student to sign undertaking agree with BMC set of strategies.

2.3. Repeated 2: Final Written Warning in writing to Parent and Student & In-school /Out school suspension 1-3 days & Parent signs undertaking to support agreed strategy.

2.4. Repeated 3+: Suspension 1-3 days & Final Warning & Notify Behaviour Committee final actions to reform behaviour (Restorative Committee Plan).

Level 3 Teacher Notify Supervisor

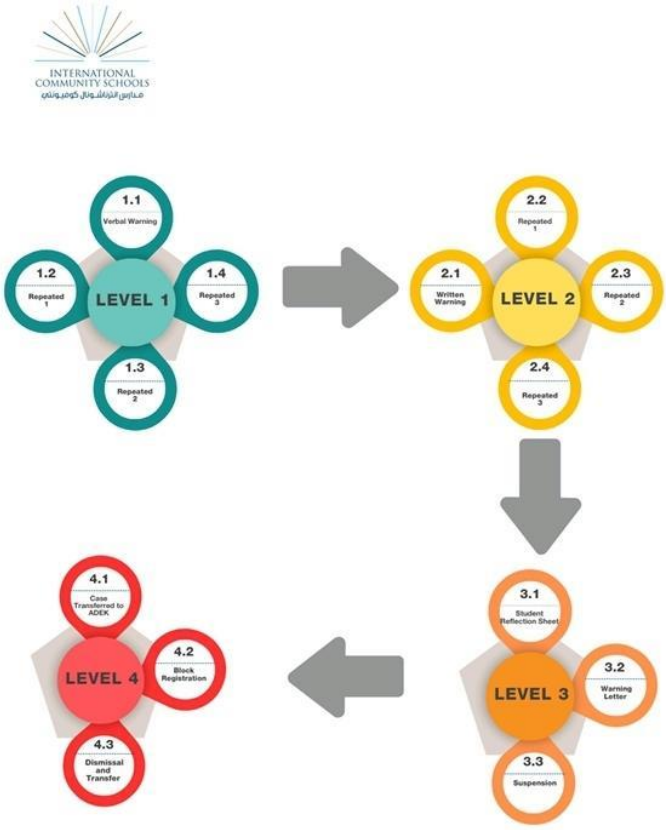
3.1. In school Suspension: Parent meeting in school & Student Reflection Sheet: Student Reflection Sheet/Restorative Dialogue & Written Warning & Undertaking signed agreed strategy & In School Suspension.

3.2. Final Warning Letter & Suspension: Parent/Student Meeting & Final Written Warning & Student placed on Restorative Behavior plan 4 weeks with Social Worker, HOI, Arabic/Islamic (Restorative Committee Plan).

3.3. Suspension/Expulsion & Behavior Management meeting with parent/student with final decision.

Level 4 Teacher Notify Supervisor & VP Kristy Keith

4.1. Suspension & case transferred to ADEK: Call parent for meeting & Behavior Committee decides disciplinary actions and a corrective/restorative plan with Social Worker, School Counselor, HOI, and Arabic/Islamic (Restorative Committee Plan).

4.2. Communicate with ADEK for further actions including suspension from school and enrollment in another school/rehabilitation.

4.3. Dismissal and transfer: Dismiss and transfer.