THE INDIAN INTERNATIONAL SCHOOL, DSO

Behaviour Management Policy

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1. RATIONALE

The Behaviour Policy serves several important purposes aimed at nurturing a positive learning environment and safeguarding the wellbeing of all students. The purpose is to uphold a safe and orderly environment which is conducive to collaboration and mutual respect between teachers and students. We prioritize responsible behaviour across all facets of school life to facilitate effective teaching and learning. We seek to cultivate an inclusive and caring learning environment within the school community.

2. SCOPE

This policy underpins the principles, objectives, and strategies governing positive behaviour management at The Indian International School, DSO. We expect students, staff, and parents to work together towards achieving exemplary standards of conduct both within and outside the school, in accordance with this policy document. We encourage each student to demonstrate responsibility and accountability for themselves, their peers, their learning, and the environment. This commitment is in consonance with the rights and responsibilities of all stakeholders, including management, educators, students, parents, and support staff. The policy's influence extends across all school phases, both within the school and beyond, including online behaviour, behaviour while using school transport as well as behaviour outside the school when students are on school sponsored educational visits, trips, and education tours, as well as in public places while in school uniform, thereby fostering a strong sense of social unity within our community.

3. POLICY STATEMENT

At The Indian International School, DSO, we are committed to fostering a positive and respectful learning environment where every member of our community can thrive. This policy should be read comprehensively in conjunction with the appendices for Child Protection and Safeguarding Policy, Student Code of Conduct Policy, Teacher Code of Ethics and Professional Conduct as these underpin the ethos of the school. The School Wellbeing Policy and Absence Policy must also be referred to. This policy is designed to foster a positive culture for working and learning which supports freedom of thought and expression within a framework of respect for the rights of others. We are committed to addressing instances of bullying, harassment and discrimination with the utmost seriousness and sensitivity.

4. BEHAVIOUR POLICY AND PROCEDURES: AN OVERVIEW

The Behaviour Policy at The Indian International School, DSO, serves as a cornerstone of our commitment to creating a safe, respectful, and conducive learning environment for all members of our school community. This policy outlines our shared expectations and standards of behaviour, emphasizing the values of mutual respect, responsibility, and accountability, as outlined below:

4.1. Promoting a Safe Environment: This behaviour policy outlines expectations for students regarding acceptable conduct. By clearly defining behaviour standards, the policy helps maintain a safe physical and emotional environment where students can learn without fear of harassment, bullying, or other disruptive behaviours.

4.2. Establishing Consistency and Fairness: By providing a framework for consistent responses to behaviour issues, this policy ensures that consequences for misconduct are applied fairly and impartially across all students, promoting equity and reducing the likelihood of favouritism or arbitrary discipline.

4.3. Supporting Positive Behaviour and Discipline: Beyond addressing negative behaviours, this behaviour policy includes strategies for promoting positive behaviour. This includes recognizing and rewarding good conduct, teaching conflict resolution skills including the power of self-reflection, and fostering a sense of responsibility among students for their actions.

4.4. Clarifying Expectations for Students and Staff: This policy sets clear expectations for behaviour, helping students understand what is acceptable and what is not. It also guides teachers and staff in effectively managing classroom behaviour and responding to disciplinary issues in a structured manner.

4.5. Enhancing Learning and Academic Achievement: This policy promotes a well-managed and disciplined environment which supports effective teaching and learning because the school firmly believes that when students feel safe and respected, they are more likely to engage in their studies, participate in classroom activities, and achieve their academic potential.

4.6. Preparing Students for Citizenship: The policy teaches students about rights, responsibilities, and the consequences of their actions, helping them develop crucial life skills for future success, as schools have a

responsibility to prepare students not only academically but also socially and emotionally for their roles as responsible citizens in society.

4.7. Engaging Parents and Guardians: By providing clear communication about behavioural expectations and consequences, the behaviour policy encourages parental involvement in supporting positive behaviour at home, thereby fostering collaboration between home and school in addressing behavioural challenges.

Our goal is to nurture a positive school culture where every student feels valued and supported in their academic and personal growth. By promoting positive behaviour and addressing misconduct effectively, we aim to uphold the well-being and dignity of all individuals within our school.

This policy is a collaborative effort involving students, parents, teachers, and staff, reflecting our collective responsibility to foster an inclusive and harmonious learning environment. It outlines clear guidelines regarding expected behaviour for students as well as behaviour management and disciplinary procedures, ensuring fairness, consistency, and transparency in our approach.

Through the implementation of this policy, we seek to empower students to make responsible choices, uphold community values, and contribute positively to the school community and beyond.

5. RESPONSIBILITIES

5.1. Educators

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

Educators play a crucial role in implanting the Behaviour Policy within the school. Their responsibilities include:

5.1.1. Clearly communicating and reinforcing behaviour expectations as outlined in the Behaviour Policy to students from the beginning of the school year.

5.1.2. Serving as role models by consistently demonstrating respectful behaviour, adherence to school rules and embodying the values outlined in the policy.

5.1.3. Familiarizing themselves with the school's Behaviour Policy, disciplinary procedures, and any specific regulations pertaining to behaviour management.

5.1.4. Observing student behaviour in classrooms, hallways, and during school activities to ensure adherence to the behaviour policy.

5.1.5. Addressing minor behavioural issues promptly and appropriately using strategies outlined in the behaviour policy, such as verbal warnings, redirection, or brief time-outs.

5.1.6. Documenting instances of misconduct and interventions taken, maintaining accurate records as per school procedures.

5.1.7. Collaborating with colleagues, leaders, administrators, and support staff to develop consistent approaches to behaviour management and to support students who may require additional assistance.

5.1.8. Communicating effectively with parents or guardians regarding student behaviour, both positive and concerning, and collaborating on strategies for improvement when necessary.

5.1.9. Implementing behavioural interventions and supports as outlined in Individualized Education Plans (IEPs) or Behaviour Intervention Plans (BIPs) for students with special needs or behavioural challenges.

5.1.10. Participating in professional development opportunities related to behaviour management strategies and techniques to enhance effectiveness in implementing the behaviour policy.

5.1.11. Reporting serious incidents of misconduct or violations of the behaviour policy to appropriate school leaders for further action and resolution.

5.1.12. Collaborating with colleagues, including the induction of new staff, to create a positive and supportive school culture where everyone, including staff, students, and parents, feels valued and respected.

By fulfilling these responsibilities, teachers contribute to maintaining a positive and orderly learning environment that supports the academic and social-emotional growth of all students.

5.2. Parents/Guardians

Supportive parents and favourable home environment play a crucial role in shaping the attitude which produces good behaviour in school. Parents play a crucial role in supporting the implementation of the behaviour policy in a school and their responsibilities include:

5.2.1. Familiarizing themselves with the school's behaviour policy, including expectations for student conduct, disciplinary procedures, and consequences for misconduct.
5.2.2. Discussing and reinforcing behaviour expectations outlined in the behaviour policy with their children at home, emphasizing the importance of respect, responsibility, and accountability.
5.2.3. Encouraging and praising their children for demonstrating positive behaviour and adherence to school rules and policies.
5.2.4. Monitoring their child's behaviour and interactions at home, including their online behaviour, as well as their conduct in relation to school expectations and values.
5.2.5. Maintaining open communication with teachers and school leaders regarding any concerns or issues related to their child's behaviour or well-being.
5.2.6. Ensuring their child attends school regularly and participates in school activities and events, reinforcing the value of education and school community involvement.
5.2.7. Collaborating with school staff to support behavioural interventions or plans, if their child requires additional support or guidance.
5.2.8. Respecting and supporting the school's policies and regulations, including those related to behaviour management, discipline, and communication protocols.
5.2.9. Serving as positive role models by demonstrating respectful behaviour and cooperation in their interactions with school staff, other parents, and students.
5.2.10. Participating in parent-teacher conferences and meetings to discuss their child's progress, behaviour, attendance and any concerns related to behaviour management.
5.2.11. Addressing any behavioural concerns promptly and constructively, seeking assistance from school staff when needed, to resolve issues in a collaborative manner. Parents reserve the right to appeal any decision to the Principal or to the Management, as appropriate.
5.2.12. Creating a supportive and nurturing home environment that reinforces the values and expectations outlined in the school's behaviour policy.

By fulfilling these responsibilities, parents contribute to creating a cohesive partnership between home and school, ensuring a consistent approach to behaviour management and promoting a positive and respectful learning environment for all students. Failure to do so may impact their child's progress and learning experience. A parent's engagement, involvement, and sense of responsibility in their child's education will influence the likelihood of their child's re-enrolment in the following year.

5.3. Students

Students are required to adhere to the Behaviour Policy and cultivate a culture of mutual respect within the school. Our school holds high expectations across all domains, aiming to empower students to realize their full potential and emerge as globally aware individuals committed to excellence.

Students play a vital role in implementing the behaviour policy within the school community and their responsibilities include:

5.3.1. Familiarizing themselves with the school's behaviour policy, including expectations for conduct, rules, and consequences for misconduct.
5.3.2. Treating all members of the school community with respect, kindness, and consideration, regardless of differences in background, beliefs, or abilities.
5.3.3. Following school rules and guidelines, both in and out of the classroom, to maintain a safe and positive learning environment for everyone.
5.3.4. Taking responsibility for their own behaviour and actions, acknowledging the impact of their choices on themselves and others.
5.3.5. Cooperating with teachers, leaders, and support staff by following instructions, participating actively in learning activities, and contributing positively to classroom discussions.

5.3.6. Resolving conflicts or disagreements peacefully and constructively, using appropriate communication skills and seeking help from staff or adults when necessary.
5.3.7. Demonstrating honesty and integrity in academic work and interactions with peers and adults, avoiding cheating, plagiarism, or any form of dishonesty.
5.3.8. Contributing to a positive school culture by supporting classmates, encouraging inclusivity, and standing against bullying, harassment, or discrimination in any form.
5.3.9. Seeking help from teachers, counsellors, or other school personnel when facing challenges or experiencing difficulties that may affect their behaviour or well-being.
5.3.10. Actively participating in school activities, clubs, and events that promote personal growth, leadership skills, and positive social interactions.
5.3.11. Reflecting on their own behaviour regularly, identifying areas for improvement, and striving to make positive changes to contribute positively to the school community.
5.3.12. Respecting school property and facilities, taking care of resources provided for their use, and reporting any damage or misuse to appropriate school personnel.

By fulfilling these responsibilities, students play an active role in creating a respectful, supportive, and inclusive school environment where everyone can learn, grow, and succeed. Their commitment to the behaviour policy helps foster a culture of responsibility, respect, and achievement within the school community.

6. GENERAL SCHOOL RULES AND EXPECTATIONS

Students are expected to:

6.1. treat everyone with kindness and consideration, including all students, teachers and staff.
6.2. follow all safety guidelines, both in the classroom as well as in the school grounds and school bus.
6.3. treat others with respect and refrain from any form of bullying, harassment or discrimination.
6.4. pay attention to my teachers and follow their instructions promptly and respectfully.
6.5. maintain academic integrity by completing assessments honestly and assignments without plagiarism.
6.6. arrive on time to school and for classes, assemblies and other school activities.
6.7. attend school regularly and inform the school promptly of any absence.
6.8. wear the school uniform neatly and adhere to grooming standards set by the school.
6.9. respect and take care of school property and the belongings of others.
6.10. use technology responsibly and in accordance with school policies, including appropriate use of devices and internet access.

Important Points to Note:

6.11. In alignment with this policy, the school does not tolerate any form of defamation or intentional harm conducted via social media. The school has established a clear policy governing the use of social media by parents and students, which includes, but is not limited to, the following:

- All social media interactions by students and parents must exhibit respect towards members of the school community, including students and staff.
- Students and parents must not violate confidentiality, defame, or make threats against any individual within the school community.
- Students and parents are prohibited from recording videos involving students or staff members and posting them on social media platforms without explicit permission.

Any verified and intentional violation of these social media policies will result in sanctions, which may include suspension from the school.

6.12. The school adheres to the Bring Your Own Device (BYOD) policy, and students are expected to comply with it. Both students and parents are responsible for ensuring that safety and cybersecurity protocols are strictly followed.
6.13. The school enforces a zero-tolerance policy towards all forms of bullying. Bullying is defined as the intentional and deliberate intimidation of another individual through emotional, physical, psychological, or cyber means. Any verified incident of intentional bullying that results in emotional or physical harm will lead to immediate action including suspension or expulsion of the perpetrator. Such cases will be referred to KHDA for ratification.
6.14. Additionally, students must refrain from engaging in behaviours or activities intended as jokes, including senior pranks, which result in damage to property, harm to individuals, or disrespect the reputation of people,

the school, the community, or Dubai. Such actions may result in further disciplinary measures, including the prohibition of final-year students from graduation ceremonies or expulsion from the school, subject to KHDA approval.

7. ACTS OF MISCONDUCT

7.1. Academic Misconduct:
- 7.1.1. Unauthorized use of materials or assistance during exams or assignments.
- 7.1.2. Presenting someone else's work or ideas as one's own without proper acknowledgment.
- 7.1.3. Falsifying academic records or signatures.

7.2. Behavioural Misconduct:
- 7.2.1. Disruptive Behaviour: Behaviour that disrupts the learning environment, such as talking out of turn, being disrespectful to teachers or peers, or refusing to follow instructions.
- 7.2.2. Persistent harassment, intimidation, or exclusion of another student, including physical, verbal, or cyber bullying.
- 7.2.3. Fighting or physical aggression toward others.
- 7.2.4. Intentional damage or destruction of school or others property.

7.3. Attendance and Punctuality Issues:
- 7.3.1. Skipping classes or school without permission.
- 7.3.2. Being consistently late to school or classes.

7.4. Substance Abuse:
- 7.4.1. Possession, use, or distribution of illegal substances or alcohol on school grounds.

7.5. Technology Misuse:
- 7.5.1. Bullying or harassment using electronic devices or social media platforms.
- 7.5.2. Hacking into school systems or unauthorized use of school technology.

7.6. Theft and Misappropriation:
- 7.6.1. Taking or using someone else's property without permission.
- 7.6.2. Deceptive practices for personal gain, such as forging signatures or manipulating financial transactions.

7.7. Disrespectful Conduct:
- 7.7.1. Using offensive language, insults, or threats toward others.
- 7.7.2. Defiance of Authority: Refusing to comply with school rules or instructions from teachers, leaders or administrators.

7.8. Dishonesty and Deception:
- 7.8.1. Providing false information or misleading others.
- 7.8.2. Hiding or withholding information relevant to school policies or investigations.

7.9. Gang Activity:
- 7.9.1. Involvement in gang-related activities, including recruitment, intimidation, or promoting gang culture on campus.

7.10. Sexual Misconduct:
- 7.10.1. Unwelcome sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature.
- 7.10.2. Non-consensual sexual contact or activity.

8. BEHAVIOUR IMPROVEMENT PATH & STEPS FOR BEHAVIOUR MANAGEMENT

Behaviour Improvement Path KG to Grade 2:

Level	Common Acts of Misconducts as per age groups.	Behaviour Improvement Path	Key Responsibilities	Guidelines for Implementation
Level 1 - Minor Misconduct	• Not following instructions. • Tardiness. • Uniform/dress code violations. • Absenteeism without notice. • Talking out of turn. • Minor disruptions.	1. Verbal reminder and directions. (Teacher calmly reminds the child of correct behaviour- Maximum 3).- Enter Behaviour Log. 2. Documenting the offense and action as along with remark by the class teacher and informing the supervisor. 3. Inform the guardian in writing by email. ***Behaviour log entry will be done by the CT for every level of misconduct.***	Class teacher/ Assistsnt teacher- Section supervisor	Follow guidelines provided in PD sessions. Verbal Reminder. Verbal Warning to be recorded by Assistant teacher/ Class Teacher in a separate Class Behaviour Log To be recorded in Section Behaviour Log and to be notified to Section Supervisor .
Level 2 - Moderate Misconduct	• Repeated level 1 cases. • Refusing to share • Refusing to complete tasks. • Difficulty adjusting to school routines- tardiness. • Inappropriate language. • Repeated minor infractions.	1. Visual or tactile cues: Use pictures, hand signals, or emotion cards. 2. Written warning and documentation of the offense including the necessary corrective action by the class teacher by informing the supervisor. 3. Loss of privileges: Removal from extracurriculars, playtime, or leadership roles and Written Warning (with parent involvement).	Class teacher/ Subject teacher-Section Supervisor	Student to be sent to the Self-Reflection Space: incident to be recorded in the Section Behaviour Log and filed in the Supervisor's Office. To be filed in Supervisor's Office and recorded in Section Behaviour Log. Parent informed by Section Supervisor through email.
Level 3 - Repeated/Serious Misconduct	• Repeated disobedience. • Frequent disruptions. • Bullying or exclusion (physical/behavioural) • Repeated defiance of school rules. • Physical aggression that harm others. • Theft, lining • Minor vandalism.	1. Loss of privileges: Removal from extracurriculars, playtime, or leadership roles and Written Warning (with parent involvement). 2. Counselling support for the student school counsellor. 3. Summoning the student's guardian to issue undertaking	Class teacher/ Subject teacher- Section counsellor-Section Supervisor- Principal	To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email after a one-one meeting Supervisor to recommend to Principal .

Behaviour Improvement Path Grade 3 to Grade 7:

Level	Common Acts of Misconducts as per age groups.	Behaviour Improvement Path	Key Responsibilities	Guidelines for Implementation
Level 1 - Minor Misconduct	• Tardiness • Uniform/dress code violations • Absenteeism without notice • Disrespectful talking to teachers. • Teasing. academic disinterest (lack of attention, incomplete work, no/incorrect equipment, books etc) • Using electronic devices without permission	1. Verbal warning: Clear explanation of expected behaviour. (Maximum 3) 2. Loss of privileges: Removal from extracurriculars, playtime, or leadership roles 3. Reflection Time with section counsellor followed by entry in behaviour log. ***Behaviour log entry will be done by the CT for every level of misconduct.***	Class teacher/ Subject teacher -Section counsellor-Asst Supervisor -Section Supervisor	Follow guidelines provided in PD sessions. Verbal Reminder. Verbal Warning to be recorded by Class Teacher in a separate Class Behaviour Log (subject teachers to inform class teacher). Counsellor to document discussion outcomes in Class Behaviour Log. To be filed in Supervisor's Office and recorded in Section Behaviour Log. Parent informed by Section Supervisor through email.
Level 2 - Moderate Misconduct	• Repeated classroom disruptions, refusal to complete assignments. • Major disruptions in class (e.g., walking out without permission, teasing/). • Disrespect towards peers or teachers; persistent defiance towards authorities (eg: use of inappropriate language, insulting teachers or students etc). • Academic dishonesty (cheating in class tests, plagiarism). • Minor vandalism. • Repeated minor infractions.	1. Loss of privileges: Removal from extracurriculars, playtime, or leadership roles. 2. Reflection Time with section supervisor and counsellor. 3. Written Warning (with parent involvement) 4. Detention.	Class teacher/ Subject teacher – Section counsellor-Asst Supervisor -Section Supervisor	Student to be sent to the Self-Reflection Space: incident to be recorded in the Section Behaviour Log and filed in the Supervisor's Office. To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email.
Level 3 - Repeated/Serious Misconduct	• Bullying or exclusion (physical or emotional). • Repeated defiance.	1. Loss of Privileges and Written Warning (with parent involvement) – max 2 times;	Class teacher/ Subject teacher– Section councellor-Asst	To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be filed in Supervisor's Office and

Level	Common Acts of Misconducts as per age groups.	Behaviour Improvement Path	Key Responsibilities	Guidelines for Implementation
	• Academic dishonesty (cheating in major exams, forgery or falsifying academic records or signatures). • Abusive language including threating students or staff • Fighting (physical altercations). • Theft, lying and hiding/withholding information relevant to school policies or investigations.	2. Self-Reflection Form drawn up Student meeting with counsellor and section supervisor. 3. Written warning with student and parent undertaking 4. Detention / Supervised session after school. 5. Suspension (Reflection Contract drawn up, before returning to class) 6. Refusal to re-enroll in the next academic year.	Supervisor -Section Supervisor	recorded in Section Behaviour Log. Parent informed by Section Supervisor through email.For detention and suspension and parent called for a meeting before email is sent. Supervisor to recommend to Principal who will inform management and take adequate steps.
Level 4 - Major Misconduct	• Vandalism • Continuous aggressive behaviour towards peers. • Assault (physical violence causing harm) • Misuse of technology Cyberbullying: Inappropriate social media use to bully or insult others. watching and sharing of age in appropriate content. • Major vandalism or destruction of school property • Repeated serious infractions • Vaping/smoking.	1. Loss of Privileges and Written Warning (with parent involvement) – max 2 times. 2. Self-Reflection Form drawn up Student meeting with counsellor and section supervisor. 3. Written warning with student and parent undertaking. 4. Detention / Supervised session after school. 5. Suspension (Reflection Contract drawn up, before returning to class). 6. Refusal to re-enroll in the next academic year	Class teacher/ Subject teacher– Section councellor-Asst Supervisor -Section Supervisor-Principal	To be filed in Supervisor's Office and recorded in Section Behaviour Log. Parent informed by Section Supervisor through email after a one-one meeting, Supervisor to recommend to Principal

Behaviour Improvement Path Grade 8 to Grade 12:

Level	Common Acts of Misconducts as per age groups.	Behaviour Improvement Path	Key Responsibilities	Guidelines for Implementation
Level 1 - Minor Misconduct	• Tardiness • Uniform/dress code violations • Absenteeism without notice • Disrespectful talking to teachers. • Teasing. academic disinterest (lack of attention, incomplete work, no/incorrect equipment, books etc). • Using electronic devices without permission.	1. Verbal Warning (max. 3 times) 2. Reflection Time with section supervisor 3. In-school Detention (and parent informed) 4. Written Warning (with parent involvement) 5. Suspension ***Behaviour log entry will be done by the CT for every level of misconduct.***	Class teacher/ Subject teacher -Section councellor-Asst Supervisor -Section Supervisor	Follow guidelines provided in PD sessions. Verbal Reminder. Verbal Warning to be recorded by Class Teacher in a separate Class Behaviour Log (subject teachers to inform class teacher). Counsellor to document discussion outcomes in Class Behaviour Log. To be filed in Asst.Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email.
Level 2 - Moderate Misconduct	• Frequent disrespectful behaviour towards teachers and staff. • Use of inappropriate language, insulting teachers or students. • Academic dishonesty (cheating in class tests, plagiarism) • Vandalism. • Repeated level 1 misconduct	1. Loss of Privileges and Written Warning (with parent involvement) – max 2 times; Self-Reflection Form drawn up 2. Reflection Time with section supervisor /Counsellor 3. In-school Detention (parent informed) 4. Written Warning (with parent involvement) 5. Suspension.	Class teacher/ Subject teacher – Section councellor-Asst Supervisor -Section Supervisor	Student to be sent to the Self-Reflection Space: incident to be recorded in the Section Behaviour Log and filed in the Supervisor's Office. To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email.
Level 3 - Repeated/Serious Misconduct	• Bullying. • Repeated defiance of school rules. • Academic dishonesty (cheating in exams) • Abusive language including threating students or staff. • Fighting (physical altercations).	1. Loss of Privileges and Written Warning (with parent involvement) – max 2 times; with Self-Reflection Form drawn up 2. Written warning with Student and Parent Undertaking 3. Detention or community service or Supervised session after school. 4. Refusal to re-enrol in the next academic year	Class teacher/ Subject teacher– Section councellor-Asst Supervisor -Section Supervisor	To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email for detention and suspension and parent called for a meeting before email is sent. Supervisor to recommend to Principal who

Level	Common Acts of Misconducts as per age groups.	Behaviour Improvement Path	Key Responsibilities	Guidelines for Implementation
	• Theft • Withholding information relevant to school policies or investigations • Bunking from class.			will inform management and take adequate steps.
Level 4 - Major Misconduct	• Vaping/smoking. • Verbal or physical aggression. • Property damage. • Cyberbullying: Inappropriate social media use to bully or insult others. watching and sharing of age in appropriate content. • Involvement in gang-related activities. • Significant vandalism or property damage	1. Loss of Privileges and Written warning with student and parent undertaking. 2. Detention or community service or Supervised session after school. 3. Suspension (Reflection Contract drawn up, before returning to class) 4. Refusal to re-enrol in the next academic year	Class teacher/ Subject teacher– Section councellor-Asst Supervisor -Section Supervisor-Principal	To be filed in Supervisor's Office and recorded in Section Behaviour Log. To be recorded in Section Behaviour Log and parent informed by Section Supervisor through email after a one-one meeting, subject to KHDA approval. Supervisor to recommend to Principal who will inform management and take adequate steps.
Level 5 - Severe Misconduct	• Possession or distribution of prohibited items such as drugs, alcohol or weapons • Sexual harassment or assault	Suspension/Expulsion. Expulsion documents submitted to Education Zone with supporting evidences.	Class teacher/ Subject teacher– Section councellor-Asst Supervisor -Section Supervisor-Principal	Section Supervisor to submit all supporting documents to Principal. Principal to take adequate steps as per management guidance.

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

8.1. Procedure for issuing Detention:

8.1.1. For Level 1 – Minor Misconduct (Low Level Misbehaviour)

For minor misconduct, detention may be issued in the following ways:

- During recess – students may be kept in a designated area during their lunch break. They might be required to eat their lunch in silence or perform tasks assigned by the school, such as completing assignments.
  Note: This may also involve structured sessions where students reflect on their behaviour, with the help of a Counsellor and using the Self-Reflection Form. They might be required to write essays or participate in discussions about their actions and how to improve.
- Loss of privileges - this involves the loss of certain privileges, such as access to extracurricular activities/lessons, school events, or participation in special programs.

8.1.2. For Level 2 – Moderate Misconduct (Medium Level Misbehaviour)

In addition to the above, and depending on the nature of misconduct, the following actions may be taken as part of detention for moderate misconduct:

- In-school Detention - students are removed from their regular classes and placed in a separate room for part or all of the school day. They are still required to complete their schoolwork, but under stricter supervision.
- Community Service - students might be assigned tasks that benefit the school or community, such as cleaning areas of the school or helping with maintenance tasks.
- Restorative Practices – this involves discussions or meetings with those affected by the student's behaviour. This can help students understand the impact of their actions and work towards making amends.

8.1.3. For Level 3 – Serious Misconduct (High Level Misbehaviour)

- After-school Detention - Students stay after school hours for a set period, usually for an hour or more. During this time, they might be required to complete assignments, do extra work, or simply sit quietly.
- Saturday Detention - Students come to school on a Saturday for a few hours, during which they might engage in tasks related to their behavior, complete schoolwork, or participate in structured activities.

Important Points to Note:

- Detention should be issued only once the previous steps have been followed and parents must be kept informed by email at all times.
- Any student issued with a detention more than 3 times will be issued with a Reflection Contract, with a weekly follow-up monitoring report, for an agreed period of time, before recommending for de-enrolment for the new academic year.

9. SUPPORT AND INTERVENTIONS:

The school believes in supporting positive behaviour and addressing underlying issues as essential for creating a positive, supportive, and effective educational environment. This plays a significant role in enhancing student well-being, improving academic performance, and fostering a collaborative approach between school and home.

Given below are the strategies and resources available to support positive behaviour and address underlying issues contributing to misconduct.

9.1. Clear Behaviour Expectations and Policies – a clear set of behavioural expectations and school policies have been established and communicated so as to ensure that these are consistently enforced and understood by all students and staff. Students are provided with clear, actionable guidelines on acceptable behaviour and the consequences for misconduct.

9.2. Positive Reinforcement - reward systems have been implemented to recognize and reward positive behaviour, such as praise, certificates, or tokens that can be exchanged for privileges or rewards. Behavioural Contracts are to be developed whereby agreements that outline positive behaviour expectations and reward structures are developed with students.

9.3. Social-Emotional Learning – SEL Programs have been integrated into the curriculum to help students develop self-awareness, self-regulation, social skills, and empathy.

9.4. Supportive Relationships – through Mentorship Programs whereby students are paired with mentors who can provide guidance, support, and positive role modelling. Individual or group counselling sessions are also offered to address emotional and social challenges. Strong, positive and supportive Teacher-Student relationships are encouraged so as to build trust and open lines of communication. Students' access to Counsellors is ensured for immediate support and intervention when needed.

9.5. Behavioural Interventions - restorative practices, such as Student Self-Reflections are used to address misconduct, focusing on repairing harm, understanding the impact of behaviour, and fostering reconciliation. Behavioural Intervention Plans (BIP) are developed for students who exhibit chronic or severe behaviour issues.

9.6. Parent and Community Involvement - parent workshops are offered to help parents support positive behaviour and address underlying issues at home. The school has also partnered with external agencies such as SEED to provide additional support and services for students and families.

9.7. Academic Support - academic support such as tutoring, mentoring, or additional learning resources to address any academic struggles that may contribute to behavioural issues is provided. Additionally, differentiated instruction is also employed in lessons to meet the diverse learning needs of students and reduce frustration-related behaviours.

9.8. Professional Development - ongoing training is provided for teachers and staff on behaviour management, conflict resolution, and supporting students with behavioural challenges. Staff members are encouraged to collaborate and share strategies and best practices for managing behaviour and addressing underlying issues.

9.9. Regular Review & Evaluation: Data from Switch 4 Schools (S4S) and internal wellbeing surveys is used to identify trends and take remedial action. Behavioural Data Tracking systems (Class behaviour Log and Section Behaviour Log) is to be used to monitor behavioural trends and identify patterns that may indicate underlying issues. Behaviour management program is to be regularly evaluated for the effectiveness of behaviour support programs and interventions, and make adjustments as needed to improve outcomes.

By employing these strategies and utilizing available resources, the school aims to foster a positive environment and address the root causes of misconduct effectively.

10. BEHAVIOURAL INTERVENTION FOR STUDENTS OF DETEREMINATION:

Behavioural challenges exhibited by Students of Determination are often rooted in specific underlying factors such as communication difficulties, sensory processing challenges, anxiety, or other learning and developmental needs. Recognizing these root causes is critical to developing effective, fair, and meaningful interventions through Behaviour Intervention Plans. While we recognize and understand that students of determination may exhibit behavioural challenges due to their barriers to learning, any behaviour that causes harm to another individual or violates the laws of the United Arab Emirates will be subject to the behaviour policy, just as it applies to all students.

However, every effort will be made to support and intervene before resorting to disciplinary measures laid down as per this Behavior Policy. These efforts include,

Differentiated Disciplinary Actions

10.1. Individualized Approach:

- Disciplinary actions for Students of Determination are adapted to align with their IEPs, ILPs, or BIPs.
- Strategies focus on teaching alternative, positive behaviours rather than punitive measures that may not address the root causes.

10.2. Restorative Practices:

- Restorative approaches, such as facilitated conversations or peer mediation, are used to repair relationships and rebuild trust when conflicts arise.
- These practices encourage accountability while considering the student's specific needs and capacity for reflection.

10.3. Focus on Growth:

- Interventions are aimed at helping the student develop self-regulation, communication, and problem-solving skills.
- Staff members are trained to use de-escalation techniques and positive reinforcement strategies tailored to individual students.

Supportive Measures

- Collaboration with Specialists:
  Behavioural plans are developed in consultation with inclusion specialists to ensure interventions are appropriate and effective.
- Parental Involvement: Parents are actively involved in discussing and reviewing behavioural strategies, ensuring consistency between home and school environments.
- Monitoring and Adjustments:
  Regular monitoring of behavioural interventions is conducted, with adjustments made based on the student's progress and evolving needs.

11. COMMUNICATION:

A. Protocols for communicating the behaviour policy to students, parents/guardians, and staff.

Effectively communicating the behaviour policy to students, parents/guardians, and staff is crucial for ensuring understanding and compliance. Given below are the protocols for each group:

11.1.Students

The Behaviour Policy is introduced during student orientation sessions at the start of the school year or when new students join. Guidelines are also provided to students through the school's website. With the use of posters, charts, and visual aids, key aspects of the behaviour policy are reinforced in classrooms. Further, students are reminded of the Behaviour Policy during assemblies, in lessons, and through school circulars.

11.2.Parents/Guardians

Excerpts from the Behaviour Policy is shared during the orientation session at the start of the new academic year for new and returning families. The school's Behaviour Policy is posted on the school's website, ensuring it is easily accessible to parents. Key aspects of the behaviour policy and any updates are sent as circulars/newsletters through emails to parents. Parents will be provided with opportunities to ask questions and give feedback on the behaviour policy during PFG meetings or through the Class Council.

11.3.Staff

Training sessions are conducted at the start of the school year and periodically throughout the year to review the behaviour policy and associated procedures. Workshops are offered with a focus on behaviour management strategies and the implementation of the policy. The behaviour policy and any updates is discussed during staff meetings and professional learning communities and their feedback on its effectiveness is taken.

B. Guidelines for reporting incidents and sharing information regarding behaviour concerns.
Refer 'Guidelines for Implementation' under 'Behaviour Improvement Path'

12. DEFINITIONS

- Stake Holders: It includes the Management, School Leaders, Staff, Students and Parents, as relevant.
- Consonance: agreement or compatibility between opinions or actions.
- MOE: Ministry of Education
- KHDA: Knowledge and Human Development Authority

13. REFERENCE

- Code of Ethics and Professional Conduct: http://teacherslicensedubaiuae.com/wp-content/uploads/2019/12/Code_of_Ethics
- Policy Statement Professional Code of Conduct:http://teachercodes.iiep.unesco.org/teachercodes/codes/Arab/United_Arab_emirates.pdf
- Online Safeguarding and Student Code of Conduct
- Child Protection and Safeguarding Policy
- Attendance and Absence Policy
- Student Code of Conduct – Official Portal of the UAE CLICK HERE
- KHDA Parent School Contract

14. EVALUATION & REVIEW

The policy will be reviewed annually based on stakeholder feedback. The policy will also be reviewed as and when our regulatory or licensing bodies - Ministry of Education (MOE), Knowledge and Human Development Authority (KHDA) and Central Board for Secondary Education (CBSE) make changes in their regulations.

15. EFFECTIVE & REVISED DATES

This policy has been in effect since 2014. The policy is reviewed annually and was last revised in September 2025.

ANNEXURE A – STUDENT GUIDELINES FOR SCHOOL UNIFORM AND PERSONAL GROOMING

The school uniform benefits students psychologically, emotionally, and economically as it teaches them unity, equality and discipline, and helps foster school pride and good behaviour, while enabling them to focus on their learning.
Adhering to these guidelines fosters a sense of unity and discipline within our school community.

The mandatory school uniform guidelines that all students are required to follow is given below.

The school dress code for all grades is given in the below table:

GRADES	UNIFORM
KG1/KG2	Polo T-Shirt-Unisex (Boys/Girls)
	Full Elastic Shorts Navy Blue (Boys) Skirt Navy Blue (Girls)
	PE: T-Shirt Unisex (Boys/Girls)
	PE: Long Trousers Unisex (Boys/Girls)
Grade 1-4	Yellow Short/Long Sleeve Shirt (Boys/Girls)
	Gray Shorts/Elastic Trouser (Boys) Pinafore (Girls)
	Tie (Girls and Boys)
	Belt (Boys only)
	PE: T-Shirt, as per House colour (Boys/Girls)
	PE: Long trouser (Boys/Girls)
Grade 5-10	Grey Trouser (Boys)
	Knee-length/Long Skirt (Girls)
	Tie (Girls and Boys)
	Belt (Boys/Girls)
	PE: T-Shirt, as per House colour (Boys/Girls)
	PE: Long trouser (Boys/Girls)
Grade 11-12	Grey Short/Long Sleeve Shirt (Boys/Girls)
	Grey Trouser (Boys)
	Knee-length/Long Skirt/Trousers (Girls)
	Tie (Girls and Boys)
	Belt (Boys/Girls)
	PE: T-Shirt, as per House colour (Boys/Girls)
	PE: Long trouser (Boys/Girls)
Please Note: Tie, belt, shirt and fleece jacket is the same for all grades 1-10. PE: T-shirt and trousers should be worn as per the House(Blue, Red, Yellow, Green) assigned to each student. Shoes – Brown for regular wear; White Sports Shoes for PE, for all grades along with the school socks.	

Important Points to Note:

- Uniforms must be clean and neatly pressed.
- A complete uniform must be worn on all school days along with the school ID.
- Students are not permitted to mix and match their regular school uniform with the PE uniform.
- The PE uniform must be worn on days that students have PE/Games as per their timetable or for any sports events only. The regular school uniform must be worn on all other days.
- The regular school uniform will be considered complete only with the tie and belt worn alongside.
- As part of the regular school uniform, students are required to tuck in their shirts at all times.
- Only school jackets should be worn, and no other jackets will be allowed.
- Shoes should be polished regularly. PE shoes should be clean.
- Non-compliance with the uniform policy will result in disciplinary action.
- Students are also expected to maintain an appropriate level of personal hygiene.

Personal grooming: Do's and Dont's

- Hairstyles should not exceed those that meet with normal social acceptance. Students' hair must be of a natural colour rather than bright, obvious, or 'unnatural'.
- Boys must have their hair neatly trimmed and combed at all times. Avoid hairstyles that keep falling on their face and eyes.
- Long hair (hair that touches the shoulder) is to be tied back with black hair bands only. Hair accessories should be simple and in black colour only.
- Girls wearing skirts should ensure that the leggings/cycling shorts worn underneath, is shorter than the skirt.
- Shoes must be as per school expectation only (Polished brown shoes for daily use and clean white sports shoes for PE classes).
- One small stud/earring in each ear lobe is permitted for girls. Gold jewellery is not permitted.
- Jewellery with religious significance may be worn by students, subject to prior approval from the school.
- Students may wear a simple watch from grades 5 and above. Smart watches of any kind are not permitted. IMPORTANT: The school will not be responsible for the loss of any jewellery or valuables.
- Visible tattoos are not permitted.
- Nail polish, eye makeup, or any obvious make-up should not be worn to school.
- Nails should be trimmed.
- No Henna to be applied.
- For Pre-KG to Grade 5, all uniforms, bags, water bottles, etc. need to be clearly labelled with the child's name and class. School will not be responsible if it is lost.
- Students are permitted to wear smart casuals/formals on their birthdays and on special days (e.g., Teachers' Day, House Day etc), as informed by the school, to improve school spirit and/or improve school climate. Care must be taken to ensure that they meet the UAE social norms and values.

All students are required to wear the specified school uniforms and maintain a smart appearance at all times. Exceptions to the dress code will not be granted without the necessary written documentation, and any violation may lead to disciplinary action.

Staff must enforce the dress code consistently and objectively. Repeated violations will be deemed insubordination and subject to disciplinary measures. If a student fails to meet the dress code requirements, they will be asked to correct the issue immediately. Failure to do so will prompt the school to take action according to its behavior management policy.

UNIFORM TRACKER (TEMPLATE)






The Indian International School, DSO

Uniform Tracker

Class & Division : Month :






SL.NO.	GR NO	NAME	DATE																													I AM FULLY DRESSED UP FOR MY SCHOOL
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1																																		
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Instructions to follow:
Put tick mark if the student is wearing complete uniform which includes: Shirt,trousers/pants/ skirts,Tie,Belt,Uniform socks,Brown shoes and ID card. PE uniform : Pants, house T-shirt, white shoes and socks, ID card. Put cross if any one of this is missing.

Name and Signature of Class Representatives :

Name and Signature of Class Teacher :

ANNEXURE B - STUDENTS CODE OF CONDUCT FOR SCHOOL TRANSPORT

With the aim of creating a safer and more secure environment for our students during their daily commute to and from school, the following rules and regulations that need to be followed by students while using school transport services have been drawn up. These rules have been carefully crafted with the input of our transportation team, staff members, and in consideration of best practices in student safety.

Following are the rules that will be enforced in all school buses. The consequences for non-compliance are also listed alongside.

BUS RULES TO FOLLOW	CONSEQUENCES FOR NOT FOLLOWING THE BUS RULES	
1. I will arrive at my designated stop on time as buses will not wait for my tardy arrival. 2. I will punch my RFID card on boarding and deboarding the bus. 3. I will not leave the bus without the driver's/attendant's permission and board/deboard the bus only at authorized stops, by waiting in line. 4. I will remain seated while the bus is in motion with the seatbelt on and my feet positioned out of the aisles. 5. I will maintain a clean and pleasant environment and refrain from eating or drinking on the bus unless I have special permission owing to a medical condition. 6. Upon dispersal, I will proceed directly to my assigned bus without delay.	*Stage 1*	1. Verbal warning by the Driver/Attendant + recorded in the 'Student Behavioural Log' (max 3 counts).
	Stage 2	1. Warning letter issued + parent informed over the phone. 2. Warning letter issued, with undertaking to be signed + parent informed over the phone. 3. Parent invited for a review meeting with the SLT + Warning letter issued.
	Stage 3	1. Detention in school 2. Temporary suspension of bus services, for a period of time, as determined by the SLT.
7. I will not use any electronic gadgets including mobile phones, tabs, iPads or earphones unless granted special permission. 8. I will be courteous and respectful towards the driver, attendants, and fellow passengers, avoiding any loud, rude, profane or vulgar language.	*Stage 1*	1. Verbal warning by the Driver/Attendant + recorded in the 'Student Behavioural Log' (1 count only); in case of extreme cases of point no 8, proceed to Stage 2 directly)
	Stage 2	1. Warning letter issued, with undertaking to be signed + parent informed over the phone. 2. Parent invited for a review meeting with the SLT + Warning letter issued.
	Stage 3	1. Detention in school 2. Temporary suspension of bus services, for a period of time, as determined by the SLT.
9. I will conduct myself in an orderly manner avoiding any fighting, pushing, shoving or hitting others. 10. I will neither engage in any acts of vandalism (writing on/damaging the seats etc), nor tamper with the emergency door, driver's seat, air conditioning unit, or any other control mechanisms, risking the safety of all.	*Stage 1*	1. Parent invited for a review meeting with the SLT + Warning letter issued, with undertaking to be signed.
	Stage 2	1. Detention in school 2. Temporary suspension of bus services, for a period of time, as determined by the SLT.
	Stage 3	1. Permanent suspension of bus services.

ANNEURE C - PARENT CODE OF CONDUCT

Purpose:
The purpose of this Code of Conduct is to establish clear expectations for parental behaviour to ensure a positive, respectful, and productive environment for students, staff, and the school community. Parents play a crucial role in supporting their children's education and contributing to a constructive school atmosphere.

In addition to adhering to the guidelines outlined in our Parent-School Contract, we expect parents and visitors to:

- Recognize the importance of teachers and parents/carers working together, for the benefit of their children.
- Ensure that all members of the school community are treated with respect and therefore lead by example through their own speech and behaviour.
- Seek to understand both the child's and the school's perspectives to resolve any issues peacefully.
- Address and correct their child's behaviour, especially in public, to prevent potential conflicts, aggressive actions, or unsafe behaviour.
- Contact the school to address and resolve any concerns or issues.

Code of Conduct:

- Respect and Courtesy: Parents should treat all school staff, students, and other parents with respect and courtesy at all times. Parents must embrace and respect the diversity of our school community, including cultural, religious, and individual differences and avoid discriminatory language or actions based on race, nationality, religion, gender, or any other characteristic.
- Support for School Policies: Parents must familiarize themselves with and adhere to and support the school's policies, procedures and guidelines as communicated by the school and outlined in the school website. They must ensure that their children also understand and follows the school's rules and expectations, particularly with regard to attendance, punctuality, behaviour and academic expectations.
- Communication: Parents must communicate any concerns or issues regarding their child's education or behaviour directly with relevant school personnel in a respectful, courteous, constructive and timely manner. They must use appropriate channels for communication and avoid discussing grievances in public areas, including social media, to maintain confidentiality and respect.
- Safety and Security: Parents should follow all school security procedures, including signing in at the main office/security gate when visiting the school and wearing visitor badges as required. They must also ensure that their children arrive at school and leaves school premises in a safe and timely manner and follows all safety protocols of the school.
- Engagement and Involvement: Parents must support and encourage their child's participation in school activities and programs. They must also participate in school events, meetings, and parent-teacher conferences (H2H sessions) themselves, to stay informed about their child's progress and school developments.
- Contact Information: Parents must provide the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home location. Parents must also update the school about any changes in their contact information promptly, using the school portal.
- Conflict Resolution: Parents should address concerns or conflicts through the established procedures and avoid confrontations in front of other students or parents. They must work collaboratively with school staff to resolve issues in a constructive manner.
- Respect for School Property: Parents should treat all school property with care and respect. They must encourage their children to do the same and report any damage or concerns to school authorities.
- Privacy and Confidentiality: Parents must respect the privacy and confidentiality of other students and their families as well as staff members. They must not share personal information or details about other students and their families without permission. This also includes confidential information obtained through interaction with the school community.
- Behavioural Expectations: Parents should model appropriate behaviour for their child by demonstrating respect, patience, and understanding in all interactions with school staff and other members of the school community. They must also ensure that their children adhere to the school's behavioural expectations and guidelines.
- Compliance with School Regulations: Parents must follow all school regulations related to drop-off and pick-up procedures, parking, and other operational guidelines. They must ensure that their children follow these regulations and supports the smooth operation of school activities.

- Sharing of external reports: Parents are expected to provide the school with copies of all medical, psychological, or educational assessments or reports before finalizing enrolment in the school. Schools must have this information to better assess children and plan for and meet the student's educational needs. Failure to disclose this information, including the deliberate withholding of information, does not allow schools to formulate specific learning plans for the student and may result in inadequate progress in school.

  Important: Parents must notify the school in writing if they are aware or suspect that their child has a learning difficulty. If, following engagement with parents and student, the school determines that essential information about a student of determination has been intentionally withheld, parents will be asked to withdraw their child. This action will be taken only after obtaining approval from KHDA.
  Parents are also required to provide the school with relevant medical, psychological, or educational assessments or reports upon request at any point during the academic year.

Types of Unacceptable Behaviour:
This section outlines behaviours that are deemed unacceptable for parents within the school community. The goal is to ensure a positive, respectful, and safe environment for all students, staff, and families.

- Aggressive or Threatening Behaviour: Any form of physical aggression, threats, or intimidation towards school staff, students, or other parents is prohibited, including verbal threats, hostile gestures, displaying temper and any behaviour intended to intimidate or coerce. This also includes physical punishment against your own child in school premises.
- Disruptive Behaviour: Behaviours that disrupt the normal functioning of the school, including loud or unruly conduct during meetings, events, or when on school premises, including classroom, offices, reception area or any other area of the school grounds. This also includes interrupting classes, meetings, or school activities without permission.
- Harassment or Bullying: Any form of harassment or bullying towards staff, students, or other parents, including repeated or persistent actions intended to distress or humiliate others. This encompasses cyberbullying (including on social media forums such as WhatsApp, Facebook, Instagram etc), derogatory comments, and any actions that undermine the dignity of individuals.
- Use of Abusive Language: The use of inappropriate, offensive, or abusive language towards anyone in the school community. This includes shouting, swearing, cursing, name-calling, using profane language or making derogatory remarks, including on social media forums.
- Disrespectful or Uncooperative Behaviour: Any behaviour that shows a lack of respect or cooperation with school staff, including refusing to follow school rules or policies, or displaying a dismissive attitude towards staff instructions or decisions.
- Damage to School Property: Deliberate or reckless damage to school property, including physical damage or vandalism of school facilities, equipment, or resources. This also includes the improper use of school property.
- Failure to Follow School Procedures: Not adhering to established school procedures, such as unauthorized access to restricted areas (including entry into the school bus at bus stops), bypassing formal communication channels, or failing to sign in at the main office/security gate when visiting the school.
- Inappropriate Contact with Students and Staff: Engaging in behaviour that is inappropriate or unapproved when interacting with students and staff, including personal conversations or actions that go beyond the scope of parent-school interactions. This also includes sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications.
  Note: Parents are not permitted to approach another child in order to discuss or chastise them because of their actions towards your own children.
- Substance Abuse: The use, possession, or being under the influence of alcohol or illegal substances while on school property or during school-related events.
- Defamation and Confidentiality Breaches: Sharing or discussing confidential information about students, staff, or other parents without authorization or appropriate consent, including on social media forums. This includes defamation of the school or staff, students and other parents on social media forums.

Consequences for Non-Compliance:
In line with the above, the school has established a clear policy regarding the behaviour of parents and will not tolerate any form of defamation or intentional harm, whether occurring on school premises or through social media platforms.

Failure to adhere to this Code of Conduct may result in disciplinary actions, including but not limited to:

- Verbal or written warnings.
- Restrictions on participation in school activities or events.
- Restrictions on access to school premises.
- Required meetings with school administration to discuss behaviour and corrective measures.
- Suspension or termination of privileges.
- In severe cases, legal action or permanent exclusion from school events or premises.
- Police Assistance: In the event of a parent (or any individual) becoming aggressive or violent, the school will promptly seek police assistance. Additionally, if there is a likelihood of potential trouble, the school will consult with regulatory authorities, including the police, for guidance and assistance.

All members of the school community have the right to a safe and secure school environment. Mutual respect and civility in all communications with staff members are fundamental to maintaining a positive and supportive educational community for all involved. If a parent's behaviour is deemed unreasonable, the school may revoke their permission to be on the premises, making them a trespasser. Additionally, the school reserves the right to refuse re-enrolment of their child for the following academic year. The affected party/staff member also retains the right to pursue legal recourse as provided by the applicable laws of the land.

Acknowledgment:
By enrolling your child in The Indian High Group of Schools, you agree to adhere to this Code of Conduct and support a positive and respectful school environment.

Contact Information:
For questions or further clarification regarding this Code of Conduct, please contact the H2H Desk of your respective campus.

ANNEXURE D – STAFF CODE OF CONDUCT

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

Code of Conduct:

- Educators will behave in ways that promote the welfare of the students, taking all actions within their power to protect student safety.
- Educators must be aware of, and comply with, school child protection policies.
- Educators are obligated to report to relevant authorities if they suspect a student is being or will be harmed.
- Educators will meet the individual learning needs of students and assist all students to maximize their potential.
- Educators will involve parents and/or community in the decision-making about the care and education of their children.
- Educators will communicate all decisions promptly and openly to students, parents, and members of the community with a right to know.
- Educators will establish open, honest, and respectful relationships with parents and the community.
- Educators will comply with all lawful directions and decisions from their school heads, supervisors or the delegated school authority.
- Educators will encourage and support colleagues to build and maintain high professional standards.
- Educators will work with each other in a way that develops a positive, supportive professional environment.
- Educators will assist in the preparation and induction of new educators through mentorship and guidance.
- Educators will ensure that any public comments they make reflect the policies and priorities of the Indian High Group of Schools.
- Educators will ensure that usage of school communication devices (computers, phones, etc.) does not include any communication that may be controversial or offensive.
- Educators will keep in confidence information regarding students and colleagues unless disclosure is permitted and serves a clear professional purpose.
- Educators will be honest and maintain integrity in dealing with all official work.
- Educators will be familiar with the provisions of legislation and/or policies relevant to their official responsibilities.
- Educators will never give students alcohol or other drugs, nor will they encourage or condone the use of alcohol or other drugs by students.
- Educators will administer and/or supervise the administration of prescribed medications consistent with government guidelines.
- Educators will be expected to use school resources efficiently and for the official purpose to which they are assigned.
- Educators must be aware of and comply with current school policy on Online Safeguarding and Student Code of Conduct
- Educators will be expected to honour public funds and property entrusted to them and to practice responsible stewardship.
- Educators will respect Islamic values and practices in the classroom or workplace.
- Educators will respect UAE customs and traditions in schools or workplace.
- Educators will dress in an official, professional manner, consistent with formal business attire and UAE customs and traditions.
- Educators will exhibit tolerance and respect for individuals of different political or religious convictions.
- Educators are expected to take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.
- Educators will treat students and colleagues equitably, including those with disabilities or other special needs.
- Educators will ensure that classroom discussions are focused on the subject area being taught.
- Educators will be respectful in all comments, and exercise special care if addressing issues – such as religion or politics – with the potential to cause controversy.

- Educators will prevent students from raising potentially controversial issues for group discussion.
- A teacher shall not absent himself/herself from assigned work without permission.
- A teacher getting special permission to leave the campus for a short period should do so with the consent of the Principal.

ANNEXURE E – BEHAVIOUR LOG (Template)

1. **Class Behaviour Log:**

Class Teacher maintain Class Behaviour Log in the Blue Register, as per the following format:

Name of Student	GR No	Level of Misconduct	Type of Misconduct	Frequency of occurrence	Brief Summary	Action Taken	List of related Documents (if any)

2. **Section Behaviour Log:**

Supervisors maintain Behaviour Intervention Record in the ERP System/MS Excel, as per the following format:

Date of Incident	Reported by	Reported to	Date of Reporting	Section	Level of Misconduct	Type of Misconduct	Student Details				Brief Summary	Action Taken	List of related Documents	Status	Follow-up required	Date of Follow-up
							Name	GR NO	Grade	Div						
					Level 1									Resolved	Yes	
					Level 2									Pending	No	
					Level 3											
					Level 4											
					Level 5											

ANNEXURE F – BEHAVIOUR INCIDENT REPORT (Template - To be filled for Level 3 Misconduct and above only)

THE INDIAN INTERNATIONAL SCHOOL – DSO

BEHAVIOUR INCIDENT REPORT

DETAILS OF THE INITIATOR:		
Name of the Employee		
Staff ID		
Department / Grade & Section		
Phone number		
E-Mail ID		
DETAILS OF THE INCIDENT: Type of Behavioural Incident (Please (✓) in the relevant box)		
Academic Dishonesty		
Abusive language/Lying		
Physical Aggression/Fighting		
Vandalism/Damage to property		
Theft		
Verbal/Social/Cyber Bullying		
Inappropriate use of ICT/social media		
Substance abuse (vaping/smoking etc)		
Location:	**Date:**	**Time:**
Name of the person who reported the incident		
Name of the person(s) involved in the incident (Name, GR No, Grade and Division to be mentioned)		
Brief description of the incident:		
Action taken:		
Date Issue Resolved:		
Review date (if applicable) :		
SIGNATORIES:	**NAME**	**SIGNATURE**
Reporting Teacher/Person		
Section Supervisor (Grade -)		
Section Supervisor (Grade -)		
Principal		

THE INDIAN INTERNATIONAL SCHOOL – DSO

BEHAVIOUR INCIDENT - REVIEW REPORT

DETAILS OF THE INCIDENT: Type of Behavioural Incident (Please (✓) in the relevant box)		
Academic Dishonesty		
Abusive language/Lying		
Physical Aggression/Fighting		
Vandalism/Damage to property		
Theft		
Verbal/Social/Cyber Bullying		
Inappropriate use of ICT/social media		
Substance abuse (vaping/smoking etc)		
Location: School playground	**Date:**	**Time:**
Date Issue Resolved:		
Review date (if applicable)		

REVIEW REPORT:

Date of Review	
Next Review date (if applicable)	

SIGNATORIES:	**NAME**	**SIGNATURE**
Section Supervisor (Grade -)		
Section Supervisor (Grade -)		
Principal		

ANNEXURE G – STUDENT REFLECTION FORM AND REFLECTION CONTRACT (Sample)

Student Self-Reflection Form – Sample A

Self-Reflection-G1n2.pdf

Self-Reflection-G3n4.pdf

Self-Reflection Gr5-8.pdf

Self-Reflection 9-12.pdf

Student Self-Reflection Form – Sample B

Instructions for Use:

- Completion: Fill out the form thoroughly and thoughtfully.
- Submission: Submit the form to the designated school staff or counsellor.
- Review: Review your reflections with a teacher, counsellor, or other designated staff member to discuss further steps and support.

NOTE: This self-reflection form is intended to support your growth and learning. Your honest and thoughtful responses will help in addressing and resolving the issue constructively.

STUDENT SELF-REFLECTION FORM	
Name of the Student:	Grade & Div:
Date:	Date of the Incident:
1. DESCRIPTION OF THE INCIDENT: Please describe the situation or behaviour that led to this reflection. Be specific about what happened and your role in the incident.	
2. PERSONAL FEELINGS: How did you feel before, during, and after the incident?	
Before the incident:	
During the incident:	
After the incident:	
3. UNDERSTANDING THE IMPACT: Reflect on how your behaviour affected others involved. Consider both immediate and long-term impacts.	
Impact on others (students, teachers, etc.):	How might your actions have affected the overall learning environment or school community?
4. RESPONSIBILITY AND ACCOUNTABILITY: Acknowledge your part in the incident and identify any mistakes or misjudgements.	

What was your role in the situation?	What do you think you could have done differently?
5. APOLOGY AND RECONCILIATION: Reflect on how you can make amends and improve your behaviour moving forward.	
Who do you need to apologize to?	How will you address the situation with them?
What steps will you take to avoid similar situations in the future?	
6. PERSONAL GOALS: Set specific goals for your behaviour and actions going forward, so as to demonstrate positive changes.	
Short-term goals (e.g., this week, this month):	Long-term goals (e.g., throughout the school year):
7. SUPPORT NEEDED: Identify any support or resources you might need to help you achieve your goals and improve your behaviour. What support do you need from teachers, family, or others?	
8. ADDITIONAL COMMENTS: Use this space to add any other thoughts or reflections related to the incident or your behaviour.	

Student Signature: _____

Date: _____

Parent/Guardian Signature (if applicable): _____

Date: _____

Teacher/Staff Signature: _____

Date: _____

Follow-Up Date: _____

Sample Reflection Contract

ANNEXURE H – SAMPLE WARNING LETTER (sample template)

dd/mm/yyyy

WARNING LETTER

Sub: Regarding …….

Miss …. *enter name of student*…. (…*enter GR No, Grade and Div*…),

This is a warning letter being issued to you for indulging in …….. (*e.g., inappropriate conduct in the examination hall, a physical fight with fellow students etc*) on ……. (e.*g., Friday, 7th June 2024*). You were found …….. (*provide details…e.g., copying from a chit of paper with French notes during the French - Periodic Test 1*)

This demonstrates an absolute disregard and disrespect for the school and its policies. This is unacceptable as (*e.g., in spite of explaining all the expected rules of conduct during an examination, you have used unfair means to answer questions during the exam*). Please note that (*mention the consequence…e.g., there will be no weightage allotted for this exam and it will be marked zero*).

We expect our students to present appropriate behaviour at all times. This letter is being issued as a preliminary warning. You will be monitored henceforth, and you are expected to show significant improvement with regards to your conduct and behaviour. Any instance of misconduct of this kind in future will result in strict disciplinary actions including suspension/dismissal, as well as the school exercising its right to not re-enroll you in the next academic year, as mentioned in the parent school contract.

Signed/-
Name
Principal

ANNEXURE I – SAMPLE STUDENT AND PARENT UNDERTAKING

PARENT UNDERTAKING (sample template)

THE INDIAN INTERNATIONAL SCHOOL, DSO

UNDERTAKING BY PARENTS / GUARDIAN

Name of Student: _____

GR. No: _____

Grade & Div: _____

(Note: Supervisor may add or delete points that are applicable/not applicable).

- I/We shall ensure that my child will follow instructions given in class during examinations and will not use any unfair means to answer the questions.
- I/We shall ensure that my/our child will not participate in any activity which tends to disturb the peace and tranquillity of the academic environment of the class.
- I/We shall ensure that my/our child will not indulge in bullying in any form, even in words or intentions. He will refrain from touching any other child.
- I/We shall ensure that my/our child will strictly adhere to the code of conduct regarding the use of social media forums and will demonstrate respect for the members of the school community (including students and staff) and school property. He will use the device only for educational purpose when instructed by the teachers.
- I/We shall ensure that I/we will not breach confidentiality, defame or make threats to any person in the school community.
- I/We hereby undertake that I/we agree to abide by the rules & regulations of the school.
- I/We understand that my/our child may face strict disciplinary actions if he/ she fails to adhere to the school's code of conduct, which includes detention and/or suspension.
- I/We assure that I/we will extend full co-operation to the school authorities in the interest of my child.

Date: _____

Name of Father: _____ Signature of Father: _____

Name of Mother: _____ Signature of Mother: _____

STUDENT UNDERTAKING (sample template)

THE INDIAN INTERNATIONAL SCHOOL, DSO

UNDERTAKING BY STUDENT

I, ……..,s/o or d/o ....., student of Grade …… Division…… in the Indian International School (IIS), DSO , do hereby undertake on this the…… (Day), of..... (Month) ……(Year), as under:-

I hereby promise to abide by the rules and regulations of the school and follow the Code of Conduct prescribed for the Students of IIS-DSO as is in force from time to time and subsequent changes/modifications/amendment made thereto.

I acknowledge that the school has the authority to take punitive actions against me for violation or non-compliance of the same.

(Note: Supervisor may add or delete points that are applicable/not applicable).

- I hereby declare that I will not participate in any activity such as entering an empty classroom and throwing furniture, which damages the school property and tends to disturb the peace and tranquility of the academic environment of the school campus.
- I will strictly adhere to the code of conduct regarding the use of social media forums by not recording any inappropriate action such as throwing school furniture and will demonstrate respect for the members of the school community (including students and staff) and school property.
- I hereby declare that I will not indulge in nor tolerate bullying in any form, even in words or intentions, and in case I am found guilty, for any reason, the competent authority of the school may take such disciplinary action against me, as may be deemed fit and proper.
- I will not breach confidentiality, defame or make threats to any person in the school community.
- I hereby declare that I shall be solely responsible for my involvement in any kind of prohibited activities inside the school campus (including missing classes or entering into areas assigned only for lower grades, for which I was admonished earlier) and shall be liable for punishment as per the Student Code of Conduct, which includes detention and/or suspension. I further understand that the school shall in no way provide any support to me and will not be held responsible for any such action.

Date: ……

Signature of Student: ……

DECLARATION BY PARENT

I……., (Mother/Father) of ……..…… hereby fully endorse the above undertaking/declaration given by my child. I will endeavour to encourage my child to do his/her best to observe the above stated undertaking in words and spirit.

I do hereby understand that my child shall be liable to strict disciplinary action from the school in case of being found involved in any of the aforementioned activities.

Date: ……

Signature of Mother / Father: ……..