



*LEARNERS TODAY, LEADERS TOMORROW*

# Canadian International School

## Student Behaviour Policy

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## Introduction

The Canadian International School (CIS) is dedicated to fostering a positive, respectful, and inclusive environment where students feel safe, valued, and empowered to achieve their best. This policy outlines expectations for behaviour, responses to misconduct, and the support systems in place to help students learn from their experiences.

The CIS Student Behaviour Policy has been developed in alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) Student Behaviour Policy and Ministerial Resolution No. (851) of 2018. This ensures adherence to ADEK's structured framework for managing student behaviour, promoting fairness, transparency, and accountability in maintaining a safe and inclusive school environment.

By aligning with ADEK's guidelines, CIS reinforces its commitment to nurturing students' academic and personal growth while respecting cultural and legal standards within the UAE. This policy serves as both a practical guide and a foundation for cultivating responsible global citizens, while also addressing the developmental needs of all students, including the additional learning needs (ALN) of individual students.

This policy shall be applicable to students starting in Grade 5. Disciplinary measures for students below Grade 5 shall be subject to Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behaviour for Children in Early Childhood in Educational Institutions (MoE, 2020).

At CIS, we recognize that students in Kindergarten through Grade 4 are in the early stages of learning how to navigate social, emotional, and behavioural expectations. While we strive to align with ADEK's policies, our primary focus for these age groups is on reinforcing positive behaviours and fostering growth through guidance, encouragement, and supportive actions. By prioritizing developmentally appropriate strategies, we aim to instill foundational values and habits that promote respect, responsibility, and empathy, helping younger students build the skills they need to thrive within the school community. However, should a student's behaviour fall outside the values, norms, and procedures outlined in the school policy, the appropriate measures as stated in the policy will be implemented to ensure consistency and accountability.

## Purpose

- Promote Positive Behaviour: Encourage students to develop respect, responsibility, and empathy
- Establish Clear Expectations: Provide a unified framework for behavioural standards.
- Ensure Fairness and Equity: Apply consistent procedures to address all behavioural issues
- Support Growth: Implement restorative approaches to help students reflect and improve

## Definitions

<b>Restorative Justice</b>	It is a way to prevent or respond to harm in a community with an emphasis on healing, social support, and active accountability. Restorative justice focuses on facilitated dialogue and collaborative decision making rather than punishment — seeking to resolve disciplinary issues through cooperation, positive action, and the possibility of mending. (University of San Diego, 2024, March 6)
<b>Positive Handling</b>	Refers to a range of risk-reduction strategies designed to manage challenging behaviour in educational settings. It encompasses a holistic approach that includes policy guidance, environmental management, and staff deployment, as well as personal behaviours, diversion, diffusion, and de-escalation techniques. The primary goal is to ensure the safety and dignity of all individuals by employing the least intrusive interventions for the shortest necessary duration (Goldsmith Primary Academy 2021).
<b>Bullying</b>	Is a form of aggressive behaviour where an individual or group intentionally and repeatedly causes another person injury or discomfort. This behaviour often involves an imbalance of power, with the perpetrator(s) exerting control over the victim. Bullying can manifest in various forms, including physical contact, verbal assaults, or more subtle actions such as spreading rumors or social exclusion (American Psychological Association, n.d.).
<b>Harassment</b>	Harassment is any unwanted behaviour, whether verbal, physical, written, digital, or non-verbal, that demeans, intimidates, humiliates, or creates a hostile environment for an individual or group. It is characterized by repeated or severe actions that interfere with a person's well-being, safety, or ability to participate fully in the school community (CIS, 2024).

<b>Bullying vs. Harassment</b>	Harassment often takes place in public as a means of peer approval or image building. Usually bullying takes place in private without witnesses. Target seen as easily victimized. Target seen as a threat that must be dominated (University of Southampton, n.d.).
<b>Social Media</b>	A means of social interaction in which people create, share, and/or exchange information and ideas in virtual communities and networks, including, but not limited to, platforms such as Facebook, Twitter, Instagram, LinkedIn, and YouTube (Tufts University, n.d.).

### Compliance with ADEK Policies and Confidentiality in Student Welfare

The Canadian International School (CIS) is committed to full compliance with ADEK policies and guidelines to ensure the highest standards of education, safety, and inclusivity in the UAE. Adhering to these policies reflects our dedication to fostering a supportive and respectful learning environment that aligns with UAE's cultural and ethical values.

#### Key Commitments:

##### 1. Policy Compliance:

CIS ensures all school practices and procedures are in alignment with ADEK's policies, including:

- Student Behaviour and Welfare Policies
- Cultural Consideration and Values and Ethics Policies
- School Sustainability and Environmental Responsibility Policies

##### 2. Confidentiality in Student Welfare:

CIS upholds strict confidentiality concerning all matters related to student welfare. Information related to students' personal, academic, or behavioural concerns is shared only on a need-to-know basis, in line with ADEK's guidelines and UAE privacy laws. Secure and respectful handling of sensitive information ensures the protection of students' rights, dignity, and trust.

### Promoting Positive Behaviour Through a Student Code of Conduct

At the Canadian International School (CIS), promoting positive behaviour is essential to creating an inclusive, respectful, and engaging learning environment. This is achieved through a comprehensive Student Code of Conduct that aligns with the ADEK School

Sustainability Policy, Cultural Consideration Policy, and Values and Ethics Policy. The Student Code of Conduct reflects the expectations for all students to contribute to the school community positively and responsibly.

### **Student Code of Conduct**

The CIS Student Code of Conduct outlines the foundational principles for positive behaviour, ensuring alignment with ADEK policies and creating a supportive environment for students and staff. The Code emphasizes the following actions:

#### **1. Demonstrating Care and Respect**

Students are expected to show due care and respect for the school, its staff, students, themselves, and the wider community by:

- Adhering to all school rules and policies
- Behaving safely and responsibly to ensure the welfare of oneself and others
- Respecting and caring for school property, facilities, and the belongings of others

#### **2. Promoting a Positive School Image**

Students should represent the school proudly by:

- Acting as ambassadors for CIS and maintaining its positive reputation
- Upholding values of integrity, respect, and responsibility
- Students are expected to wear the correct uniform, including PE attire, as a reflection of school pride and discipline. Proper adherence to the uniform policy promotes unity, respect, and a positive image of the school within the community

#### **3. Engaging with Learning**

Students are encouraged to foster a positive mindset and commitment to learning by:

- Attending school and classes punctually, with valid explanations for absences or lateness
- Fulfilling academic responsibilities with honesty, effort, and a willingness to improve
- Behaving respectfully to ensure a productive learning environment for themselves and others
- Actively participating in extracurricular activities to enhance personal and academic growth

#### **4. Practicing Civility and Respect**

Students must demonstrate civility, consideration, and respect for all individuals in the school community by:

- Speaking politely and behaving courteously (e.g., using polite phrases, holding doors for others)
- Maintaining respect for personal boundaries and seeking consent before touching others' belongings
- Taking personal initiative to prevent and report misconduct, including bullying, and acting as responsible members of the school community
- Demonstrating sportsmanship and fair play in all activities
- Following good hygiene practices, such as handwashing and maintaining personal cleanliness

#### **5. Supporting Environmental Sustainability**

In alignment with the ADEK School Sustainability Policy, students are encouraged to:

- Take personal and guided initiative to promote environmental awareness and sustainable practices
- Participate in conservation activities and adopt eco-friendly habits in their daily routines

#### **6. Encouraging Inclusivity and Collaboration**

Aligned with the ADEK Cultural Consideration Policy, Inclusion Policy and Values and Ethics Policy, students must:

- Respect UAE national identity and cultural values by dressing modestly and appropriately
- Recognize and celebrate the diversity within the school and the wider community by avoiding discrimination based on ethnicity, nationality, language, religion, gender, or ability
- Foster teamwork and collaboration, supporting and welcoming all students
- Show empathy and mentorship toward younger or vulnerable students, contributing to a caring and inclusive school environment

#### **7. Adhering to Responsible Use of Media and Social Platforms**

In line with UAE and ADEK guidelines, students are expected to exercise responsibility and respect in their use of media and social platforms. This policy ensures the protection of

individual privacy, promotes ethical behaviour, and supports a harmonious school environment.

Students must:

- **Refrain from using social media during school hours.** The use of platforms such as Instagram, Snapchat, TikTok, or similar social media platforms is strictly prohibited within the school premises
- **Obtain explicit permission before capturing, sharing, or distributing any media** (e.g., photographs, videos, audio recordings) involving other students, staff, or community members. Unauthorized recording or sharing of content is a violation of UAE privacy laws and ADEK policies
- **Avoid posting any content that could harm the reputation of CIS, its community members, or the UAE.** This includes defamatory, discriminatory, or otherwise inappropriate comments or images
- **Be mindful of cultural sensitivities** when creating or sharing content, adhering to the UAE's values and ADEK's Cultural Consideration, and Values and Ethics Policies

### **Promoting a Culture of Responsibility**

CIS is committed to fostering a culture where students take personal responsibility for their actions and understand the impact of their words and behaviour on others. The Student Code of Conduct serves as a guiding framework to encourage accountability, promote ethical values, and ensure that every student contributes positively to the school and the broader community.

By aligning the CIS Student Code of Conduct with ADEK's policies, we reinforce our commitment to cultivating a respectful, diverse, and environmentally conscious learning environment. This framework supports students in becoming responsible, empathetic, and globally minded citizens.

### **Behavioural Management Committee**

Canadian International School shall form a Behavioural Management Committee.

The committee shall consist of a minimum of 4 members, including at least the following:

- The Principal (or delegate)
- A teaching team member
- A social care team member (e.g., social worker or counsellor) or another school-appointed member



- The Child Protection Coordinator (if part of the social care team, the committee may comprise just three members at the school's discretion)

The committee shall review and discuss student behavioural concerns, 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 ability and the severity of the misconduct as per the levels identified.

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

**\*It is important to note that at no time will the Canadian International School use psychological or corporal punishment, as per CIS child safeguarding values and ADEK guidelines.**

## Responses to Behavioural Concerns

### Preventative and Early Interventions

The school aims to address behavioural issues through clear communication of expectations, regular check-ins with students, and integration of social-emotional learning into the curriculum.

### Positive Handling

This approach prioritizes de-escalation, empathy, and relationship-building, ensuring that behaviour challenges are addressed in a way that promotes understanding, personal growth, and positive outcomes for all members of the school community. Through positive handling, CIS reinforces its commitment to a safe, inclusive, and respectful learning environment.

This includes but is not limited to; de-escalation techniques, proactive classroom management, restorative conversations, behavioural support plans, encouraging responsibility and accountability, modeling and mentorship.

According to the ADEK policy on Student Behaviour 4.8:

***School staff are authorized to physically intervene to prevent students from harming themselves or others and allowed to use reasonable force.***

### Corrective Actions

Corrective measures are applied with the intent of guiding students to better choices in the future, including verbal or written reminders, behavioural counselling, and parental involvement.

### **Restorative Justice**

Key components of restorative justice in the context of a student behaviour policy include:

- **Facilitated discussions:** Structured dialogues between students, teachers, and other affected parties allowing individuals to express their feelings, share perspectives, and collaboratively find solutions to conflicts or incidents
- **Written reflections:** Students are encouraged to reflect on their actions through writing, considering the impact of their behaviour on others and identifying steps to improve or make amends
- **Opportunities to make amends:** Students take responsibility for their actions by actively repairing harm caused, whether through apologies, community service, or other restorative actions
- **Focus on learning and growth:** Restorative practices emphasize the development of empathy, emotional intelligence, and problem-solving skills, fostering a sense of responsibility and accountability in students

### **Access to Support Services**

At CIS, the safety and well-being of every student are of paramount importance. To ensure a supportive and nurturing environment, all students have access to the following resources at any given time:

1. **School Counsellor:** Available to provide social-emotional support, guidance, and strategies for managing challenges both inside and outside the classroom.
2. **Child Protection Officer/Child Protection Coordinator:** Dedicated to safeguarding the rights and safety of every student, ensuring concerns about safety or well-being are addressed promptly and appropriately.
3. **Divisional Heads of School:** Serving as key points of contact for their respective divisions, they offer guidance, oversight, and additional layers of support tailored to the specific needs of students at each educational stage.
4. **Head of School:** Accessible for discussions about personal, academic, or school-related issues, fostering an open-door policy for communication and support.

These resources are integral to creating a safe and inclusive environment where all students feel valued, respected, and empowered to seek help when needed. By ensuring the availability of these support mechanisms, CIS reaffirms its commitment to the holistic development and protection of every student in our community.

## Levels of Misconduct

### **Level 1: Minor Offenses include but are not limited to:**

1. Being repeatedly late for school in the morning without an acceptable excuse.
2. Failing to attend classes on time repeatedly without an acceptable excuse.
3. Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
4. Not bringing books and other resources for school without an acceptable excuse.
5. Not following the school's rules as stated in the Student Code of Conduct, such as eating during class without permission, or disruptive behaviour in class.
6. Sleeping or eating during class without justification or permission.
7. Not completing homework or assignments on time.
8. Taking out or using mobile phones without permission
9. Any other similar misconduct at the discretion of the Behavioural Management Committee.

### **Level 2: Moderate Offenses include but are not limited to:**

1. Leaving or entering the classroom during class time without permission.
2. Truancy.
3. Not attending mandatory school activities and events without an acceptable excuse.
4. Inciting quarrels, or threatening peers.
5. Acting or appearing in a manner that contradicts the school's cultural policies.
6. Causing minor damage to school property, such as writing on desks or sticking gum under tables.
7. Repeatedly using mobile phones without permission despite teacher communication.
8. Refusing to follow reasonable safety instructions.
9. Any other similar misconduct at the discretion of the Behavioural Management Committee.

### **Level 3: Severe Offenses include but are not limited to:**

1. Bullying, intimidation, or harassment of school community members, including defaming them on social media, or making continued false allegations.

2. Verbally abusing or insulting any member of the school community, including visitors.
3. Fabricating or falsifying documents, including impersonation.
4. Physical fighting (regardless of reason).
5. Leaving the school premises without permission.
6. Vandalism or destruction of school property.
7. Setting off fire alarms or extinguishers without cause.
8. Capturing or distributing media of others without consent.
10. Using, promoting, or possessing addictive substances, including e-cigarettes or vaping devices.
11. Misuse of school-provided digital tools or devices (accessing unauthorized or inappropriate content, installing or using unauthorized software or applications, using devices for harassment, cyberbullying, or sharing harmful material).
12. Academic dishonesty (will be treated as per the Canadian International School Academic Integrity Policy).
13. Any other similar misconduct at the discretion of the Behavioural Management Committee.

**Level 4: Critical Offenses include but are not limited to:**

1. Using communication tools for unlawful or immoral purposes.
2. Possessing or distributing weapons on school premises.
3. Engaging in sexual harassment or assault.
4. Physical assault causing injury to others.
5. Theft or aiding in its cover-up.
6. Sharing or viewing unlawful content, such as extremist material or pornography.
7. Leaking exam questions or engaging in similar activities.
8. Setting fire to school property.
9. Insulting political, religious, or social figures in ways that violate UAE laws.
10. Promoting culturally inappropriate ideas against UAE laws with malicious intent.
11. Illegal digital activity, such as hacking, data breaching or tampering with school systems.
12. Trespassing on school premises after hours.
13. Persistent bullying, harassment, or abuse, including online defamation.
14. Any other similar misconduct at the discretion of the Behavioural Management Committee.

## Academic Dishonesty

Developing and maintaining the knowledge and skills required to perform curricular and extracurricular work with integrity is essential to meeting students' educational needs. The Canadian International School Academic Integrity Policy 2024 emphasizes the importance of supporting students in developing strategies and skills to navigate information from a variety of sources, evaluate their reliability, and effectively incorporate and reference them to produce authentic work.

Teachers and staff at CIS ensure that students have opportunities to explore ideas and make their thinking visible while fostering a commitment to ethical academic practices. Authentic work at CIS is defined as work that is based on the candidate's individual and original ideas, presented in their own words and style, and demonstrates respect for other people's time and effort.

It fully and appropriately acknowledges all sources consulted, is completed and submitted on time according to the teacher's requirements and is written and submitted solely by the student who completed the work. This framework ensures that students develop not only the skills to achieve academic success but also the integrity and responsibility essential to becoming ethical global citizens. (Canadian International School. *Academic Integrity Policy, 2024.*)

## Consequences for Academic Dishonesty

Academic dishonesty will not be tolerated in any form. To ensure that student work is original and that standards of academic integrity are upheld and ingrained, students and staff will adhere to the following:

1. In the first instance of documented academic dishonesty, the teacher will notify the student and parents, log the incident in PowerSchool, and the student will receive an opportunity to complete a replacement assignment under supervision. (If the teacher notifies parents by email, and the parents have not responded within 3 days, a follow up phone call is required to confirm notification.) Administration is notified.
2. In the second instance of documented academic dishonesty, the teacher will log the incident into PowerSchool and notify the student and parents, confirming receipt of notification within 3 days. The student will receive a zero on the assessment without the opportunity to rewrite or replace it with an alternative assessment. Administration is notified for follow up with the student.

3. In the third instance of academic dishonesty, the teacher will log the incident in PowerSchool and notify administration. The student will receive a zero on the assignment with no opportunity to rewrite or replace the assessment and may also be subject to further consequences. Administration will meet with students and their parents to discuss steps forward.

4. Continued academic dishonesty is an administrative matter and may impact a student's eligibility for re-enrollment, the ability to secure character references for post-secondary and may result in disciplinary action which may include suspension and in extreme cases expulsion.

### Academic Dishonesty in Major Assessments:

Academic dishonesty during **midterm exams, final exams, PATs, and diploma examinations** will be treated with the utmost severity. Any form of cheating, plagiarism, collusion, or other dishonest conduct during these assessments will result in an **automatic grade of zero** for the exam, without the possibility of a rewrite or alternative assessment. Such actions compromise the integrity of these high-stakes evaluations and undermine the standards of academic excellence upheld at CIS. The incident will be logged in PowerSchool, and parents will be notified immediately. Administration will convene with the student and their parents to address the gravity of the situation, and additional disciplinary actions may be taken. This strict policy reflects the school's unwavering commitment to maintaining the highest standards of academic integrity.

### Staging of Disciplinary Procedures

The following outlines the progressive disciplinary actions at CIS, based on the frequency and severity of misconduct. This structured approach ensures that each incident is addressed fairly, with increasing levels of intervention and support to prevent recurrence. In all situations and responses to presenting behavioural concerns, the additional learning needs (ALN) of a student are considered in decision-making processes.

Level of Misconduct	Occurrence (repeated behaviour)			
	First Time	Second Time	Third Time	More than Three Times
<b>Level 1 Minor (Teacher action)</b>	<p><b>Verbal Warning</b></p> <p>Discuss expected changes in behaviour with the student.</p> <p>Record it in PowerSchool.</p>	<p><b>Verbal Warning</b></p> <p>Notify the parents in writing about the student's misconduct.</p> <p>Record it in PowerSchool.</p>	<p><b>Written Warning</b></p> <p>Notify the parents in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>Record it in PowerSchool.</p>	<p><b>Written Warning</b></p> <p>Notify the parent in writing and summon the parent together to agree on how to implement a set of strategies aiming at reducing negative behaviour.</p> <p>A formal meeting must be had with the teacher, administrator and parents.</p> <p>If a level 1 offence continues to happen it may be escalated to a level 2 offence.</p>
<b>Level 2 Moderate (referred to Admin)</b>	<p><b>Written Warning</b></p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>The student will write a written statement to address what they have done wrong and how they can implement correcting their behaviour.</p> <p>Notify the parents in writing about the student's misconduct.</p>	<p><b>Onsite Suspension</b></p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioural Management</p>	<p><b>Offsite Suspension</b></p> <p>Temporarily suspend the student for up to 3 days.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student's behaviour.</p>	<p><b>Offsite Suspension/Expulsion</b></p> <p>Suspend for up to 5 days.</p> <p>Issue a final warning. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. Summon parents to agree on a final behaviour improvement strategy.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to</p>

	Record it in PowerSchool.	<p>Committee to agree to a set of strategies in order to improve the student's behaviour.</p> <p>The parents are required to sign an undertaking to support the agreed strategy.</p>	The parents are required to sign an undertaking to support the agreed strategy.	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 support and counselling as per their behaviour strategy.
Level 3 Severe	<p><b>First Time</b></p> <p><b>Offsite Suspension</b></p> <p>Immediately suspend the student for a minimum of 3 days.</p> <p>The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall contact the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy</p>	<p><b>Second Time</b></p> <p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Call the student and the parents to the school to present the Committee's decision.</p>	<b>Third Time</b>	
			<p><b>Expulsion</b></p> <p>Suspend offsite for up to 5 days pending investigation. The Behavioural Management Committee decides on final actions, which may include expulsion.</p> <p>Apply to ADEK for expulsion with evidence of prior interventions.</p>	
Level 4	<b>First Time</b>	<b>Second Time</b>		



<b>Critical</b>	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, 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 behaviour strategy.</p>
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\*Where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

### Appeals Procedure

At CIS, we are committed to ensuring fairness and transparency in all disciplinary actions. To this end, an Appeals Procedure has been established to provide parents the opportunity to contest decisions made by the Behavioural Management Committee.

The procedure is as follows:

#### 1. Timelines for Appeals:

- Parents wishing to appeal a decision regarding their child’s suspension must do so within **1 working day**
- Parents wishing to appeal a decision regarding their child’s expulsion must do so within **10 working days**

#### 2. Modes of Appeal:

- Appeals may be submitted via email, followed by a face-to-face meeting with the designated Appeals Committee

### 3. Appeals Committee:

- An appeals Committee will be formed to review all appeals. This committee will consist of members who were not involved in the original decision-making process, ensuring impartiality

### 4. Final Decision on Appeals:

- After reviewing the appeal and consulting relevant stakeholders (e.g., teacher, social worker, or counsellor), the school will issue a final decision to accept or reject the appeal within:
  - **2 working days** for suspension cases
  - **7 working days** for expulsion cases
- The final decision will be communicated promptly to the parent

### 5. Escalation to ADEK:

- If the school does not respond to the appeal within **3 working days** or if the parent rejects the final decision, the parent may escalate the matter to ADEK by logging a complaint within **5 working days**

### 6. ADEK's Role:

- ADEK reserves the right to investigate any complaint regarding suspensions or expulsions once the school has issued its final decision. If the school fails to issue a decision within the stipulated timeframe, ADEK may intervene directly

This appeals procedure ensures that all disciplinary decisions are subject to review and that the rights of parents and students are respected throughout the process.

## Annual Policy Review Statement

At the Canadian International School (CIS), the Student Behaviour Policy is reviewed annually in line with ADEK guidelines. This process includes using feedback from students, staff, parents, and community members to ensure the policy remains effective, relevant, and aligned with current educational standards and cultural values. We evaluate how well the policy supports positive behaviour, inclusivity, and a safe learning environment, and adjust as needed to reflect best practices and address new challenges. The updated policy is shared with all stakeholders to support a respectful and inclusive school community.

## Closing

While CIS strives to adhere to ADEK guidelines and the school's policies in ensuring the safety, well-being, and inclusivity of all students, staff, community members, and stakeholders, the school reserves the right to enforce its policies in situations where doing so is necessary to protect the best interests of the school and its ownership. This includes, but is not limited to, addressing behaviours or actions that may pose a risk to the safety, reputation, or operational integrity of the CIS community. Such enforcement will always be carried out with fairness, transparency, and in alignment with the overarching values of CIS.