



LEARNERS TODAY, LEADERS TOMORROW

Canadian International School

Student Behaviour Policy

Approved: March 13th 2025

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Introduction

This policy is developed in full alignment with ADEK's Student Behaviour Policy Framework (2024–2025), emphasizing positive reinforcement, student accountability, and restorative approaches. CIS promotes an environment that prioritizes proactive intervention, student wellbeing, and consistency in behaviour management across all divisions.

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 (2024-2025) and Ministerial Resolution No. (645) of 2020. 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

This policy reinforces the moral values and national identity of the UAE, as defined in ADEK's Values and Ethics Policy, ensuring that all school practices reflect the heritage and traditions of the United Arab Emirates.

- **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

Behaviour for Learning

CIS recognizes that a positive learning environment is built on mutual respect, clear expectations, and structured classroom practices. Our approach to Behaviour for Learning ensures that students are supported in making appropriate choices while being held accountable for their actions.

Expectations for Student Behaviour in Learning Environments

- **Engagement in Lessons:** Students are expected to arrive prepared for class, actively participate, and complete assigned work to the best of their ability. This includes bringing necessary materials and adhering to deadlines.
- **Respect for Others:** Respectful communication and collaboration are essential. Students should listen attentively, wait their turn to speak, and contribute positively to group discussions.
- **Adherence to Classroom Routines:** Structured routines, following norms, clear transitions, and orderly dismissals, create an optimal learning environment.
- **Minimizing Disruptions:** Off-task behaviour, including calling out, side conversations, or inappropriate use of digital devices, will be addressed promptly by teachers to ensure minimal disruption to learning.

Addressing Behaviour That Disrupts Learning

While CIS promotes positive reinforcement, behaviours that interfere with teaching and learning will be managed using a progressive approach:

- **First Instance:** A verbal reminder from the teacher, reinforcing expectations.
- **Repeated Occurrences:** A formal warning, adjustment of seating arrangements, or temporary loss of privileges (e.g., break time reflection).
- **Ongoing Disruptions:** Parental notification and involvement in corrective measures such as behaviour contracts.
- **Severe or Repeated Incidents:** Referral to the Divisional Head of School for further intervention, which may include restorative conversations, formal discipline, or counselling support.

Classroom Management Strategies

- Teachers will use seating plans strategically to promote focus and minimize distractions.
- Positive reinforcement, such as praise and reward systems, will be used to encourage appropriate behaviour.
- Restorative conversations will be held when necessary to help students reflect on their actions and develop strategies for improvement.

Subject-Specific Behaviour Expectations

Practical subjects such as Science, PE, and Art require additional safety guidelines. Students must follow specific instructions for handling equipment, participating safely, and maintaining a focused learning attitude in these subjects.

By implementing these Behaviour for Learning principles, CIS ensures that all students are provided with a structured, supportive, and respectful learning environment that fosters personal and academic growth.

Definitions

Bullying	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 target. 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.).
Bullying vs. Harassment	Harassment often takes place in public as a means of peer approval or image building. Usually bullying takes place in private without witnesses. The target is seen as easily victimized. The target is considered a threat that must be dominated (University of Southampton, n.d.).
Harassment	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).
Onsite Suspension	The student will remain on the school premises but will be removed from regular classes. During the suspension, the student will not be permitted to participate in extracurricular activities, sports, or any school events.
Offsite Suspension	The student is not permitted to attend school during the suspension period. The student is not allowed to participate in any school-related events, sports, clubs, or extracurricular activities during the suspension.
Positive Handling	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).
Restorative Justice	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)
Social Media	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.).
Working Day	A working day is any day from Monday to Friday, excluding UAE public holidays as recognized by ADEK. All timelines in this policy (for example, reporting and appeals) are measured in working days.
School Day	A school day is any operational day on which students are expected to attend lessons or other scheduled CIS activities.
School-Related Activity	A school-related activity is any event, trip, program, competition, activity that is organized, supervised, or endorsed by CIS, whether on or off campus, including travel on school transport.

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:

Student Rights:

Students at CIS have the right to:

- Learn in a safe and respectful environment free from discrimination and harm
- Be treated fairly and with dignity
- Have incidents investigated promptly and impartially
- Receive age-appropriate and needs-appropriate disciplinary responses
- Access counselling and support services when required
- Have restorative opportunities to repair harm
- Appeal disciplinary decisions according to this policy

Students' Responsibilities:

Students at the Canadian International School (CIS) are expected to uphold the values of respect, responsibility, integrity, and empathy as outlined in CIS policies and ADEK's Student Behaviour Policy Framework (2024–2025). These responsibilities ensure that every student contributes to a safe, inclusive, and culturally respectful learning environment.

Students at CIS have the responsibility to:

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

CIS upholds ADEK's Inclusion and Equality Policy, ensuring zero tolerance for any discrimination based on race, gender, religion, nationality, or disability. All students are entitled to equitable treatment in disciplinary procedures.

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

All digital and social media use must comply with ADEK Circular 24/2024 on Cyber Safety and Digital Conduct. Students are prohibited from sharing or publishing digital content that may breach UAE Cybercrime Law (Federal Decree-Law No. 34 of 2021). CIS will report any violation of UAE laws to ADEK and relevant authorities.

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.

All Level 3 and Level 4 offences, including suspensions exceeding 5 days or cases involving expulsion, will be formally reported to ADEK within two working days, along with documentation of the school's investigation and applied interventions, as per ADEK reporting guidelines.

All students and parents must read, sign, and acknowledge the CIS Student Behaviour Policy at the beginning of each academic year as part of the ADEK-mandated Behaviour Commitment Form. These signed forms are retained in the student's file as required by ADEK.

Parent Responsibilities & Partnership

In line with ADEK's Behaviour Policy Framework and family-school partnership expectations, parents and guardians are essential partners in promoting positive behaviour and sustaining a safe learning environment.

Parents and guardians are expected to:

- **Support school policies:** Read, understand, and support the implementation of the CIS Student Behaviour Policy and all related procedures.
- **Attend required meetings:** Respond promptly to communication from the school and attend behaviour-related meetings within the requested timeframe, especially where safety or repeated misconduct is involved.
- **Collaborate in behaviour plans:** Work with the school to implement behaviour improvement plans, restorative agreements, and reintegration plans following suspensions or serious incidents.
- **Ensure student preparedness:** Ensure that students attend school punctually, wear the correct uniform, bring required materials, and comply with digital safety expectations.
- **Model respectful conduct:** Interact with staff, students, and other parents in a manner that reflects CIS values and respects UAE cultural and legal norms.
- **Raise concerns through appropriate channels:** Share concerns early using the school's established communication channels rather than social media or informal networks.

Where parents repeatedly fail to engage with the school regarding serious behavioural incidents, the matter may be escalated to ADEK in accordance with regulatory guidance.

Behavioural Management Committee

Canadian International School shall form a Behavioural Management Committee.

The committee shall consist of a minimum of four members, including the Principal (or delegate), a teaching team member, a social care team member, and the Child Protection Coordinator. To ensure impartiality, members involved in a specific incident under review shall recuse themselves from the decision-making process. The committee composition may be reviewed periodically to ensure diverse representation and fairness in handling cases.

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.

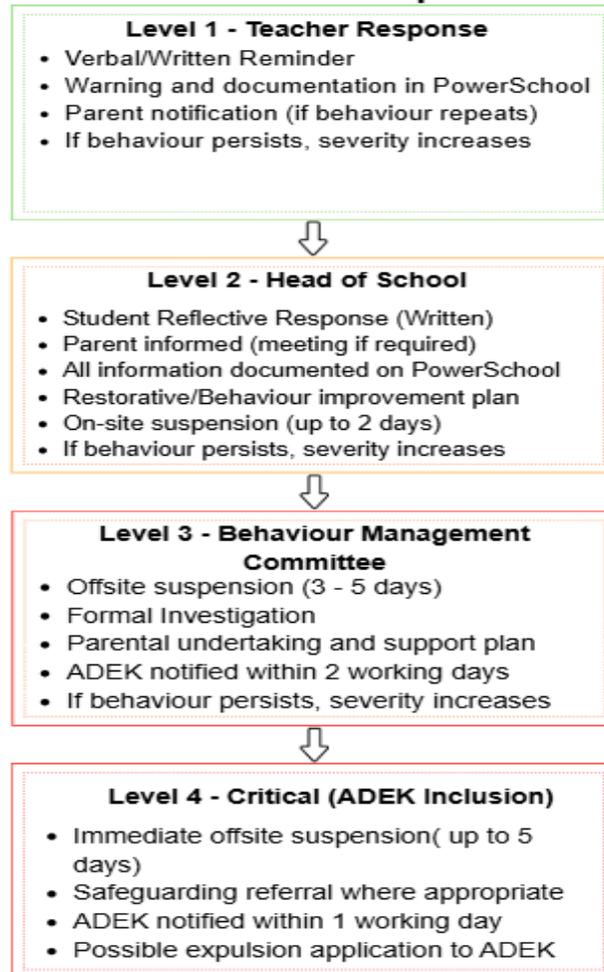
Restorative Justice

Parents and guardians are integral partners in behaviour reform and must be involved in the development of restorative plans or behaviour improvement contracts following any Level 2 or higher misconduct.

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

Behaviour response



Access to Support Services

In accordance with ADEK's Child Protection and Safeguarding Policy, the Child Protection Coordinator must be immediately informed of any behavioural incident that raises a safeguarding concern. Coordination with the ADEK Child Protection Unit will occur as necessary.

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.

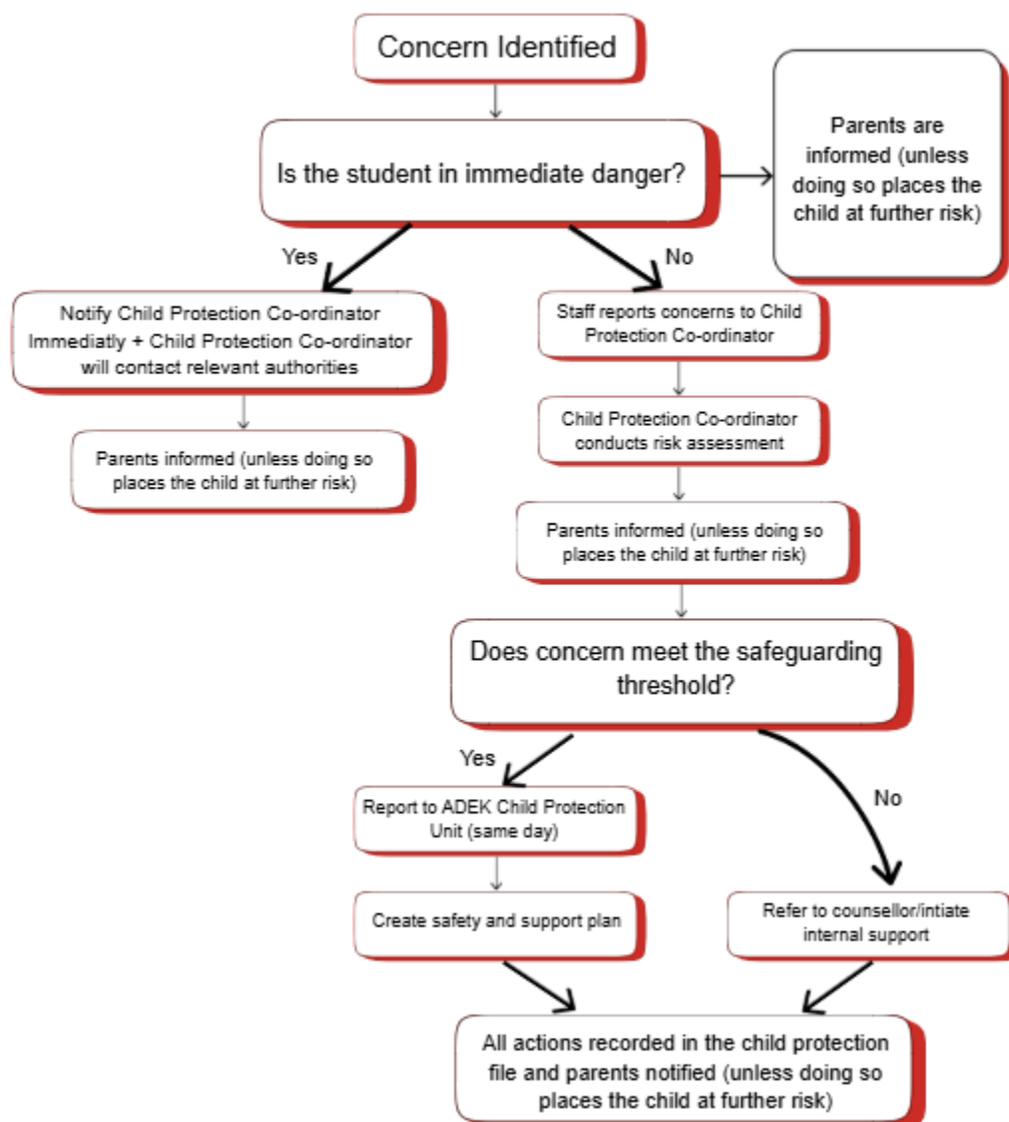
2. **Child Protection Officer/Child Protection Coordinator:** Dedicated to safeguarding the rights and safety of every student, ensuring concerns about safety or well-being are addressed promptly and appropriately.
3. **Divisional Heads of School:** Serving as key points of contact for their respective 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.

CIS strictly prohibits the following practices in alignment with ADEK guidance: corporal punishment; psychological punishment; public shaming or humiliation; withholding food, drink, or access to toilets; punitive isolation or seclusion; group punishments that penalize uninvolved students; excessive physical exertion as punishment; threats of expulsion without process; and any degrading or discriminatory treatment.

Any staff member found to use a prohibited practice will be subject to disciplinary action under CIS HR procedures and reported in line with ADEK requirements.

Safeguarding Referral Flowchart



Attendance / Authorized / Unauthorized Absences

Regular attendance is essential for student success at CIS. We expect students to attend school every day and arrive on time. Absences will be categorized as authorized or unauthorized.

Authorized Absences

(These are excused IF documentation/approval is provided to the school)

1. Medical Appointment - A pre-scheduled medical or dental appointment requiring the student to miss school (e.g., surgery, treatment, recovery).

2. Short-Term Illness - Temporary illness such as fever, flu, or any condition preventing attendance for a short period.

3. Chronic Illness - Extended absence required due to chronic medical conditions, including treatment outside the UAE.

4. Medical / Therapeutic Leave for Students with ALN - Absences for therapy or medical sessions related to Additional Learning Needs (e.g., ABA, speech therapy).

5. Family Death - Absence due to the death of a first- or second-degree relative.

6. Family Emergency Travel - Urgent family travel for essential reasons (e.g., escorting a sick relative, attending a funeral outside immediate family).

7. Study Leave (up to 4 weeks, ADEK-approved) - Approved study leave for board exams (e.g., SAT, A-levels).

8. Examination Leave (ADEK-approved) - Absence to sit for external or board examinations outside the school's scheduled exam window.

9. Official Community Task - Mandatory participation in government-assigned community tasks.

10. Official Appearance - Court appearances or mandatory attendance before an authorised body.

11. Extracurricular Activity - Participation in school-approved competitions, conferences, or events (e.g., MUN, Olympiads, sports events).

12. Entertainment Work - Approved absence for students working professionally in entertainment (e.g., filming commitments).

13. Religious Holiday - Observation of religious holidays not included in UAE public holidays.

14. Government-Approved Closure - Authorized absence due to government-mandated school closures (e.g., severe weather conditions).

Unauthorized absences/truancy is strictly prohibited and a Level 2 violation:

Absences that do NOT fall under the authorized list—for example:

- Skipping school for personal/social reasons (Truancy)
- Non-essential travel without approval
- Attending events without school clearance

If no documentation or approval is provided, the absence is marked **Unauthorized**.

Partial absences

Authorized Late - Late arrival excused by the school (e.g., road accident, documented appointment).

Unauthorized Late - Repeated or unexplained lateness without valid reason or supporting evidence.

If a student's attendance falls below 95%, it will be monitored closely, and interventions may include meetings with parents.

- **If a student accumulates 10 or more consecutive unauthorized absences**, this may result in a review of their enrolment status.
- **If a student has 15 or more unauthorized absences throughout the academic year**, it may result in further actions, including potential withdrawal from the school for the following academic year.

Bullying

At CIS, bullying in any form will not be tolerated. Bullying is defined as intentional, repeated harmful behaviour that targets an individual, whether physically, verbally, emotionally, or online. This includes actions such as physical assault, spreading rumors, and cyberbullying.

It is important to note that bullying is not classified as a "one-off" incident. For an act to be considered bullying, it must occur over a prolonged period, which may span days, weeks, or even months. Isolated incidents of aggressive behaviour, while serious, do not meet the criteria for bullying unless they are part of a sustained course of conduct.

We adopt a zero-tolerance approach and ensure all bullying incidents are handled through restorative practices to help both the target and perpetrator understand the impact of their actions.

Support will be provided for both parties, and parents will be involved in all cases. Any student found to engage in bullying will face appropriate sanctions in line with the severity of the incident.

Substance Use & Prevention

Students returning from suspension or after a substance-related intervention will engage in a tailored reintegration plan, including counselling, mentoring and behavioural contracts, to support safe behaviour and learning continuity.

Support & Reintegration

- The school will regularly review incident data to identify trends and inform preventive strategies.

- All incidents involving substance misuse will be documented, reviewed and reported in accordance with the ADEK School Records Policy and School Reporting Policy.

Record-Keeping & Reporting

- The school will support the student to access professional counselling or rehabilitation services where appropriate, under the guidance of the Head of Health & Wellness and with parental involvement.
- Where illegal substances are involved, the school will notify the appropriate authorities and ADEK in line with UAE law and school regulation.
- The matter will be immediately referred to the Behavioural Management Committee and, where required, the Child Protection Coordinator.
- Any student identified as being at risk, or found in possession/distribution/use of prohibited substances, will be subject to the staged disciplinary procedures defined in this Policy under Levels of Misconduct (see Levels 2, 3, 4).

Intervention & Response

- Parents/guardians will be engaged via workshops and communications on substance use prevention and how to partner with the school.
- Staff will receive training on identifying signs of substance misuse or risk, and how to refer students appropriately.
- CIS will provide age-appropriate education programmes (through the Health & Wellness curriculum) that cover: awareness of substance misuse, its risks, legal/regulatory consequences (including UAE law), and strategies for refusal, support and recovery.

Prevention & Education

- 'Related to the school community' includes activities on school premises, school transport, or school-affiliated events and trips.
- Misuse of prescription medication is included.
- Substance use includes the possession, consumption, distribution or facilitation of prohibited substances (including illicit drugs, misused prescription medication, vaping devices, synthetic/street substances) on or off campus, when related to the school community.

Scope & Definitions

In alignment with ADEK's Student Mental Health Policy and broader well-being frameworks, CIS is committed to the prevention of substance misuse, the early identification of risk, and appropriate interventions to safeguard student health and safety.

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. Students may not buy, sell, or trade any items on school premises unless part of a school-approved event with prior approval by administration
4. Not attending mandatory school activities and events without an acceptable excuse.
5. Inciting quarrels, or threatening peers.
6. Acting or appearing in a manner that contradicts the school's cultural policies.
7. Causing minor damage to school property, such as writing on desks or sticking gum under tables.
8. Repeatedly using mobile phones without permission despite teacher communication.
9. Refusing to follow reasonable safety instructions.
10. 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.
11. Using, promoting, or possessing addictive substances, including e-cigarettes or vaping devices.
12. 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).

13. Academic dishonesty (will be treated as per the Canadian International School Academic Integrity Policy).
14. 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.

Students of Determination

CIS recognizes and supports students categorized as Students of Determination (SoD). Behavioural expectations for SoD will be considered in light of their individual needs and any related educational plans. When a SoD is involved in a behavioural incident, the Divisional Head of School will consult with the Head of Inclusion to assess whether the behaviour is related to their specific needs. If necessary, the student's Individualized Education Plan (IEP) will be modified to include a behavioural component, rather than developing an entirely new plan. Restorative practices and appropriate accommodation will be made to ensure that disciplinary actions do not disadvantage these students.

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.

CIS will comply with the following mandatory reporting timelines to ADEK:

- Level 2 (repeated) incidents with safety implications: reported to ADEK within 2 working days
- Level 3 (Severe) incidents: reported to ADEK within 2 working days

- Level 4 (Critical) incidents: reported to ADEK within 1 working day
- Safeguarding concerns: reported immediately to ADEK Child Protection Unit (same day)
- Suspensions exceeding 3 days: reported to ADEK
- Any expulsion request: submitted to ADEK for approval BEFORE final action

Impact of Repeated Level 2 and Level 3 Violations on Continued Learning

At CIS, repeated violations of Level 2 and Level 3 misconduct are taken seriously and may significantly impact a student's placement for the following academic year. If a student repeatedly engages in violations of either Level 2 or Level 3 misconduct throughout the academic year, the following actions may be considered:

- **Level 2 Violations:** Multiple Level 2 violations within the academic year will result in a review of the student's behaviour by the Divisional Head of School. Continued misbehaviour may lead to interventions, including a behaviour improvement plan, suspension, or other appropriate disciplinary measures.
- **Level 3 Violations:** Repeated Level 3 violations, which involve more serious breaches of conduct, may lead to an immediate review of the students' continued enrolment. In such cases, further actions could include suspension or possible expulsion from the school.

In both cases, repeated violations of either Level 2 or Level 3 misconduct may result in the withdrawal or exclusion of the student's placement for the following academic year. This decision will be made by the Behavioural Management Committee after a thorough review of the students' behaviour and any interventions provided.

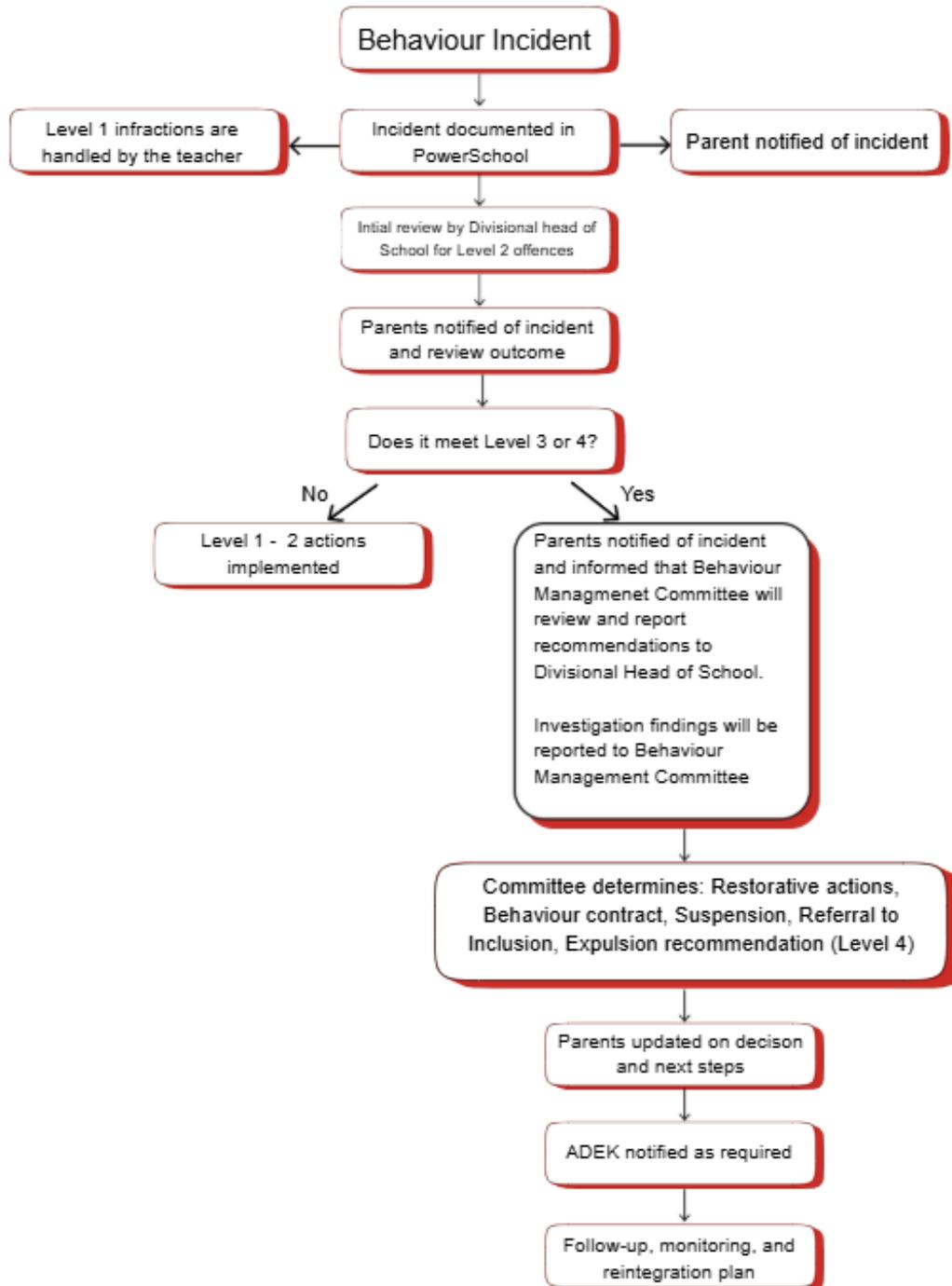
Level of Misconduct	Occurrence (repeated behaviour)			
	First Time	Second Time	Third Time	More than Three Times
Level 1 Minor (Teacher action)	<p>Verbal Warning</p> <p>Discuss expected changes in behaviour with the student.</p> <p>Record it in PowerSchool.</p>	<p>Verbal Warning</p> <p>Notify the parents in writing about the student's misconduct.</p> <p>Record it in PowerSchool.</p>	<p>Written Warning</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>Written Warning</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 held with the teacher, administrator, and parents.</p>

				If a level 1 offence continues to happen, it may be escalated to a level 2 offence.
Level 2 Moderate (referred to Admin)	<p>Written Warning</p> <p>The student will write a reflective response 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>Record it in PowerSchool.</p>	<p>Onsite Suspension</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 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>	<p>Offsite Suspension</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>The parents are required to sign an undertaking to support the agreed strategy.</p>	<p>Offsite Suspension/Expulsion</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 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.</p>
Level 3 Severe	<p>First Time</p> <p>Offsite Suspension</p> <p>Immediately suspend the student for a minimum of 3 days.</p>	<p>Second Time</p> <p>Offsite Suspension</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</p>	<p>Third Time</p> <p>Expulsion</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>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>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>	<p>Apply to ADEK for expulsion with evidence of prior interventions.</p>
Level 4 Critical	<p>First Time Offsite Suspension</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>Second Time Expulsion</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>	

*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.

Behaviour Response Flowchart



Implications for Assessments Missed Due to Suspension

To ensure fairness and clarity, the CIS Student Behaviour Policy should explicitly outline how missed assessments are handled when a student is suspended. This ensures compliance with ADEK's principles of academic integrity and student accountability while maintaining a structured approach to assessment opportunities.

Missed Assessments Due to Suspension

1. Formative Assessments (Daily Classwork, Homework, Quizzes)

- a. Students are responsible for completing all missed assignments upon returning to school.
- b. Teachers may provide an opportunity for students to submit missed work within a specified timeframe (e.g., within 3 school days after returning).

2. Summative Assessments (Unit Tests, Major Projects, Research Papers)

- a. If a summative assessment is missed due to onsite suspension, students may be required to complete the assessment under supervision during their suspension period or immediately upon their return.
- b. If a summative assessment is missed due to offsite suspension, students may be given:
 - i. One opportunity to reschedule the assessment upon their return.
 - ii. An alternative assessment at the teacher's discretion.

3. High-Stakes Examinations (Midterms, Finals, PATs, Diplomas, External Assessments)

- a. Midterms & Final Exams: Students who miss these due to suspension may not be eligible for a retake unless approved by the Appeals Committee based on extenuating circumstances.
- b. External Assessments (e.g., ADEK Exams, International Standardized Tests):
 - i. If a student is suspended during an external assessment period, CIS must notify ADEK for further guidance on whether rescheduling is permitted.
 - ii. If no rescheduling is possible, the student will receive a zero unless otherwise stated by ADEK regulations.

4. Grade Impact & Academic Records

- a. Suspension will not automatically result in a zero for coursework or exams. However, failure to complete missed assessments within the given timeframe may result in a reduced grade.
- b. Repeated suspensions may affect academic standing, recommendations, and eligibility for school awards or recognition programs.

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.

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
- Members involved in a specific incident under review shall recuse themselves from the appeals committee.
- The committee composition may be reviewed periodically to ensure diverse representation and fairness in handling cases.

4. Composition of the Appeals Committee

- The Appeals Committee shall consist of a minimum of three to five members.

The committee shall include:

- A senior school administrator (e.g., Vice Principal or Head of School).
- A teaching team member.
- A member of the school's social care team (e.g., school counselor, social worker, or inclusion specialist).

5. 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

6. Escalation to ADEK:

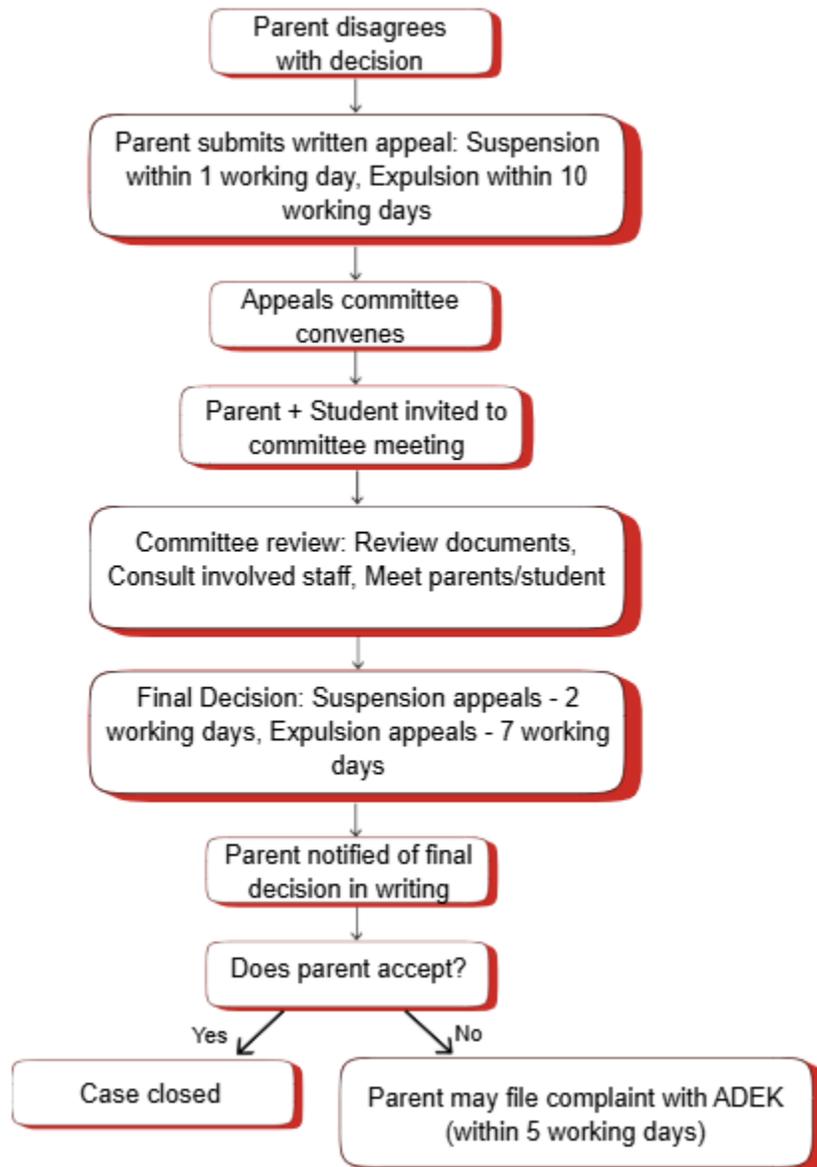
- If the school does not respond to the appeal within **3 working days** or if the parent rejects the final decision, the parent may escalate the matter to ADEK by logging a complaint within **5 working days**

7. 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.

Parent Appeal Process Flowchart



Implementation, Monitoring & Publication

- This policy is published on the CIS website and shared with students, parents, and staff at the start of each academic year. A signed Behaviour Commitment Form is collected and retained in student files.

- Behaviour incidents are recorded in PowerSchool using the agreed categories and levels. Data is reviewed monthly by Divisional Heads and the Behavioural Management Committee to identify patterns and to update interventions.

- Serious incidents (Levels 3 and 4) and suspensions beyond the stated thresholds are reported to ADEK within the required timelines.
- Staff receive annual training on positive behaviour, restorative practices, child protection, cyber safety, and substance-use prevention as part of the school's professional learning plan.
- Students and parents are provided with age-appropriate education on wellbeing, digital citizenship, and substance-use prevention through the curriculum and workshops.
- Anonymous reporting routes (student or parent) are available and publicized; safeguarding concerns are escalated to the Child Protection Coordinator immediately.

Annual Policy Review Statement

This policy is reviewed annually in consultation with students, parents, and staff, and submitted to ADEK as part of the annual policy review and school inspection process. Any updates to ADEK guidelines or Ministerial Resolutions will be incorporated within 30 days of release.

ADEK – UAE Law – CIS Policy Compliance Table

ADEK Requirement	UAE Law Reference	CIS Policy Section
ADEK Student Behaviour Policy Framework 2024–25	–	Levels of Misconduct; Staging of Disciplinary Procedures
Mandatory reporting of Level 3–4 incidents	Federal Law No. 3 (Wadeema Law)	Staging of Disciplinary Procedures – Reporting to ADEK
Child protection reporting	UAE Child Rights Law; Penal Code	Access to Support Services; Safeguarding Referral Pathway
Prohibition of corporal punishment	UAE Child Protection regulations	Responses to Behavioural Concerns – Prohibited Practices
Inclusion of Students of Determination	Federal Law No. 29/2006	Students of Determination
Digital and cyber safety	Federal Decree-Law No. 34 of 2021	Responsible Use of Media & Social Platforms
Attendance and punctuality standards	–	Attendance Section
Parent partnership	–	Parent Responsibilities & Partnership
Documentation & incident review	–	Implementation, Monitoring & Publication

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.

— This policy is fully aligned with ADEK's Student Behaviour Policy Framework (2024–2025) and Ministerial Resolution No. 645 of 2020.