



## IIS STUDENT BEHAVIOR POLICY AY-2025 -2026

Approved By	Principal & School Board
Effective From	Academic Year 2025–26 (Compliance), implemented from AY 2024–25
Date of Evaluation and Review	January 18,2025
Next Date of Review	January 2026 (Review cycle :Annual or upon ADEK updates)
Applies To	All staff ,students ,volunteers ,parents and Visitors

### **Authorized Signatories:**

Principal  
Vice-Principal  
School Counselor  
Head of Inclusion  
Safeguarding officer

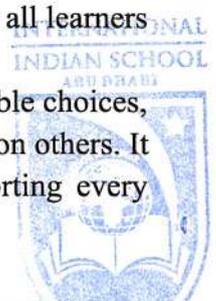
### **Vision, Mission and Values**

To foster a school environment where every student demonstrates respect, responsibility, and resilience empowered to make positive choices that reflect integrity, compassion, and global citizenship and to promote and maintain a culture of positive behavior through proactive guidance, consistent expectations, and restorative practices that encourage accountability, empathy, and mutual respect among all members of the school community. To treat ourselves and others with dignity, kindness, and consideration at all times and to take ownership of our actions and their consequences, striving to make positive choices.

### **Introduction**

At the International Indian School, Abu Dhabi, we believe that positive student behavior is the foundation of a safe, respectful, and thriving learning environment. The Student Behavior Policy aims to nurture a sense of responsibility, respect, and self-discipline among all learners while promoting a culture of empathy and mutual understanding.

This policy reflects our commitment to guiding students toward making responsible choices, developing emotional intelligence, and understanding the impact of their actions on others. It also ensures that behavioral expectations are clear, consistent, and fair, supporting every



student in becoming a responsible global citizen who upholds the school's values both within and beyond the campus.

### **Purpose**

This policy establishes IIS's whole-school approach to promoting positive student behaviour, preventing bullying and behaviors of concern, and responding to misconduct using fair, restorative, and proportionate procedures. It aligns with ADEK's Student Behavior Policy (effective AY 2024/25; compliance AY 2025/26) and complements IIS safeguarding, inclusion, wellbeing, transport, and digital citizenship policies.

### **Legal Policy Framework**

This policy is aligned with:

- ADEK Student Behavior Policy (AY 2024/25 – 2025/26).
- ADEK Inclusion Policy; Student Mental Health Policy; Staff Wellbeing Policy.
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi.
- UAE Child Protection Law (Wadeema's Law) and related safeguarding guidance.
- IIS's internal policies: Safeguarding/Child Protection, Anti-Bullying, Digital Citizenship, Transport, Assessment, Trips and Activities.

### **Definitions**

- Positive Behaviour: Observable actions aligned with IIS values (respect, responsibility, safety, integrity, empathy).
- Behaviours of Concern: Actions that risk harm, disrupt learning, or breach the Code of Conduct.
- Misconduct: Repeated or serious behaviours warranting formal investigation and consequences.
- Restorative Practice: Processes that repair harm, rebuild relationships, and reintegrate students.

### **Guiding Principles**

- 1) Dignity & fairness – no corporal punishment, humiliation, or group punishment.
- 2) Proactive, instructional approach (PBIS) – teach, model, and practice behaviour expectations.
- 3) Restorative and educative responses – consequences repair harm and build skills.
- 4) Inclusion & equity – reasonable adjustments for Students of Determination; behaviour support through IEP/BIP.
- 5) Safeguarding first – protect wellbeing and safety; escalate concerns to the DSL.
- 6) Partnership with parents/carers; student voice and leadership.
- 7) Data-informed, consistent, and transparent application across KG–Secondary.



## Roles & Responsibilities

<b>Board &amp; Principal</b>	Approve and oversee policy; ensure resources, training, and compliance.
<b>Behaviour Lead (Head of Inclusion)</b>	Policy owner; drives PBIS, data review, interventions; coordinates with DSL and Counsellors.
<b>DSL/Safeguarding Team</b>	Assess risk; manage child protection concerns; liaise with ADEK/authorities as needed.
<b>Phase Leaders/Heads of Section</b>	Ensure consistent implementation; coach staff; monitor data.
<b>Teachers &amp; LSAs</b>	Teach expectations; use routines; apply de-escalation; record incidents; communicate with parents.
<b>Counsellors &amp; SEN Team</b>	Provide targeted support, FBA, BIP, social-emotional learning groups, crisis response.
<b>Students</b>	Follow the Code of Conduct; seek help; contribute to a positive culture.
<b>Parents/Carers</b>	Model respectful conduct; support interventions; maintain attendance and punctuality.

## Student Code of Conduct

Students are expected to:





- Respect for Self & Others – use respectful language; zero tolerance for bullying, harassment, discrimination, and hate speech.
- Learning Environment – arrive prepared; follow instructions; allow teaching and learning to proceed without disruption.
- Safety & Wellbeing – follow health/safety rules; no dangerous items, substances, or activities; report hazards/concerns.
- Property & Environment – care for school property; avoid vandalism; maintain cleanliness; use devices responsibly.
- Digital Citizenship – engage appropriately online; no cyberbullying, sharing of harmful content, or academic dishonesty.
- Attendance & Punctuality – attend regularly; sign-in procedures for late arrivals; provide justifications as required by school.
- Uniform & Presentation – follow IIS uniform standards with reasonable adjustments for medical/religious needs.
- Transport & Trips – follow bus safety rules and staff directions during school activities.

### **Promoting Positive Behaviour (PBIS)**

- Explicit teaching of expectations (beginning of year/term; refreshers).
- Visuals/routines in classrooms and common areas; calm corners and regulation tools.
- Recognition systems (verbal praise, points/merits, certificates, house points, leadership roles).
- Social-emotional learning (SEL), peer mediation, mentoring, and student leadership.
- Parent workshops; regular communication of progress.

### **Early Identification & Graduated Response**

Tier 1 (Universal): Classroom routines, seating, pre-correction, de-escalation, restorative chats; behaviour tracked in the MIS.

Tier 2 (Targeted): Check-In/Check-Out; small-group SEL; behaviour report; mentoring; home-school contract; counselling.

Tier 3 (Intensive): Functional Behaviour Assessment (FBA); Behaviour Intervention Plan (BIP); risk assessment; individual timetable; external referrals.

Students of Determination: Reasonable adjustments, sensory breaks, visual supports; consequences consider disability-related needs and are paired with supports.

### **Bullying Prevention & Response**

- Prevention: whole-school awareness; bystander education; anonymous reporting; clear bus/online expectations.
- Reporting: any student/staff/parent may report; all reports recorded, investigated, and outcomes shared with parents.



- Response: proportionate consequences, restorative meetings, safety planning for targets, education for those who are bullied.
- Cyberbullying: preserve evidence; coordinate with IT; apply Code of Conduct even off-site where the school community is affected.

### Behaviour Categories & Consequence Ladder

Consequences are restorative, instructional, and proportionate. Serious cases may lead to suspension or expulsion in line with ADEK requirements and due process.

Level	Examples (non-exhaustive)	Typical Responses (progressive)
Level 1 – Minor	Off-task talking; failure to follow instructions; uniform lapse; mobile phone misuse; late to class.	Reminder/reteach; restorative chat; seat change; brief detention; contact home; record in MIS.
Level 2 – Moderate	Repeated L1; disrespectful language; leaving class without permission; unsafe play; academic dishonesty (minor).	Behaviour report; reflective task; supervised community service; parent meeting; targeted intervention (Tier 2).
Level 3 – Serious	Bullying/harassment; vandalism; truancy; fighting; bringing prohibited items; theft; significant academic dishonesty.	Formal investigation; internal suspension; restorative conference; BIP; community service; external agency referral.
Level 4 – Critical	Physical/sexual assault; possession/use of weapons, alcohol, drugs; repeated L3;/hate content.	Principal-led panel; external suspension; potential expulsion (per ADEK approval); re-entry plan; notify authorities as required.

### Investigation & Due Process

- Prompt fact-finding by designated staff; students may submit written statements; consider SEN/age and provide support.
- Parents informed for L2+; outcomes recorded with rationale and evidence; right of appeal to Principal within five (5) working days.

- Suspension/Expulsion: Used only when necessary and proportionate; length and conditions follow ADEK policy. Re-entry planning is mandatory.

### **Prohibited Practices**

- Corporal punishment; ridicule or shaming; collective punishment unrelated to individuals' actions.
- Deprivation of food, hydration, access to toilets, or learning materials; unsafe physical restraint; unlawful searches.

### **Safe Physical Intervention**

Only as a last resort to prevent immediate harm and by trained staff; minimal force; shortest time necessary; full incident report; inform DSL and parents; post-incident support provided.

### **Search, Confiscation & Banned Items**

- The school maintains a list of prohibited items (e.g., weapons, vapes, alcohol, drugs, fireworks, pornographic/violent material).
- Personal body searches are not conducted by school staff. Bags/lockers/devices may be checked by senior staff when there is reasonable suspicion and in line with safeguarding protocols. Items may be confiscated, logged, and returned to parents or authorities.
- Digital content may be reviewed with IT/DSL involvement to safeguard students.

### **Students of Determination**

- Behaviour concerns are considered in light of assessed needs. Consequences are paired with supports, not used for disability-related behaviours without prior reasonable adjustments.

### **The steps that will be taken to deal with student misconduct is as follows:**

The school will first identify the frequency of the student's misconduct and provide counselling, clearly explaining the behavioral changes required. A Behavior Intervention Plan (BIP) will be designed, outlining strategies, monitoring, and support to address the unacceptable behavior. If necessary, the school will communicate with parents or guardians through letters or meetings, sharing the BIP with agreed timelines and review dates. Should the student continue to display misconduct despite the BIP, the school may impose a temporary suspension of up to five days and issue a final warning to the parents. In the final stage, if the student fails to modify behavior, the school may apply to the Council for transfer to another school or permanent exclusion, providing evidence that all previous stages were followed.



## Behavior Intervention and Escalation Process

Step	Responsible Staff / Involved Parties	Action / Intervention	Notes / Reference
Step 1	Class Teacher	Observe, document, and address initial misbehaviour in class. Implement classroom-level interventions and positive reinforcement.	First point of contact; teacher uses classroom strategies to support behaviour improvement.
Step 2	Grade Leader/Supervisor	Review teacher documentation; discuss patterns and support teachers in interventions.	Escalation if behaviour persists despite Step 1 interventions.
Step 3	Counselor or social worker	Conduct counselling sessions with the student; provide guidance and support strategies; monitor progress.	Aim: address underlying causes, develop behaviour improvement plan.
Step 4	Counselor parent meeting (depending on the situation grade leader or supervisor )	Meet with parents; share concerns and strategies; develop a joint action plan for behaviour improvement.	Communication must be documented; parents involved to reinforce positive behaviour at home.
Step 5	Principal, Vice Principal, Counselor	Issue a formal warning letter to the student. Outline consequences if behaviour continues.	Formal documentation becomes part of the student record; emphasises seriousness.
Step 6	Vice Principal & Principal and disciplinary committee	Implement internal or external suspension if previous steps fail; ensure due process and ADEK compliance.	Suspension is the last resort; clear reporting to ADEK if required.





## Behavior Levels and Response Procedures

Level / Colour		Behaviour Examples	Action / Procedures
Green (Low-Level)	Staying in class with other children	<ul style="list-style-type: none"> <li>- Refusing to follow instructions</li> <li>- Refusal to acknowledge the teacher when spoken to</li> <li>- Becomes agitated with teacher/student comments</li> </ul>	<p><b>Step 1 procedures:</b></p> <ul style="list-style-type: none"> <li>• Reminder</li> <li>• 1st Warning</li> <li>• 2nd Warning</li> <li>••Behaviour report documentation</li> </ul>
Yellow (Moderate)	Involvement of counselor/Grade leader & possible removal for reflection	<ul style="list-style-type: none"> <li>- Verbal threat (not physical attack)</li> <li>- Damaging others' work/possessions</li> <li>- Leaving the classroom without permission.</li> </ul>	<p><b>Involvement of Grade Leader / Supervisor</b></p> <ul style="list-style-type: none"> <li>• Possible removal for reflection</li> <li>• Step 2/3/4 procedures followed depending on situation</li> </ul>
Red (Serious)	Involvement of SLT and removal from classroom	<ul style="list-style-type: none"> <li>- Goading others verbally/physically</li> <li>- Verbal abuse or physical threat</li> <li>- Throwing objects</li> <li>- Physical contact intended to hurt/injure</li> </ul>	<p><b>Involvement of Grade Leader / Supervisor / SLT</b></p> <ul style="list-style-type: none"> <li>• Immediate removal from class</li> <li>• Step 4/5/6 procedures (Parent meeting, Warning Letter, Suspension, ADEK reporting if required)</li> </ul>





### **Implementation and Communication**

The policy will be communicated to all staff, students, and parents through orientation sessions, assemblies, and the school website.

Teachers and staff will receive training to ensure consistent implementation.

Students and parents will acknowledge that they have read and understood the policy at the beginning of each academic year.

### **Monitoring and Review**

The policy will be reviewed annually by the School Leadership Team ,Updates will be made based on feedback, behavioral data, and ADEK directives

**Policy Reviewed by:**

**Ms. Shanty Devasia**

**Vice Principal**

**Approved by:**

**Dr. Beno Kurien**

**School Principal**

