



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Student Code of Conduct Policy and Procedures

NAME OF POLICY	Student Code of Conduct Policy and Procedures
APPROVED BY	Principal
LAST DATE OF REVIEW	September 2025
NEXT DATE OF REVIEW	August 2026
SUPERSEDES	Version 2023
RELATED POLICIES	<ul style="list-style-type: none">• Anti Bullying Policy• Employee Code Conduct Policy• Bus Transport Code of Conduct• MOE Student Code of Conduct Disciplinary Bylaw• Counselling Procedures and Policy• Inclusion Policy• Student Mental Health and Wellbeing Policy• Student Attendance Policy• Online Safety Policy• GEMS Safeguarding Policy• GEMS Employee Code of Conduct Policy• Staff Wellbeing Procedures and Policy
OTHER RELATED DOCUMENTS	<ul style="list-style-type: none">• BE A GEM Handbook Version 2.1, published June 2025• TEACH LIKE A GEM Handbook, Version 2.0, July 2025

Rationale

The way a school cares for its community; students, staff and families, contributes towards defining the quality of the school. Central to student wellbeing at CIS is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behaviour patterns which lead to the development of self-discipline.

This document seeks to define a high-quality student wellbeing philosophy and system, based upon the respect for the individual and choice theory. We uphold that behaviour should come back to personal responsibility, and students always be given opportunities to take responsibility, and make amends where they can. At CIS this encompasses provisions for the physical, social, emotional and academic wellbeing of each student. In addition, the wellbeing of the teaching and non-teaching staff is addressed along with pastoral support for families.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every teacher has the responsibility for the wellbeing of all students enrolled in the school.

CIS seeks to:

- **Guide the children in our care to become responsible for their own behaviour**
- **Explain and apply consequences to inappropriate behaviour**
- **Discuss and clarify school rules**
- **Create school rules that are visible and concrete using child friendly vocabulary**
- **Show consistency in implementing rules and routines**
- **Inform parents in a clear and accurate manner**
- **Follow the procedures outlined in the BE A GEM Booklet.**

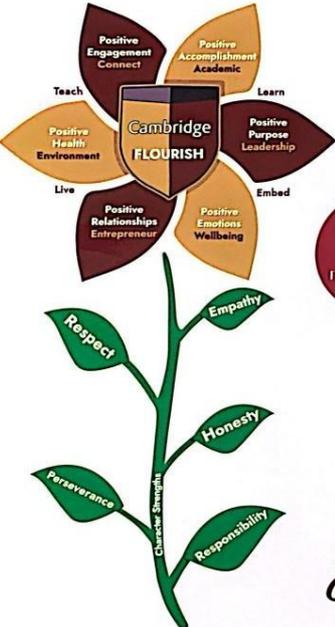
It has traditionally been a principle aim of the school to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

The Student Code of Conduct policy is underpinned by the school's wellbeing vision and mission:

Our CIS Values

EMPATHY | RESPECT | HONESTY | PERSEVERANCE | RESPONSIBILITY

Cambridge International School | **OUR PURPOSE**



Our Vision

At CIS we collaborate with passion, innovate with purpose and succeed with excellence.

Our Mission

At CIS, we prioritise wellbeing and inclusion, fostering a nurturing community where every student thrives as a learner. Guided by our core values of respect, empathy, honesty, responsibility, and perseverance, we empower students to collaborate, innovate, and succeed.

Everyone has the right to...



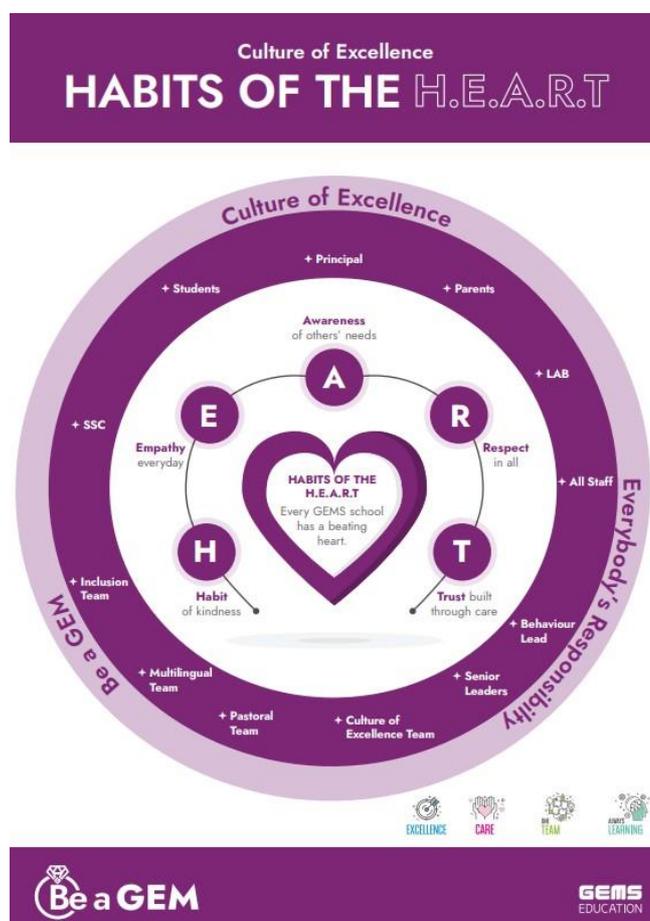
learn

be treated with respect

be in a safe environment

Philosophy

CIS's overall aim is to provide a well-balanced education, nurturing the physical, social, emotional and academic wellbeing of the students, and assisting them to grow towards the full stature of a responsible citizen. As a central component of this aim, the school seeks to provide a supportive environment for all students, where individual needs are recognised and the pursuit of excellence is valued. This is done with the recognition that we have a sound understanding of the needs of individual students and what works best for them. CIS implements a Positive Education ethos from which the basis of the approach to behaviour management is based around. The nurturing approach of this policy will encourage students to reflect on their positive and negative behaviours, consider how it affects others and understand its impact on their community. Students should reflect and identify feelings and choices, pathways and consequences. Positive reinforcement is used to support conflict resolution and forms the basis of this policy.



Student wellbeing at CIS focuses on the total development of each student and enhancement of the dignity of each person. It nurtures success and has a commitment to forgiveness, tolerance and reconciliation. As teachers we seek to motivate young people to be socially responsible and committed to building a better world through a partnership of the school community, teachers and parents.

To assist in facilitating a supportive, positive and affirming environment, it is important that expectations both academic and behavioural are clear, and rules and limits are set. Every member of the community has a responsibility to contribute to achieving such an environment. Therefore, an effective Student Code of Conduct Policy must be viewed as an essential component of a genuine approach to Student wellbeing. This works in conjunction with the school's Anti Bullying Policy. As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, and by correcting behaviours when required, doing so in a manner that maintains dignity and allows for additional opportunities to "get it right" and promote the mindset to "learn from our mistakes".

BE A GEM EXPECTATIONS



Failure to meet our expectations without a valid reason will lead to a consequence.



GEMS
EDUCATION

This policy covers expected behaviour during school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

Behaviour Management

At CIS, we use clear routines as defined in Teach Like A GEM (TLAG) and Be A GEM (BAG) to support the students in managing their behaviour. As well as these established routines, every teacher at CIS uses a range of strategies within the classroom as well as during the course of other activities, such as whole school events, assemblies, playtimes, movement around the school, playtimes and trips. Teachers at CIS have high expectations of students academically and in terms of behaviour. Some of these strategies include encouragement, praise and rewards (as defined in BAG) for behavioural choices.

Reflection time and opportunities to review choices and decisions that have been made, are present. On these occasions there are consequences for these actions and we hope that students will learn from and will enable to make more positive choices in the future.

We encourage all teachers to seek out positive achievements whenever possible and make frequent reference/comment to these and use Praise points on Phoenix Classroom as specified in BAG to reward students. When positive redirection fails, and as incidents warrant, a variety of consequences including disruptive behaviour points (- points), reflection time, students being placed on a Behaviour Support Plan, suspension or expulsion may result. In some instances, the loss of a specific privilege at school is a sufficient disciplinary consequence; this is determined by the misbehaviour and decided by the Principal or their designee.

Reflection time in the Primary/Early Years and Secondary may be assigned during school hours at breaks. The teacher and pupil should reflect on the incident and identify different strategies to avoid a similar situation. If assigned by a teacher, the detention is generally held in his/her classroom by the teacher who has given the consequence. For more serious issues alternate consequences can be applied by the VP/Principal or their designee. At CIS, the Student Code of Conduct is based around the 3 school rights:

- 1. "Everyone has the right to learn."**
- 2. "Everyone has the right to be treated with respect."**
- 3. "Everyone has the right to be in a safe environment"**

School Rules and Expectations



School Rules	School Expectations
<p>1. Everyone has the right to learn</p>	<p>This means:</p> <ul style="list-style-type: none"> • You contribute to everyone being able to learn in a calm and happy school • You are present and listen to the teacher and other students • You do your best and live by our GEMS core values • You are focused, take pride in your work, and complete homework on time • You are ready to learn, punctual and prepared • You avoid disrupting learning for yourself or others • You participate positively in lessons • You have the responsibility to put 100% effort into everything you do • You are punctual; always arrive to school and class on time
<p>2. Everyone has the right to be in a safe environment</p>	<p>This means:</p> <ul style="list-style-type: none"> • You look after your classroom/workspace and respect resources • You are brave and speak up if you need support • You report bullying and look out for others • You take responsibility for your actions • You are safe and sensible with equipment • You move around the school in an orderly manner, considering your own and others safety (following the markings on the floor) • You use kind, courteous words – no insults, sarcasm, swearing • You help others in need, negotiate with words and not anger • You leave as you enter and show respect for your learning environment
<p>3. Everyone has the right to be treated with respect</p>	<p>This means:</p> <ul style="list-style-type: none"> • You listen to and support peers • You respect authority, students rights, and property of others • You speak up and contribute to school decisions • You show empathy and treat others how you wish to be treated • You include others in games and activities • You are honest and truthful • You respect differences in beliefs, cultures, values, traditions and have awareness of others' needs • You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others

Rewards and consequence systems

We uphold our core values of: respect, perseverance, responsibility, honesty and empathy. Research shows us that the most productive and powerful source of recognition/positive reinforcement is when rewards are varied and immediate. A variety of reward possibilities help keep a child motivated over a long period of time (**See Appendix 3**). Rewards are never a substitute for words of praise and encouragement. Building an intrinsic reward mechanism will ultimately have a far greater value on our children, at CIS we explicitly teach character development and core values through allocated Curriculum for Life sessions (**See Student Mental Health and Wellbeing Policy**).

Praise and Disruptive Behaviour Points (recorded on Phoenix Classroom)

All achievements and incidents must be logged on Classroom according to the categories outline in BAG during a lesson. As per BAG, each teacher should aim to award three students with praise per lesson.

Overall the ratio of Praise to Disruptive points should be of the ratio 5:1. For Students of Determination, this ration widens to 14:1. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if needs be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary in order to gain a holistic picture of the child's behaviour across the school.

Use of Phoenix Classroom data to inform rewards and interventions

Heads of Year will reward students who have been awarded the highest achievement/House Points during a set time period, weekly, termly and year-wise as per the BAG guidelines in Appendix 2. The reward may include, but is not restricted to;

- recognition during year group assembly
- mention in the school newsletter
- mention on internal school screens
- mention on social media
- postcards
- certificates
- email sent to parents

Encouraging Good Attendance

It is recognised that 'good attendance' improves peer relationships, allows students to achieve their potential and therefore contributes positively to the school community. Students with good and improved attendance receive 100% attendance certificates on a termly basis, during assembly time, as per BAG guidelines (**See Appendix 3**). Students' attendance is included on all school references which are requested by prospective colleges and employers and are used as part of their admissions and interview procedure. (**See Student Attendance Policy**).

Playground Student Management

As a staff we are committed to providing a caring, friendly and safe environment for all of our students so that they can learn and play in a relaxed and secure atmosphere. We endeavor to teach students what is appropriate playground behaviour through role play, positive reinforcement and the teaching of playground rules. Staff members are allocated duties to supervise. Playground leaders, Mental Health First Aiders and Student Leaders are present to support the promotion of positive behaviour.

Concerns, Grievances, Bullying and Online Behaviour

CIS ensures that children are taught about elements of safeguarding; including online safety, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.' Senior leaders ensure a curriculum that is relevant, and is sensitive to social, cultural and moral principles, exists in all schools and for all age ranges (**See Online Safety Policy**). All staff are vigilant to how students use their devices and students are confident to report any online safety concerns.

The school has a zero-tolerance policy for all forms of bullying. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. Students are encouraged to **Stand Up** and **Speak Out** against bullying, initiatives to promote this are co-ordinated throughout the year and training is given to staff, students and parents (**See Anti-Bullying Policy**).

Student Code of Conduct Policy and Procedures

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. This includes, but not be restricted to, the following:

- Parents and students in all Year levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community

Bus Behaviour

Please refer to the STS Bus Transport Code of Conduct, which is a signed contract between the parents and STS. Behaviour on the buses is reported to the school and misbehaviour may result in removal from this service.

Despite all we do to promote positive reinforcement we know that some students may still require support with managing their behaviour and emotions.

Procedural Framework:

To ensure a consistent approach to managing behaviour, we identify behaviour within four levels:

- Low level
- Medium level
- High level
- Red Line Behaviours

(See Appendix 1)

Records of incidents of misconduct

Records of incidents are important to track and evidence behaviour. They must be logged on Phoenix Classroom. An ABC log or Round Robin may be used to track ongoing/medium/high misbehaviour. An ABC log is a simple observational tool, which will help staff to analyse the circumstances and consequences of a child's behaviour. The data collected can help to create a picture of the possible function of the behaviour (e.g. not being able to cope with making mistakes escape, access, attention, automatic reinforcement).

This will be important for staff to create an effective intervention to increase appropriate skills and decrease maladaptive behaviours. This log runs alongside de-escalation strategies/training that is provided to the relevant teams/staff of students with high-level misbehaviours/needs. Ultimately, using an ABC log:

- ✓ Paints a picture of potential triggers and helps staff to manage similar situations
- ✓ Staff can learn from each other to deescalate effectively
- ✓ It provides evidence to present to the parents or potentially behaviour support unit/MOE/KHDA
- ✓ In this instance it directly correlates to the safeguarding of other children in the class

Breakdown of ABC tool:

A refers to the antecedent, or the event or activity that immediately precedes a behaviour

B refers to the observed behaviour

C refers to the consequence

If misconduct continues, students may be placed onto a Behaviour Support Plan and Behaviour Report Card (**See Appendix 4**) as well as further intervention/support by the Achievement Centre or School Counsellor. If the student's behaviour poses a Safeguarding concern to themselves or others, we escalate using a formal, consistent approach and involve the parents at every stage. All Safeguarding concerns regarding a child's behaviour are logged onto Guard (**See GEMS Safeguarding Policy**). At times, it may also be necessary to place the child onto a Safeguarding Risk Assessment.

In School Reflection/ Internal Suspension

Students are offered opportunities to reflect upon their behaviour and learn from their mistakes; with an adult they will complete the **Finding Solutions: Self-Reflection Form** within a designated space at school. Depending upon their level of misbehavior, the self reflection may take place at a class teacher/learning manager level in class, with the HOY out of class or with a member of SLT in the office.

Internal School Suspension may be decided by SLT when a child continuously repeats misbehaviours of the level of behaviour increases. The Internal School Suspension time will be communication and the time spent in internal isolation will be discussed with parents. This will require the student to continue school work, however be excluded from all contact from peers. An area will be set aside for this student so adequate supervision is provided. If the child disrupts during this reflection time then the parents are to be informed immediately and asked to come to the school, collect their child and take him/her home. The parents are to be informed that the student cannot come back to school until they agree to seek the assistance of a professional counsellor and/or agency that may assist them, their son/daughter and the school in dealing with their child's problem.

A meeting between student, parents, appropriate staff, the **Vice Principal/Principal** and professional counsellor/agency will be arranged before the child can return to the school. When the school is made aware of these arrangements the child can return to school. The child's return to school shall not be considered until the above meeting has taken place. In some cases, it may be appropriate to create a risk assessment to ensure the safety of other students. The outcome of this meeting will determine whether the child returns to the school and, if so, under what conditions.

In the event of the parent not being available then the child will remain at school under suitable supervision.

Expulsion/Suspension

Should a student choose to: break his/her contract after having been suspended, to behave illegally, be deemed a threat to others, or brings the reputation of the school into question - it is assumed that all of the strategies used thus far to assist the child in the management of his behaviour have not worked. As a final consequence, it may be deemed that this school, therefore, is not an appropriate environment for the student concerned.

Indefinite suspension may be used after previous suspension(s) have not been effective in modifying student behaviour. Expulsion (mandatory withdrawal from the school) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again.

Positively, when a student does understand expectations on his/her return to school, after a period of suspension, there should be a re-entry plan which includes the implementation of a Be A GEM: Support Plan.

MOE Expectations Expulsion/Suspension

Before a suspension/expulsion is considered the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented (Guard and/or ABC log/ Report Cards/ Disruptive Points on Phoenix). Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident and made sure that the KHDA have been fully briefed on the student and his/her behaviour.

1. The school shall have documented evidence of the student's behaviour to support a recommendation of suspension.
2. The VP/Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct
3. The VP/Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence
4. The parents should be requested to sign the outcome of the documented evidence
5. If the school-based educational committee recommends a suspension this will require the approval of the Education Zone or other Educational Authority
6. MOE documents need to be completed

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.

Referrals to Professional Services

CIS continues to identify the presence and impact of barriers to successful social, emotional, personal and academic inclusion and success. We will continuously address and remove any barriers found for all students. In school, we utilise the expertise of the School Counsellor and Achievement Centre (ACE) to support students social, emotional and behaviour needs, and to signpost to additional agencies to assist the child if needed:

- External School Counsellor, Educational Psychologist, Clinical Psychologist, Family Therapist,
- Family Doctor

School Counsellor and ACE Referral

Individual referrals are accepted for children where there are concerns regarding the academic progress of students or issues related to social/behavioural/emotional adjustment at school. For further information on the procedures for referrals to the School Counsellor and ACE department, please read the corresponding Policies and Procedures (*Counselling Policy and Student of Determination Policy*).

The School Counsellor and ACE department work together to offer a wide range of services to support students with their social, emotional and behaviour needs including:

Student Support

- Pastoral Care & Inclusion: Work closely with the Pastoral and Inclusion teams to advocate inclusive education and ensure students' wellbeing is prioritised.
- Counselling: Provide individual and group counselling to support students' adjustment and development.
- Guidance Lessons & Psychoeducation: Deliver structured lessons and workshops on social-emotional skills, pro-social behaviour, resilience, and personal growth.
- Evaluation: Conduct holistic assessments of students' social, emotional, and academic needs to inform personalised support plans.
- Transition Support: Assist students with school transitions (entry, class/year group changes, moving to secondary).

Parent & Family Engagement

- Consultation: Meet with parents to discuss children's counselling/behavioural needs and collaborate on strategies.
- Workshops : Provide parent sessions on topics such as resilience, positive parenting, managing anxiety, and supporting learning at home.
- Outside Referral: Liaise with external agencies, therapists, and service providers to ensure continuity of care.

Staff Support & School Development

- Staff Support: Provide emotional support and guidance to staff where appropriate.
- Professional Development: Share expertise and deliver training on children's wellbeing, behaviour, and mental health.
- Policy & Data: Maintain confidential case records, monitor referral trends, and contribute to whole-school policy development in wellbeing, behaviour, and inclusion.

Admissions

- Entry Assessments: Support the admission process, ensuring student needs are identified early and appropriate provision is planned

Bus Behaviour and Conduct

In line with the 3rd school right: **"Everyone has the right to be in a safe environment"** strict guidelines and a code of conduct (appendix 5) are in place to ensure that all students and staff members travel to and from school safely. This code of conduct is shared with, signed, and acknowledged by parents.

Students and staff members must always wear seatbelts and not stand up or move, whilst the bus is moving. All buses have at least 1 bus conductor onboard with some buses having teachers or teaching assistants who are able to support with behaviour. Secondary boys sit at the front of the bus. EYFS-Primary students sit in the middle of the bus, with Secondary girls sitting behind the Primary students at the back of the bus.

For any breaches in the code of conduct, the bus conductor reports this to the STS transport manager. The transport manager then informs the school's positive behaviour manager who in turn informs the parents of the student in question. Any behaviours beyond the removal of a seatbelt or standing whilst the bus is moving, without permission,

are treated in line with the school's behaviour policy. For cases of the removal or refusal to wear a seatbelt, or moving without permission, whilst the bus is moving, the following steps are taken:

- First time: warning e-mail sent to parent, informing them of the breach of conduct and that a future instance could result in discontinuation of the bus
- Second time: warning e-mail sent to parent, informing them of the dates that this service would be discontinued and that a repeat instance, could result in permanent suspension from the bus
- Third time: permanent suspension letter sent to parent

Appendix 1:
Behaviour Improvement Path

Behaviour Improvement Path – Eliminating the Negative

Description of behaviour	Possible Actions	By whom	Parental support
<p>Level 1 – Low-Level Misbehaviour <i>(0 disruptive points – monitored at classroom level and addressed by teachers and Learning Managers)</i></p> <p>Examples may include:</p> <ul style="list-style-type: none"> Lack of attention, not working to potential Mild disruption or persistent defiance Refusal to clean up after self Missing homework Not in correct uniform / late to school or class No/incorrect equipment or notebooks not kept professionally 	<ul style="list-style-type: none"> Accentuate the Positive: Use non-verbal cues, praise the desired behaviour, remind and redirect. Eliminate the Negative: Provide a clear reminder (whisper correction), warning and small consequences if their behaviour continues (disruptive points, reflection time / short detention). Communication with parents (phone call or face-to-face) Our Routines and Leadership Habits: Consistency from all staff – prompt, calm corrections. 	<p>All Staff</p> <ul style="list-style-type: none"> All staff (with support from Learning Manager/HoY). 	<p>Discuss the issue with your child</p> <ul style="list-style-type: none"> Discuss/meet staff and agree action Ensure homework is completed Ensure your child is in the correct uniform Ensure your child has the correct equipment Ensure your child’s notebooks are kept up to date Ensure your child is at CIS on time
<p>Level 2 – Medium-Level Misbehaviour <i>(-2 disruptive points – pattern of behaviour)</i></p> <p>Examples may include:</p> <ul style="list-style-type: none"> Repeated Level 1 behaviours Disruption in quiet zones / public spaces Walking out of lesson without permission Persistent lack of engagement / defiance Misuse of ICT or cyberbullying Failure to attend detention/ reflection time 	<ul style="list-style-type: none"> Eliminate the Negative: Escalation to break/after school reflection time with the HoY. Alternative class placement for set period Loss of privileges Internal suspension Students to complete the Finding Solutions: Self- Reflection Form (Appendix 4) Using Behaviour Data Proactively: Track repeat behaviours to identify patterns. Relationships Matter: Engage parents and student voice in behaviour plan. HoY or SLT to meet with parents and action plan 	<ul style="list-style-type: none"> Reflection space supervised by Class Teacher or Learning Manager or Head of Section All Staff Teacher 	<ul style="list-style-type: none"> Discuss your child’s behaviour in class with them Meet with staff, agree action and expectations, reinforce adherence to CIS rules at home.

<p>Level 3 – High-Level Misbehaviour (-3 disruptive points – serious incident)</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Repeated Level 1 or 2 behaviours • Fighting or bullying • Persistent defiance • Swearing / abusive language • Cheating, tampering with school records • Theft, smoking/vaping, damage to property 	<ul style="list-style-type: none"> • Eliminate the Negative: Withdrawal from class, internal/external suspension. • Be A GEM: Support Plan to be completed with the student and shared with parents. • Students to complete the Finding Solutions: Self-Reflection Form (Appendix 4) or/and weekly report drawn up • Loss of privileges / School Community Service • Using Behaviour Data Proactively: Student placed on weekly SLT report. • Relationships Matter: Restorative conversations and action plans. 	<ul style="list-style-type: none"> • Senior Leadership Team 	<ul style="list-style-type: none"> • Agree on restorative plan, ensure child adheres to CIS rules, support agreed actions in PSBP. • Discuss action and expectations with your child • To agree an action plan with the attendance service
<p>Level 4 – Extreme / Red Line Behaviours (-4 points – categorised as Red Line in BAG)</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Repeated Level 2 or 3 behaviours • Assault or threatening staff/students • Violence • Severe bullying • Illicit/illegal substances, offensive weapons • Severe misuse of ICT/social networking <p>Please refer to the Safeguarding Policy</p>	<p>Principal / VP</p> <ul style="list-style-type: none"> • Eliminate the Negative: Principal/VP to issue severe sanctions. • Fixed-term suspension or permanent exclusion • Reflection room and urgent parent meeting • BE A GEM: SUPPORT PLAN/restorative plan (if appropriate) • Severe detention (up to 2hrs) with parents present • 3-day suspension + Be A GEM: Support Plan • In some cases, a child may be placed on a Safeguarding Risk Assessment to be shared and signed by parents upon their return to school. • Using Behaviour Data Proactively: Evidence recorded and shared with MoE as required. • Relationships Matter: Restorative plans only considered where there is contrition, honesty, and willingness to repair harm. • VP Report & meeting with parents to set a Be A GEM: Support Plan • Permanent exclusion - MOE forms 5, 6,& 7 completed with evidence presented to Educational Zone 		

The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary Bylaw In Schools Community document.

Appendix 2:
BEHAVIOUR POINTS

To be recorded on Phoenix Classroom

POSITIVE BEHAVIOURS

GEMS Values	Positive behaviours	Achievement Points
 ALWAYS LEARNING	Showing creativity and innovation to deepen your understanding in a focus area	2 points
	Working hard and going the extra mile consistently	2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 points
	Learning from mistakes and taking on board constructive feedback	2 points
 ONE TEAM	Learning from, with, and about each other very well	2 points
	Using everyone's ideas to achieve a good solution (problem solving)	2 points
	Working well with others to achieve team goals	2 points
	Sharing responsibilities and tasks to achieve the best for everyone	2 points
	Taking responsibility when things go wrong	2 points
 EXCELLENCE	Having the grit to never give up	2 points
	Listening attentively and participating enthusiastically in lesson	2 points
	Trying hard to produce work of exceptional quality in lessons and during tests	2 points
	Being a self-starter and thinking outside the box	2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential	2 points
 CARE	Speaking politely with excellent manners	2 points
	Offering help to others through acts of kindness or community service	2 points
	Reporting bullying and speaking up when someone needs help	2 points
	Listening actively and respecting other opinions and differences	2 points
	Showing gratitude and appreciation for the little things that we often take for granted	2 points



DISRUPTIVE BEHAVIOURS

BEHAVIOURS	1. Whisper correction to help the student get back on track quickly	2. Disruptive Points for a second correction within a lesson resulting in a phone call home	3. Disruptive Points for a third correction resulting in an immediate referral to Reflection
Chewing gum in school	0 points	-2 points	-3 points
Disturbing others/out of seat without permission	0 points	-2 points	-3 points
Failure to speak to peers/staff/visitors with respect	0 points	-2 points	-3 points
Head on desk/slumped in chair	0 points	-2 points	-3 points
Refusing to follow instructions from staff	0 points	-2 points	-3 points
Talking over the teacher/answering back	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Using headphones/Bluetooth headsets without permission	0 points	-2 points	-3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	0 points	-2 points	-3 points
Littering in the classroom or around the school	0 points	-2 points	-3 points



RED LINE BEHAVIOURS

RED LINE BEHAVIOURS

Behaviour marked with an * could lead to an automatic expulsion

Red Line Points
(Referral to Reflection)

Refusing to handover a mobile phone when visible in school	-4 points
Truancy from lessons	-4 points
Walking out of a classroom	-4 points
Failure to attend a detention	-4 points
Rude language or swearing at someone	-4 points
Cheating in exams/assessments	-4 points
Graffiti or obscene/offensive language or depictions	-4 points
Damaging equipment/property	-4 points
Dangerous or unsafe behaviours*	-4 points
Bullying (physical child-on-child abuse)*	-4 points
Bullying (verbal child-on-child abuse) *	-4 points
Racist language or behaviour*	-4 points
Cyber bullying*	-4 points
Having cigarettes/e-cigarettes or contraband on school premises*	-4 points
Theft or bringing in stolen items*	-4 points
Aggressive or threatening behaviour towards a member of staff*	-4 points
Aggressive or threatening behaviour towards peers*	-4 points
Fighting, physically aggressive or threatening violence*	-4 points
Extortion*	-4 points
Bringing a weapon into school*	-4 points
Bringing the school into disrepute (social media/within the community)*	-4 points
External truancy*	-4 points
Inappropriate touch*	-4 points
Substance use*	-4 points



GEMS
EDUCATION

Appendix 3:
REWARDS

Step 1: Praise

Praise is used as the greatest lever for securing a positive culture

The most effective reward is immediate and identifies the action or behaviour, for example, "Offering to help was very kind, thank you", can have a huge impact.

Positive interactions must outweigh the negative by a ratio of 5:1. Students experiencing trauma or adverse childhood experiences (ACEs) and/or seeing a counsellor or subject to a Be A GEM: Support Plan, the recommended ratio increases to 14:1.

Praise needs to be:

- » Specific
- » Sincere
- » Personalised through the use of the student's name
- » Consistently used in all lessons
- » Appropriate
- » Focused on personal gains by individuals
- » Non-verbal as well as verbal (thumbs up, positive facial expressions)

Step 2: Daily Rewards

- » Each form tutor/home room teacher will aim to award at least 1 student with an achievement point during tutor time
- » Each class teacher will aim to award at least 3 students within the lesson
- » Each head of year/grade leaders will aim to award at least 5 students from their year group during social times
- » It is important that all students are recognised for their achievements and especially students of determination

Step 3: Weekly Rewards

- » Positive posts – Postcards will be sent home by the Head of Year acknowledging when a student has reached the following Achievement Point thresholds: 50, 100, 150, 200, etc.
- » The top 10 students with the highest number of achievement points in each year group will receive a positive text message home
- » The student with the highest number of GEMS points within one week, in each year group will be named the **GEM of the Week**. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success
- » Weekly Rewards will be posted on to the school's social media platforms

Step 4: Monthly Rewards

Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school.

Month	GEMSTONE	Leadership Focus
January	 Moonstone	Leading with Reflection
February	 Emerald	Leading with Compassion
March	 Diamond	Leading with Integrity
April	 Labradorite	Leading with Vision
May	 Aquamarine	Leading with Adaptability
June	 Peridot	Leading with Service
July	 Ruby	Leading with Empathy
August	 Onyx	Leading with Resilience
September	 Sapphire	Leading with Respect
October	 Fluorite	Leading with Diversity
November	 Citrine	Leading with Gratitude
December	 Garnet	Leading with Unity
Ramadan	 Amethyst	Leading with Self-Discipline

Step 5: Half-termly Rewards

A half-termly Sparkling GEMS assembly recognises the highest number of positive achievement points achieved by a student in each half term, in each category within each homeroom/tutor group. The student receives a certificate and badge relative to the award. All half-termly rewards are posted on to the school's social media platforms.

1. **GEMS Excellence: Care award**
– pin badge, certificate and letter home
2. **GEMS Excellence: Always Learning award**
– pin badge, certificate and letter home
3. **GEMS Excellence: Excellence award**
– pin badge, certificate and letter home
4. **GEMS Excellence: One Team award**
– pin badge, certificate and letter home

Additional Rewards

1. **GEMS Excellence: 100% attendance award** – certificate and letter home

Step 6: Annual Rewards

1. **GEMS of Honour** –students who have excelled consistently throughout the year receive a GEMS of Honour t-shirt/tie/scarf or pin badge linked to the academic year. This achievement includes a special reception with the Principal, their parents and EVP/CEdO. The student also qualifies for the prestigious GEMS Group Awards.

Appendix 4:

Forms to use with students:

- a) Accentuate the positive
- b) Eliminate the negative
- c) BAG Support Plan
- d) Finding Solutions – Self Reflection
- e) Weekly Report Card

NAME: _____ CLASS: _____

SECTION 1

ACCENTUATE THE POSITIVES

GEMS VALUES	POSITIVE BEHAVIOURS Using the below list, tick the positive behaviours that have led to you receiving achievement points this term. Young children to be supported by an adult	TICK
	Showing creativity and innovation to deepen understanding in a focus area	<input type="checkbox"/>
	Working hard and going the extra mile consistently	<input type="checkbox"/>
	Learning beyond the subject through podcasts, books, online courses or masterclasses	<input type="checkbox"/>
	Engaging in co-curriculum activities and mastering a skill through self-discipline	<input type="checkbox"/>
	Learning from mistakes and taking on board constructive feedback	<input type="checkbox"/>
	Learning from, with, and about each other very well	<input type="checkbox"/>
	Using everyone's ideas to achieve a good solution (problem solving)	<input type="checkbox"/>
	Working well with others to achieve team goals	<input type="checkbox"/>
	Sharing responsibilities and tasks to achieve the best for everyone	<input type="checkbox"/>
	Taking responsibility when things go wrong	<input type="checkbox"/>
	Having the grit to never give up	<input type="checkbox"/>
	Listening attentively and participating enthusiastically in lesson.	<input type="checkbox"/>
	Trying hard to produce work of exceptional quality in lessons and during tests	<input type="checkbox"/>
	Being a self-starter and thinking outside the box	<input type="checkbox"/>
	Attending enrichment or additional catch-up sessions to help you reach your full potential	<input type="checkbox"/>
	Speaking politely with excellent manners	<input type="checkbox"/>
	Offering help to others through acts of kindness or community service	<input type="checkbox"/>
	Reporting bullying and speaking up when someone needs help	<input type="checkbox"/>
Listening actively and respecting other opinions and differences	<input type="checkbox"/>	
Showing gratitude and appreciation for the little things that we often take for granted	<input type="checkbox"/>	

NAME: _____ CLASS: _____

SECTION 2

ELIMINATING THE NEGATIVE

DETAILS	Respond to each point clearly and concisely. (Younger students to be supported by an adult)
Time of the incident	
Staff/subject	
Account of the incident detailing exactly what happened and what led to Reflection	
What should you have done to avoid this?	
Is this the first time you have received Reflection If No, please explain the reasons in the previous incident.	
Thinking about your responses, write down 3 positive behaviours that we will see moving forwards to avoid a future Reflection. Refer to Page 2.	1.
	2.
	3.

BE A GEM: SUPPORT PLAN

This is for a student whose behaviour requires additional support. The student is currently not identified as a student of determination.

STUDENT DETAILS		
Name		Photograph of student
Date of birth		
Year group/Form		
Language at home		
Start date		
Review date		
REWARDS AND CONSEQUENCES (TO DATE)		
Achievement Points (APs)	Disruptive/Red Line Behaviours	Suspensions
Total:	Total:	Total:
Most common APs:	Most common Disruptive/Red Lines	Reasons for suspension:
Barriers to regulating behaviour (brief overview of current presentation)	Adaptive Strategies/Reasonable Adjustments (SLT Lead to agree with student)	
Student's View: What helps me? What are my aspirations? (1 to 3 bullet points)	Provision to help regulate my behaviour Brief overview – counselling, mentoring etc	
RELEVANT SUBJECT ADAPTATIONS		
Subject/s	Adaptation	
Review date:		
Reviewers:	<input type="checkbox"/> School Lead <input type="checkbox"/> Student <input type="checkbox"/> Parents	



Finding Solutions - Self Reflection

Date

Student Name

Student Class

We all make mistakes; this is how **we learn!** When we make a mistake there are **consequences** that we have to deal with and also **opportunities to make amends**. When we learn from our mistakes we become **better at problem-solving**, which is a fantastic, useful **life skill**. Take time to **think about what happened**. **Talk about the following questions with your parents/teacher** and **write down** (or someone can help you write) your thoughts to help you learn how to solve the problem and **do things better next time**:

Which school rule did I break? Circle

- Everyone has the right to learn**
- Everyone has the right to be treated with respect**
- Everyone has the right to be in a safe Environment**

What Did I do?	How did my actions affect others? (e.g. learning, safety)
What can I do differently next time?	

1. Teacher added behaviour onto Phoenix (disruptive points) YES/NO?
2. Student has met with an adult for reflection time / short detention YES/NO?
3. Teacher has set appropriate work to be completed YES/NO?

Student Signature.....

Parent Signature..... (when required)

Class Teacher's Signature.....

Head of Year or Head of Section signature.....

(Tick as appropriate)

- 2 points
- 3 points
- 4 points

Appendix 5: STS Bus Code of Conduct

	School Transport Services LLC	STS-SD-M-01-F-02
Terms & Conditions		

A General

1. School Transport Services LLC (STS) operates school buses in compliance with the guidelines of the appropriate regulatory authority.
2. All employees of STS are fully trained and where required, hold the appropriate regulatory permits. All employees are trained periodically for safety, customer service and driver skills training.
3. All buses are installed with smart bus technology, and this covers as a minimum, GPS/RFID tracking and CCTV Systems. Buses are monitored by CCTV and STS reserves the right to view footage as per our Company policy. CCTV recordings will only be shared when requested by the appropriate authorities.
4. A nominated STS Service Delivery Executive (SDE) will be available to deal with any queries for every school and their contact details are available at the School and Company website.
5. All confirmed bus routes have designated pick up and drop off points. Please check your location and pickup/drop off points with the STS Service Delivery Executive to confirm your allocated route.
6. The route travel time may vary depending on the number of students and or any change in routes.
7. It is the responsibility of the parent to ensure that their children are at the pick-up point at the designated time. Buses will not leave from collection points ahead of schedule. However, buses will not be able to wait at pick-up/drop-off points after the scheduled time. Inclement weather and traffic delays may cause delays to scheduled times. If a delay exceeds 15 minutes, the parent will be notified through our App and/or SMS.
8. Only authorised persons (Bus Driver, Bus Guardian, Company / school employee) are permitted to enter the bus. Parents and or guardians are not authorised to enter the bus, unless asked to do so by the Bus Driver or Bus Guardian.
9. Students are solely responsible for any personal items when traveling on the school bus. STS are not liable for damaged, lost, or stolen equipment. Parents are responsible for ensuring their children can only access appropriate content on any portable device and that they do so effectively, safely and responsibly.
10. Any incidents regarding student behaviour will be reported by the Driver and or Bus Guardian to the STS Service Delivery Executive, who will in turn escalate to the school management. STS will follow the internal escalation process which may result in discontinuation or suspension of services. Parents or guardians shall compensate the company for any damages caused or sustained on the bus or to other travellers as a result of inappropriate behaviour by their child.

If a parent has a query relating to the bus service, the first point of contact will always be STS, secondly the school. STS and parents will ensure any discussions will be respectful and cordial, in line with Education Regulatory Body Parent Contract expectations, to ensure an appropriate resolution is found. Parents will liaise directly with the STS Service Delivery Executive and not with the Driver, Bus Guardian, another parent or any other child on the bus regarding any issues.

11. Student Journey Between School and Home:

- 11.1 Parents of all students in **Grade 3 (Year 4)** and below will be issued with a Guardian card by STS. It is mandatory to produce the Guardian card to collect the student at the set down point. The student can be collected by the parents, relatives, parents of other

students, maids or any other authorised adult who hold the STS Guardian card. If any adult with the Guardian card is not available, the student will be returned to the school by STS.

- 11.2 Students of **Grade 3 (Year 4) and below** who have older siblings **Grade 4 (Year 5) and above** travelling with them on the bus and have signed an undertaking form (STS-SD-M-01-F-04), may leave the bus in the care of their older sibling.
- 11.3 Parents of all students of **Grades 4 to 6 (Year 5 to 7)** should be present for bus arrivals at the set down point. If they are to be set down without the presence of an authorised adult, then parents must sign an undertaking form (STS-SD-M-01-F-05).
12. For safeguarding purposes, any changes to the student travel schedule must be provided to STS and the School in writing or online signed by the parent or guardian at least 24 hours in advance. STS/School reserves the right to accept/decline the service changes.
13. Unscheduled stops for restroom visits or other non-emergency reasons will not be permitted during bus trips to safeguard students.
14. Students are allocated seats based on regulatory standards and this must be observed for every journey.
15. All bus seats are provided with seat belts and must be worn by students at all times.
16. Any student absence must be communicated to STS ahead of the bus journey.
17. Students with medical conditions or infections must have prior approval by the School to travel on any bus service. An undertaking form (STS-SD-M-01-F-11) must be completed, declaring the medical condition of the child and must be approved by the School prior to any bus service use.
18. Students with special educational needs and/or disabilities that require transport must be notified to STS prior to registration through the school administration. Any carer support assistance required through additional bus travellers will be charged in addition to the bus fees.
19. For safety and hygiene reasons, eating on the bus is not permitted.
20. Allocation of the bus services will be based on seat availability and route coverage. The bus service will be offered on a first come first serve basis. STS reserves the right to decline any request for the bus service.
21. All STS vehicles, Drivers, Bus Guardians and registered students are insured. In the event of any claim due to accident, STS's liability is limited to the comprehensive compensation paid by the insurance company, as per the terms of the insurance policy.
22. STS may use the e-mail id, contact numbers of parents and photographs of the students for conveying messages, STS newsletter and related circulars.
23. Students can only travel on the bus with a valid registered RFID card displaying an up-to date photo and in accordance with clause B4.

B Registration and Payment for Transport Service

1. Parents can sign up for the transport service by applying online, using the dedicated STS App or visiting the counter within the School. Registrations (Refer Student Registration Form STS-SD-M-01-F-01) should be complete at least two weeks in advance.

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Revision Date: 06.02.25

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Terms & Conditions

- 2. Once the application form or online registration is accepted, parents will need to pay the applicable fees. Registrations will only be confirmed with the fee payment.
- 3. The transport fee is applicable and charged for the academic year. Full payment for each term must be made irrespective of the number of school days in any given month or student bus usage, this includes full or partial exam period and any study leave. The fee is based on the school term as communicated by the school and or regulatory body.
- 4. Registration fees for the new academic year must be paid in advance to activate the student RFID card*.
 - * Please note that transport fees are required to be paid in advance to activate the student RFID card. The student RFID is required for all journeys. All RFID cards must be activated for registration and insurance of bus journeys. Failure to pay will result in the student being treated as unregistered and will not be permitted to travel on the bus after the 10th day of the first month, until fee payment has been made.
- 5. For any unpaid fees, STS reserves the right to commence legal proceedings including but not limited to bus suspension.
- 6. Lost and replacement RFID cards will be charged at AED 20/- per card.
- 7. Bus fee charges will be calculated on a pro-rata basis for new registrations if the service start date is after the 15th of the first month of any school term. This excludes public holidays and the commencement date of the new academic year/term.
- 8. The following options are given to parents for payment of fees:
 - (i) Online payment through: www.sts-group.com/schooltransport/home-sts/easy-pay/;
 - (ii) STS App;
 - (iii) Cash / Credit Cards at the STS school counter;
 - (iv) Bank transfer to STS account;
 - (v) Cheque in favour of 'School Transport Services LLC' at the STS school counter.
- 9. An administrative charge of AED 25/- will be charged in the case of a cheque being returned by the bank / cheque replacement / any alteration in the payment plan. STS will not accept responsibility for any returned cheque. It is the parent's responsibility to ensure that there is sufficient funds in the account on the payment due date. All cheques will be deposited to the company bank account upon receipt, as per the due date. Only cash or credit card payments will be accepted in case of returned cheques and must be paid within two working days.
- 10. Additional charges will be applicable for booster pads and child seats. These charges are outlined in the school fee rate list and will be charged in full at the start of service (non-refundable). Please note that for safety and hygiene reasons, we cannot use booster pads or child seats that are not supplied by STS.
- 11. Direct Payment by Companies: Please inform us at the time of registration if payment is to be made by the parent employer. For due date of payment and continuation of service please refer clause B4.

C Invoices

- 1. Invoices and or receipts will be sent electronically to the registered email id.

D Transport Discontinuation and Refunds

- 1. Service discontinuation (Refer Transport Discontinuation Form STS-SD-M-01-F-07) will only be accepted by STS at the end of an academic term. Parents should provide at least two-weeks' notice to the representative

of STS in the specified form. If any parent applies for discontinuation before the end of the academic term, no refund will be provided for any unexpired period of that term.

- 2. In the event of a transfer from one school to another and where the STS services will be required, any additional fees or refunds will be adjusted for new service at the new school. Parents should provide at least two-weeks' notice to the representative of STS in the specified form (Refer Transport Fee Refund Form STS-FI-P-07-F-01) and must be supported by the transfer certificate.
- 3. In the event of discontinuation on medical grounds (student parents and or child), a letter must be submitted along with the medical reports and discontinuation form for STS's consideration. Any fee paid can be offset for future school terms, subject to approval.
- 4. Fee refunds are only applicable in cases where fees for more than one school term have been paid by the parent and services are not required for the succeeding term(s). Exam and study leave periods do not qualify for fee waiver/refunds.
- 5. Subject to UAE law or any applicable educational regulatory requirements, no refunds will be provided where there is an interruption, discontinuation or suspension of services due to events which are beyond the reasonable control of STS (for example, schools closure or lockdowns).
- 6. Fee refunds will not be provided if students are suspended/deregistered through bus service behavioural issues or failing to observe bus service standards/regulatory protocols.
- 7. Approved refunds shall be made within 30 days of receipt of the completed form. All payments will be through the account payee cheques (in the name of the parent who had initially paid, or any person authorised by the parent) and not in cash. In cases of payments from the parents employing company, refunds will only be made to the employing company.

E Area Change

- 1. Parents must provide the Transport Area Change form (STS-SD-M-01-F-06) available at the STS counter in the school or website at least two-weeks' in advance. The parent will be informed of the availability of seats and routes by the STS Service Delivery Executive.
- 2. Allocation of the buses will be based on seat availability and route coverage. The parent will be informed of the availability of seats and routes by the STS Service Delivery Executive. STS reserves the right to decline any provision of service.

The registering Parent/Guardian agrees to comply with these Terms & Conditions for the entire duration of the bus service usage. This agreement remains in effect throughout the period of service use, and the Parent/Guardian is responsible for ensuring adherence at all times. Any changes to these Terms & Conditions will be communicated to the Parent/Guardian.

Name of Student _____

Student ID _____ Grade _____

Name of Parent _____

Signature of the Parent _____ Date: _____

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Bus Behaviour and Conduct:

In line with the 3rd school right: **“Everyone has the right to be in a safe environment”** strict guidelines and a code of conduct (appendix 5) are in place to ensure that all students and staff members travel to and from school safely. This code of conduct is shared with, signed, and acknowledged by parents.

Students and staff members must always wear seatbelts and not stand up or move, whilst the bus is moving. All buses have at least 1 bus conductor onboard with some buses having teachers or teaching assistants who are able to support with behaviour. Secondary boys sit at the front of the bus. EYFS-Primary students sit in the middle of the bus, with Secondary girls sitting behind the Primary students at the back of the bus.

For any breaches in the code of conduct, the bus conductor reports this to the STS transport manager. The transport manager then informs the school’s positive behaviour manager who in turn informs the parents of the student in question. Any behaviours beyond the removal of a seatbelt or standing whilst the bus is moving, without permission, are treated in line with the school’s behaviour policy. For cases of the removal or refusal to wear a seatbelt, or moving without permission, whilst the bus is moving, the following steps are taken:

- First time: warning e-mail sent to parent, informing them of the breach of conduct and that a future instance could result in discontinuation of the bus
- Second time: warning e-mail sent to parent, informing them of the dates that this service would be discontinued and that a repeat instance, could result in permanent suspension from the bus
- Third time: permanent suspension letter sent to parent



Cambridge International School Report Card

Name:

Class:

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 1 week. You must give this card to your teacher at the beginning of every lesson and collect it at the end of every lesson. At the start of the day you must show this card to your Learning Manager who will discuss it with you and sign it. One of your parents needs to sign the card each day too.

Note: Teachers please insert the appropriate behaviour standard for each lesson in the circle and initial underneath: Very Good (VG), Good (G), Needs Improvement (NI).

Day	L1	L2	L3	C4L	L4	L5	L6	L7	L8	L9	LM signs each day	Parent signs each day
Mon	<input type="text"/> Signed:											
Tues	<input type="text"/> Signed:											
Weds	<input type="text"/> Signed:											
Thurs	<input type="text"/> Signed:											
Fri	<input type="text"/> Signed:											