



Cambridge International School

Student Code of Conduct Policy and Procedures

NAME OF POLICY	Student Code of Conduct Policy and Procedures
APPROVED BY	Principal
DATE APPROVED	December 2023
SCHEDULED REVIEW DATE	December 2024
SUPERSEDES	Version 2021
RELATED POLICIES	<ul style="list-style-type: none">• Anti Bullying Policy• Employee Code Conduct Policy• Bus Transport Code of Conduct• GEMS Employee Code of Conduct Policy• MOE Student Code of Conduct Disciplinary Bylaw• Counselling Procedures and Policy• SOD Policy• Student Wellbeing Policy• Staff Wellbeing Procedures and Policy• Student Attendance Policy• Online Safety Policy• GEMS Safeguarding Policy

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 school procedure for Code of Conduct***

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:

Vision: At CIS, our vision is for all students to flourish in a safe and nurturing environment, where we uphold our core values of respect, empathy, honesty, responsibility and perseverance.

Mission: We strive to create an inclusive community that empowers all students to be high performance learners, through the promotion of wellbeing and positive mental health.

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".

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 a range of strategies to support the students in managing their behaviour. 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 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 PHOENIX, Dojo or House Points to reward students. When positive redirection fails, and as incidents warrant, a variety of consequences including reflection time, 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 learn and play in a safe environment"**



School Rules and Expectations

School Rules	School Expectations
1. Everyone has the right to learn	This means: <ul style="list-style-type: none">You listen to the teacher and other students when they are talkingYou do your best all the time and keep trying to improveYou concentrate, pay attention and do your bestYou are organisedYou have the responsibility to put 100% effort into everything you doYou apply yourself fully, avoid situations that will harm your learning or the learning of othersYou are positive and participate fully in lessonsYou are punctual; always arrive to school & class on timeYou are ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials
2. Everyone has the right to learn and play in a safe environment	This means: <ul style="list-style-type: none">You have the responsibility to look after your classroom/work spaceYou have the responsibility to be observant and report things that make you uncomfortableYou take responsibility for your actionsYou are sensible when using school equipmentYou are not rough with other studentsYou tell the teacher if you have a problemYou look out for other students in the playground – help them if they need itYou are safe and sensible; make sensible choices considering your own & others' safety & learning, move in an orderly way & walk safely in corridorsYou negotiate to problem-solve with helpful words, not anger, fists or feetYou clear-up after lessons and breaksYou do not shout, use sarcasm, tease, insult, swear or use offensive language
3. Everyone has the right to be treated with respect	This means: <ul style="list-style-type: none">You have the responsibility to listen to others and support your peersYou have the responsibility to respect authority, rights & property of othersYou have the responsibility to contribute to school decisionsYou have the responsibility to ensure you treat others how you hope to be treatedYou include other students in gamesYou are honest and truthfulYou respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend othersYou respect the differences, beliefs, culture, values and traditions of others

Rewards and consequence systems

We uphold our core values of: respect, perseverance, responsibility, honesty and empathy. Our core values, as well as High Performance Learning Skills and Character Strengths (Primary), are celebrated in a variety of ways. 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. 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 through allocated Curriculum for Life sessions (**See *Student Wellbeing Policy***).

Achievement Logs (recorded on PHOENIX)

All achievements and incidents must be logged on PHOENIX (in Secondary). 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 data to inform rewards and interventions in Secondary

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. The reward may include, but is not restricted to;

- recognition during year group assembly through the Character of Cambridge awards
- mention in the school newsletter
- email sent to parents

Use of Class Dojo in EYFS and Primary



Learning managers reinforce positive behaviours through the use of Class Dojo. Learning Managers reward behaviour in line with our core values at CIS; they also have the autonomy to set behaviour targets, which may differ from one class to another e.g. we walk calmly around the school.

Achievement / House Certificates (Whole School)

Achievement points (PHOENIX or Dojo) awarded to students will be recognised by the school. If a child reaches a certain threshold within a school year they will receive the following recognition.

25 points	Bronze Certificate of Excellence
50 points	Silver Certificate of Excellence
75 points	Gold Certificate of Excellence
Above 75 points	Exemplary Student Award

House Points

All achievement points awarded are added to House Points. Teachers are encouraged to conduct Inter House activities in order to create healthy competition amongst students. Such activities should assess prior learning and skills relevant to the subject. To ensure consistency, points needs to be allocated as follows:

Inter-House Competitions	Classroom-Events
As a team event or individual event, the below applies.	Classroom: maximum points given for any one action/item 5 points.
1st place House: 10 points	Group events: individual students can be allocated any number at teachers' discretion up to 5 points per individual.
2nd place House: 7 points	
3rd place House: 5 points	
4th place House: 3 point	
Participation 1	

After any interhouse activity/competition, team points are to be added to PHOENIX by the event coordinator for that activity. House points gained for Interhouse activities are not to be logged for each student on PHOENIX.

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. 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 with 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 bullying in all its forms. 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.

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 CIS Bus Transport Code of Conduct.

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 three levels:

- Low level
- Medium level
- High level

(See appendix 1)

Records of incidents of misconduct

Records of incidents are important to track and evidence behaviour. This may be logged on Phoenix (Low Level) and an ABC log will be used for 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 report card 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 Suspension

Before School Suspension a child can progress into an 'In School Suspension' time that is negotiated 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 in the School Reflection Space, breaks the School Reflection Space contract, or manifests extreme misbehaviour 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 PBSP.

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). 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 also in appendices 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,
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:

1. **Pastoral Care.** Support all the programs of Student Pastoral Care Team.
2. **Inclusion.** Support all the programs of Inclusion Team and advocate inclusive education.
3. **In-school counselling.** Individual and group counselling (eclectic/integrative in nature) of students regarding issues that might impact on their school adjustment.
4. **Psychoeducation.** Work with staff to teach pro-social skills and promote resilience and personal development of the students.
5. **Professional Development.** Presents timely topics and trends about the issues concerning school and children which will benefit either the students, school staff and parents.
6. **Guidance Lessons.** Conducts Guidance Lessons to help children learn about social and emotional skills which are fundamental in their development and growth.
7. **Admission Assistance.** Assistance with the entry process during Admission Assessments along with the SENCO.
8. **Evaluation.** Holistic assessment of children's learning and academic process.
9. **Staff Support.** Emotional support and guidance to the staff who are in need of such.
10. **SENCO and School Counsellor Partnership.** Work hand in hand to promote emotional as well as academic progress of the child.
11. **Parent Consult.** Meeting with the parent/s in order to cater children's counselling/behaviour needs.
12. **Outside Referral.** Liaise with external agencies, service providers and other schools to ensure provision of maximum support to meet children's well-being.



Appendix 1

Behaviour Improvement Path

Description of behaviour	Possible Actions	By whom	Parental support
Level 1 Low level Misbehaviour <ul style="list-style-type: none"> Lack of attention in class/no effort in class - Not working to targets or potential Mild disruptive behaviour in public spaces, persistent defiance Refusal to clean up after themselves Failure to complete homework Not in uniform, late arrival to school or lessons No/incorrect equipment and/or PE kit Planner and/books not kept professionally 	<ul style="list-style-type: none"> Non verbal cues to promote positive behaviour Praise the behaviour that is wanted Reminder Warning Detention (Secondary) reflection time with the HOY/DHOS (Primary) Meeting with parent (phone call or face-to-face) & action plan re; behaviour 	All Staff <ul style="list-style-type: none"> Class room based break detention supervised by teacher Teach/Learning Manager 	Discuss the issue with your child <ul style="list-style-type: none"> Discuss/meet staff & 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 planner is kept up to date Ensure your child is at CIS on time
Level 2 Medium Level Misbehaviour <ul style="list-style-type: none"> Repeated Level 1 behaviours Disruptive behaviour in public places and quiet zones Walking out of lesson without permission Consistent lack of engagement Continued disruption - defiance Misuse of ICT, social networking, or cyber bullying Persistently not in uniform, late arrival to school or lessons Failed to attend detention 	<ul style="list-style-type: none"> Break reflection time After school reflection time (1hr) Meeting with parent & action plan Student sent to the Head of Year for reflection Parents must be involved Placed in alternative class for a set period Loss of privileges Internal suspension Self Reflection Form (Secondary) 	<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 Discuss with staff & agree action Discuss action and expectations with your child Discuss with child and ensure your child adheres to CIS rules
Level 3 High Level Misbehaviour <ul style="list-style-type: none"> Repeated Level 1 or 2 behaviours Fighting/bullying Persistent defiance Swearing, abusive language Cheating in exams/altering/tampering with school records Theft, smoking or damaging of school property 	<ul style="list-style-type: none"> Weekly report Withdrawal & urgent meeting with parent SLT Report External suspension Loss of privileges / School Community Service Internal suspension PBSP Reflection contract or/& weekly report drawn up 	<ul style="list-style-type: none"> Senior Leadership Team 	<ul style="list-style-type: none"> Meet with staff; agree action. Support for restorative plan. Ensure child adheres to plan and CIS rules. To discuss action and expectations with your child To agree an action plan with the attendance service
Level 4 Extreme/Illegal Level Misbehaviour <ul style="list-style-type: none"> Repeated Level 2 or 3 behaviours Assault or threatening a member of staff Constant disruption Continued and persistent defiance Abusive or threatening behaviour Violence, assault or sexual harassment Severe Bullying Illicit / illegal substance, offensive weapons Severe misuse of ICT, social networking, or cyber bullying 	Principal / VP <ul style="list-style-type: none"> Fixed Term Suspension or permanent exclusion Loss of privileges / School Community Service Severe level sanctions can only be determined by the Principal/Vice Principal in line with guidance Parents are informed and engaged in PBSP/restorative plans in all cases except permanent exclusion PBSP/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise in public if necessary Reflection room and an urgent meeting with parents to develop a PBSP Severe detention, up to 2hrs. Parents will come to collect student, discuss the reason for detention, and arrange for a further meeting if necessary 3 day suspension and meeting with parents to set a Pastoral Support Plan VP Report & meeting with parents to set a Pastoral 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 By Law In Schools Community document.



Finding Solutions - Self Reflection

Student Name:.....

Date:.....

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 learn and play in a safe environment
Everyone has the right to be treated with respect

What Did I do?	How did my actions affect others? (e.g. learning, safety)
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1. Teacher completed PHOENIX Teacher Actions YES/NO?
2. 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)

- ☐ Warning 1
☐ Warning 2
☐ Warning 3



Positive Behaviour Student Plan - Contract

Student name:.....

Student Class:.....

Starting Date:

Completed PHOENIX Teacher Actions YES/NO

This contract will be used to chart the progress of the aforementioned student and as a tool to determine their future at the school.

Which Rule(s) did I break?

- ☐ "Everyone has the right to learn."
- ☐ "Everyone has the right to be treated with respect."
- ☐ "Everyone has the right to learn and play in a safe environment"

I..... recognize that I have broken the rules and expectations of Cambridge International School.

Goals for the Student

1.

2.

Consequences if goals are not met

1.

2.

Rewards if goals are met

1.

2.

By signing this contract all parties agree to the stipulations in the document. The contract will be reviewed on the following date:.....

Student Name:

Parent/Guardian Name:

Student Signature:

Parent/Guardian Signature:

Vice Principal Name:

Vice Principal Signature



RECORD OF INTERVIEW (CONFIDENTIAL)

Date: _____

Time: _____

Parents Name: _____

Students Name and Year: _____

Person leading the interview: _____

Others present at interview: _____

Method of Interview: Face to face / Phone / Other _____

Key Discussion Points / Minutes / Actions:

Person leading the interview: _____

Parent signature: _____

Student signature: _____

cc Parent/Carer, Student Counsellor, Head of Year, Student file

SCHOOL RULES

1. "EVERYONE HAS THE RIGHT TO LEARN"
2. "EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT"
3. "EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT"

Signed by:

Class Teacher _____ H.O.Y. _____

Parent: _____



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



DAILY REPORT





























FS – Year 6

Student Name: _____ Year: _____

Class teacher: _____

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 7 lessons. You must give this card to your teacher at the beginning of every lesson and collect it at the end every lesson. At the end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher, please put the tick mark appropriately and initial.

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	DEAR	Student's Signature	Parent's Signature	Date
T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Class T. Comments
									
									
									
									

SCHOOL RULES

1. "EVERYONE HAS THE RIGHT TO LEARN"
2. "EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT"
3. "EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT"

Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



WEEKLY REPORT FS – Year 6

Student Name: _____ Year: _____

Class teacher: _____

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 end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher please put the tick mark appropriately.

Commencing Week	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7		Student Signature	Class T. Signature	Parent's Signature
	T. initial		T. initial		T. initial		T. initial		T. initial		T. initial		T. initial		Reflections	Comments	Comments
Sunday																	
Monday																	
Tuesday																	
Wednesday																	
Thursday																	

Additional Comments:

SCHOOL RULES

1. "EVERYONE HAS THE RIGHT TO LEARN"
2. "EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT"
3. "EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT"

Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



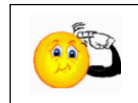
WEEKLY REPORT Year 7 – 13

Student Name: _____ Year: _____

Class teacher: _____

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 end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher please put the tick mark appropriately.



Fantastic! Pretty Good Needs Improvement

Date	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	DEAR	Student Signature	Class T. Signature	Parent Signature																							
	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Comments																							
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Additional comments:

SCHOOL RULES

1. "EVERYONE HAS THE RIGHT TO LEARN"
2. "EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT"
3. "EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT"

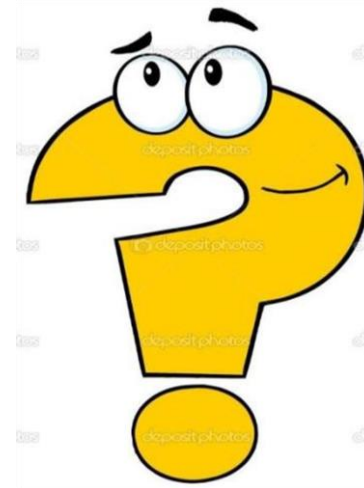
Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai



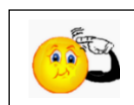
DAILY REPORT

Year 7 – 13

Student Name: _____ Year: _____

Class teacher: _____

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 end of the day you must bring it to your class teacher who will discuss it with you and your parents.



Note: Teacher please put the tick mark appropriately.



Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Student's Signature	Parent's Signature	Date
T. initial	T. initial	T. Initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Comments
Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!			
Good	Good	Good	Good	Good	Good	Pretty Good			
Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement			

Additional Comments:



Zone :

School:

NOTICE OF TEMPORARY BAN FROM ATTENDING SCHOOL

To / Guardian of the student:

Class & Division.....As it is proved that on
..... corresponding to / / , during the school day, the aforementioned student
showed the following undisciplined conduct:

.....
.....
.....
.....
.....

Whereas such a behaviour is against the **school's rules and MOE bylaw** and regulations, and what is stipulated under the student **school's rules and MOE** conduct disciplinary bylaw in the school community, It is decided to ban the student from attending classes for a period of days, effective from, corresponding to / / , and he/she can resume attendance effective from, corresponding to / /Accordingly, you are kindly requested to follow up with the student in order to avoid repeating such a conduct, otherwise, the school's administration will be obliged to take more severe measures against the student in case of repeating the same violation or showing any other undesirable conduct again.

Signature / Social Worker Signature / School's Principal

.....

Signature of the Guardian as acknowledgement

.....

Signature of the Student as acknowledgement

.....

Issued on: / /



Zone :

School:

NOTICE OF BAN FROM ATTENDING SCHOOL UNTILL THE END OF THE SCHOOL YEAR

To Parent/Guardian of the student:

Class & Division Due to the repeated violations committed by the aforementioned student, and his/her failure to rectify his/her undesirable conduct during the past period, shown as follows:

.....

.....

.....

.....

.....

Pursuant to the recommendation of the educational committee with the approval of the educational zone, it has been decided to ban the mentioned student from attending school until the end of the current school year. However, he/she may be re-enrolled the following school year in another school, to be determined by the educational zone upon your application.

Signature / School's Principal

.....

Signature of the Parent/Guardian as acknowledgement:

.....

Signature of the Student as acknowledgement:

.....



Zone :

School:

REFERRAL TO THE EDUCATIONAL ZONE

To the Director, Educational Zone Administration

Dear Sir,

Pursuant to the provisions of the **CIS School Rules** and the MOE student conduct **disciplinary bylaw** in the school community, we present hereunder the recommendations of the school Student Wellbeing Team in its session dated / / in respect to the student, class & divisiondue to showing the following negative behaviour:

.....

.....

.....

.....

.....

This is for your necessary action.

Signature / School's Principal

.....

Issued on: / /

Enclosures:

1..... 2..... 3..... 4.....

For the use of the educational zone

Pursuant to what is presented by you against the student /, and upon considering the enclosures , the educational zone decides as follows:

.....

.....Director, Educational Zone

Issued on: / / ...