



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	2022
SCHEDULED REVIEW DATE	2024
SUPERSEDES	Version 2020
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

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Rationale

The manner in which 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. 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.

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 girls and boys, 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 boys and girls and what works best for them. CIS implement the PEEC (Positive Education Enhanced Curriculum) from which the basis of the approach to behaviour management is based around. A restorative approach to conflict resolution 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".

This policy covers expected behaviour during the 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. Teachers at CIS have high expectations of students academically and in terms of behaviour. Some of these strategies include encouragement, praise, rewards considering both positive and negative consequences for behavioural choices. 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 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
<p>1. Everyone has the right to learn</p>	<p>This means:</p> <ul style="list-style-type: none"> • You listen to the teacher and other students when they are talking • You do your best all the time and keep trying to improve • You concentrate, pay attention and do your best • You are organised • You have the responsibility to put 100% effort into everything you do • You apply yourself fully, avoid situations that will harm your learning or the learning of others • You are positive and participate fully in lessons • You are punctual; always arrive to school & class on time • You are ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials
<p>2. Everyone has the right to learn and play in a safe environment</p>	<p>This means:</p> <ul style="list-style-type: none"> • You have the responsibility to look after your classroom/work space • You have the responsibility to be observant and report things that make you uncomfortable • You take responsibility for your actions • You are sensible when using school equipment • You are not rough with other students • You tell the teacher if you have a problem • You look out for other students in the playground – help them if they need it • You are safe and sensible; make sensible choices considering your own & others' safety & learning, move in an orderly way & walk safely in corridors • You negotiate to problem-solve with helpful words, not anger, fists or feet • You clear-up after lessons and breaks • You do not shout, use sarcasm, tease, insult, swear or use offensive language
<p>3. Everyone has the right to be treated with respect</p>	<p>This means:</p> <ul style="list-style-type: none"> • You have the responsibility to listen to others and support your peers • You have the responsibility to respect authority, rights & property of others • You have the responsibility to contribute to school decisions • You have the responsibility to ensure you treat others how you hope to be treated • You include other students in games • You are honest and truthful • You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others • You respect the differences, beliefs, culture, values and traditions of others

Incident and Achievement Logs (recorded on PHOENIX)

All achievements and incidents must be logged on PHOENIX. 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

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
- mention in the school newsletter
- email sent to parents

Achievement / House Certificates

Achievement points (PHOENIX) 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. 1st place House: 10 points 2nd place House: 7 points 3rd place House: 5 points 4th place House: 3 point Participation 1	Classroom: maximum points given for any one action/item 5 points. Group events: individual students can be allocated any number at teachers desecration up to 5 points per individual.

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.

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. 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 or should he/she choose to behave illegally or be deemed a threat to others or their behaviour 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 and 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. 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*

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 are endeavouring to teach students what is appropriate playground behaviour through role play, positive reinforcement and the teaching of playground rules. Playground leaders are present to support with the promotion of positive behaviour.

Refer to Professional Service

Other agencies that may be utilised to assist the child, at this level or earlier:

School Counsellor,

Educational Psychologist,
Family Therapist,
Family Doctor

School Counsellor Referral

The following procedures apply regarding referrals to the School Counsellor. 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.

Procedures

1. Discuss or consult with School Counsellor if unsure about situation or in need of direction or guidance.
2. Discuss and obtain permission for counselling referral from parents or caregivers if individual counselling sessions required.
3. Complete a School Counsellor Referral Form. This form helps you to pinpoint issues and target appropriate Counselling. There is also additional space for you to write more detailed information as needed. Once the form is filled out the most secure option is to send it attached to an email (marked CONFIDENTIAL) to the appropriate Counsellor. Please ensure that the Head of Year has been alerted to the recommendation in advance. **Please remember, that although this information is highly confidential, under certain circumstances parents (and children) may have access to the form (eg. Privacy Legislation)**
4. Parents may refer their children personally for counselling. Information deemed necessary will be shared with school staff only with permission from parents.
5. Students may self-present for counselling assistance. This may be done with permission from classroom teachers during lesson time, if deemed appropriate, or by visiting the counselling office during breaks. An initial, introductory counselling session can be provided if the student requires immediate emotional support but permission from parents for ongoing counselling is required.
6. If the referral is in relation to academic progress and/or cognitive functioning, and an individual psychometric assessment is to occur, a parent consent form for an assessment will also need to be completed and returned prior to the assessment taking place.
7. The School Counsellor will respond to any referrals received in chronological order of receipt. At times, however, they may occur as prioritised by the Counsellor, Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary/Vice Principal or Principal.

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.



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"> Reminder Warning (+ name on board) Detention Meeting with parent & 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 Year reflection parents must be involved Placed in alternative class for a set period External suspension Loss of privileges Internal suspension Self Reflection Form 	<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 	<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 	Principal / VP	

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

Concerns, Grievances, Bullying and Online Behaviour

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.



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)
What can I do differently next time?	

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"

Irecognize 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	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: _____



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Cambridge International School, Dubai

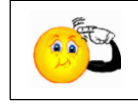


WEEKLY REPORT Year 7 – 13

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:

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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:

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.....

This is for your necessary action.

Signature / School's Principal

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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: /..... / ...