



## INTRODUCTION

EFIA is committed to adopt strategies and frameworks that recognize, reward and reinforce positive behavior, and shall not rely only on a set of rules and punishments for dealing with student misconduct. School shall consider the following important co-dependent factors for positive student behavior:

- **Heritage and culture:** a sense of the behavioral values and principles that address the UAE's culture and traditions.
- **Positive School environment:** a school environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- **Management of student behavior:** by using role models from students' families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behavior appropriately based on age and gender.
- **Partnerships with Parents/Guardians and the local community:** active involvement of Parents/Guardians and strong community partnerships.

## STUDENT CODE OF CONDUCT

All students must respect the main code of conduct. Additionally, the School add its own aspects to the code, which apply while students are at School, or while participating and attending any School field trips and extra- curricular activities.

All students will comply with the following main rules:

Code of Conduct	Expectations
Respect School Rules	Follow all rules and instructions.
Safety	Avoid actions that endanger self or others.
Property Care	Respect school facilities and others' property.
Punctuality	Arrive on time; justify absences or lateness.
Positive Community	Promote a positive image of the school.
Learning Effort	Demonstrate a positive attitude and best effort.
Classroom Conduct	Avoid disrupting learning.
Heritage Commitment	Uphold UAE culture and traditions.
Respect Others	Show respect to staff, peers, parents, and the community.

## Managing Students' Misconduct

EFIA use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, the school take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct must be consistent with the following:





## **DISCIPLINARY ACTIONS**

To provide guidance to School in determining the appropriate progression of discipline, the students' misconduct into three levels, as follows:

### **Level 1 Minor Infractions**

Disruptions that affect teaching and learning, such as:

- Tardiness or unpunctuality
- Unexplained absences
- Not bringing required books or equipment
- Incorrect school uniform
- Minor classroom disruptions or breaking rules
- Mocking others or minor misbehavior on school buses

### **Level 2 Moderate Infractions**

Behaviors that cause significant disruption or potential harm, such as:

- Skipping classes or school
- Using inappropriate language toward peers or staff
- Fighting or bullying
- Theft or vandalism
- Misuse of school IT systems or unauthorized use of mobile phones
- Cheating or falsifying documents
- Accessing inappropriate material

### **Level 3 Serious Infractions**

Behaviors causing physical danger or legal violations, such as:

- Assault on staff, peers, or community members
- Distribution of pornographic material
- Destruction of property
- Possession/sale of weapons or explosives
- Use or promotion of illegal substances
- Major violations of public morals, including sexual assault

### **Banned Disciplinary Actions**

- Physical punishment
- Lowering or threatening grades
- Group punishment
- Imposing extra work as punishment
- Mocking or insulting students
- Denying access to food, water, or washrooms

### **Staged Approach to Misconduct**

**Step 1 Counseling:** Explain the required behavior changes.

**Step 2 Support Strategy:** Implement monitoring and support plans.





**Step 3 Parental Involvement:** Develop a strategy with parental consent.

**Step 4 Escalation:** Temporary suspension (up to five days) and final warning if behavior persists.

**Step 5 Final Stage:** Apply to the Council for transfer or permanent exclusion, documenting all prior steps.



## **SCHOOL DISCIPLINARY COMMITTEE**

EFIA have a Disciplinary Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception.

All disciplinary actions will be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response. Schools, the Council and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

When applying disciplinary proceedings, the school is forbidden to use all forms of physical punishment (policy 52); lowering or threatening to lower grades; detention during school day or





after school day, group punishment for individual misconduct; imposing more school or homework; mocking or insulting the student in private or in public; and preventing the student of using washroom facilities or consuming food.

In making an application for transfer or removal, the school shall ensure that all the stages have been followed.

The school must form a School Disciplinary Committee to review and discuss student behavior issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception.

### **STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must consider the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of a school code of conduct must not generally differentiate between students with special education needs and other students.
- The school must take into consideration before taking any disciplinary action against a student with special needs of special educational needs of individual students and plan.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The school must conduct policy without discrimination between students with disabilities and other students.
- The document 'Abu Dhabi Education Council Guidelines for Managing Student Behavior in Abu Dhabi Schools' provides additional details and guidance on all guiding principles mentioned in this policy.

### **POLICY REVIEW & APPROVAL**

This policy will be reviewed annually and is subject to changes as per the school and ADEK guidelines. The updated policy will be submitted for approval in line with the standard process.

Saji Oommen  
Principal

