

# Dubai International Private School AL Qouz

## Behavior Management Policy

2023-2024

### *DIPS Vision:*

*DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.*



Tel: 04-3380370  
04-3385530  
KG: 04-3383812  
Fax: 04-3380008

P.O.Box:125676

Email:  
email@myschool.com  
www.dips-alquoz.ae

# Behavior Management Policy

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## **Vision**

**DIPS, in partnership with parents and community, strives to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.**

### **1. Rationale**

DIPS has developed positively stated school-wide expectations that are explicitly taught and positively reinforced. Our main goal is to increase instructional time by reducing unwanted behavior, identify needs, develop strategies and evaluate practices toward success of all students.

We believe that teaching students the skill of self-discipline, co-operation, respect and tolerance are important parts of the curriculum. Without these skills our academic objectives cannot be achieved. Furthermore, we also believe that these skills can be learnt if we engage parents to achieve our goal.

We believe that everyone in school has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of a school. We value achievements of every kind, academic and non-academic, and we believe that everyone should have equal opportunity to achieve their full potential. We also believe that students respond well to high expectations.

Our success as a school is measured not by the total absence of misbehaviors but by the way we deal with them.

Each phase develops and annually revises a positive behavior management plan that includes: teaching positive school rules; implementing a social emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

### **2. Statement of Principles**

At DIPS, we aim to maintain a safe and orderly environment where teachers and students can learn and work together in an atmosphere of co-operation and mutual respect.

More specifically our aims are:

- To promote justice and fairness for all;
- To protect each student's right to benefit fully from the school  
To enable all students to work to the best of their ability thereby achieving their full academic potential;
- To help students acquire a high standard of social behavior;
- To encourage students to develop self-discipline;
- To develop in our students a sense of pride in themselves and in their school;
- To engender respect for all staff members and elders;
- To respect school property and the school environment

### **3. Prevention: Nurturing the personal , social emotional development of students**

DIPS developed with the counselors the social emotional learning (SEL) program ( phase 2 ) and the advisory program (phase 2 & 3) to our students. Students will regularly attend an advisory period

every Tuesday and Thursday from 7:45 till 8:am. In phase 4, students will benefit from the advisory program which will be conducted twice a week( Sunday and Thursday) in the morning assembly.

The aim around social emotional learning (SEL) and the advisory program is rooted in the belief that when children feel safe and recognized in the classroom, they can excel academically. Social and emotional learning is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

SEL and Advisory programs consist of five interrelated sets of cognitive, affective, and behavioral competencies:

1. **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.
2. **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.
3. **Social awareness:** The ability to take the perspective of empathizes with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions .

#### 4. Bullying

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a calm and secure atmosphere. Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively. We strive to be a LISTENING school - Students are encouraged to tell someone on the staff when they know that bullying is happening (Refer to Child Protection Policy).

#### 5. Cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media through text messaging, mobile calling; using mobile phone cameras to cause distress or fear; posting threatening, abusive, or humiliating material on websites including blogs, personal websites, social networking sites; using e-mail to message others; hijacking/cloning e-mail accounts; making threatening, abusive, defamatory or

remarks. As per our Code of Conduct Policy, DIPS will not tolerate any of the actions mentioned above to maintain a safe and protective school learning environment.

## 6. Students' Code of Conduct

As a DIPS student

- I will Arrive at school before 7.45 am each day
- Wear the correct school uniform
- Treat all adults and my peers with respect at all times
- Never use verbal or physical aggression
- Follow all rules including rules related to use of mobile phones and electronic devices
- Ensure that I prepare well and am ready to begin each class on time
- Not waste time during or between lessons
- Move around the school calmly and quietly
- Look after the school environment and take care not to cause damage to school property
- Do my best to help and support others whenever I can

## 7. Positive Behavior Reinforcement

Positive behavior is rewarded with praise, through participation and conduct marks, and through a system of certificates and prizes organized within sections or phases and by Supervisors. Each student in grades 6-12 will start with an average of 100% in the conduct mark at the start of each term.

The school's positive reinforcement policy is designed to encourage students to rethink their own actions and take positive steps towards improving their behavior.

Accompanied with the support of all members of the school, students are given the opportunity and support to regain lost marks in conduct and show their sincere willingness and capabilities to become more positively engaged in the school community and life.

## 8. Compensation Method (Phases 3 and 4)

Student may compensate for the lost marks by taking measurable and practical steps during or after their school day. They can retrieve all or part of their lost conduct marks depending on how serious they are in performing their assigned work.

The table below shows some duties and the compensation he/she would receive:

	<b>Duty</b>	<b>Retrieved Marks</b>
1.	Improved behavior pattern as evident on a monitoring report	1 mark for every 5 days with not less than "good" grading
2.	Doing in-school volunteer work such as assisting in monitoring school entrances, break times, etc..	2 marks for every 5 days
3.	Providing academic tutoring and support to other students	Up to 3 marks measured against efforts made

4.	Providing assistance in shadow teaching or assistance to teachers	Up to 3 marks measured against efforts made
5.	Assisting and making efforts to prevent bullying	2 marks for every incident
6.	No complaints received from any teacher within a period of one month	5 marks
7.	Doing community volunteer work in local institutions for a period of 2 weeks	5 marks
8.	Assisting supervisor in implementing school policies or monitoring students' behavior	2 marks for every 5 days
9.	Making useful presentations and contributions in school events and assemblies	3-5 marks based on the evaluation of the supervisor
10.	Making constructive and positive initiatives to improve a situation in the school community	1-2 marks for each worthy initiative
11.	Assisting in and/or making decorative material, educational resources, posters, etc..	2-5 marks based on the evaluation of the supervisor
12.	Assist in enforcing school safety procedures in school premises and buses	2-4 marks for every 5 days

## 9. My Positive Behavior Expectations

<p><b>Be Safe</b> – Act in a way that puts no one at risk physically or emotionally.</p> <p><b>Be Respectful</b> – Use kind words and actions making sure every single student has the opportunity to learn.</p> <p><b>Be Responsible</b> – Do whatever you need to make sure you are taking the opportunity to learn so that you are proud of your actions.</p>
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### BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

**BE RESPECTFUL**

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.
- I avoid spreading rumors or gossip.
- I respect each person’s right to be different and I look for the good in others.

**BE RESPONSIBLE**

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

**School Wide 3B’s Behavior Expectations  
Safety, Responsibility, Respect**

	Be Safe	Be Responsible	Be Respectful
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Stay in your personal space</li> <li>• Use materials or equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time and ready to learn.</li> <li>• Follow directions and classroom routines.</li> <li>• Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Work cooperatively.</li> <li>• Listen carefully while others speak.</li> <li>• Be Polite</li> <li>• Show kindness to others.</li> <li>• Voice level 0, 1 or 2.</li> </ul>
<b>Routine: Be ready for learning</b>			
<b>Hallway</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Keep eyes forward</li> <li>• Keep hands and feet to yourself</li> <li>• Stay in your own space</li> </ul>	<ul style="list-style-type: none"> <li>• Move to class expeditiously</li> <li>• Hold the door if it is your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in a straight line</li> <li>• Use appropriate language</li> <li>• Voice level 0 or 1.</li> <li>• Respect school and other’s property</li> <li>• Greet people with a smile</li> </ul>
<b>Routine: Walk in a straight line, follow directions, wait patiently</b>			
<b>Stairs</b>	<ul style="list-style-type: none"> <li>• Hold the rail</li> <li>• One step at a time</li> <li>• Stay in your own space</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in a straight line</li> <li>• Use appropriate language and volume</li> <li>• Use quiet feet</li> <li>• Greet people with a smile</li> </ul>
<b>Routine: If and when there are two classes using the stairs, the class going downstairs will get</b>			



<b>priority for the rail</b>			
<b>Toilet</b>	<ul style="list-style-type: none"> <li>• Wash hands with soap</li> <li>• Flush toilets</li> <li>• Wash hands &amp; turn off faucets</li> <li>• Inform adults of vandalism and malfunction</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet</li> <li>• Place used towels in trash cans</li> <li>• Clean up after yourself</li> <li>• Report problems</li> <li>• Keep restroom clean</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Knock before entering</li> <li>• Say “Please” and “Thank you”</li> <li>• Respect privacy of others</li> </ul>
<b>Routine: Go, flush, wash</b>			
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep your eyes forward</li> <li>• Report spills</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands before eating</li> <li>• Clean up after yourself</li> <li>• Place trash in containers</li> <li>• Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language and volume</li> <li>• Eat politely</li> <li>• Use good manners.</li> <li>• Say “Please” and “Thank You</li> </ul>
<b>Routine: line up, wait in line patiently</b>			
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Use equipment correctly</li> <li>• Keep Hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of equipment</li> <li>• Freeze when the bell rings</li> <li>• Walk to line up</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take turns</li> <li>• Share</li> <li>• Use kind language.</li> <li>• Follow game rules.</li> <li>• Voice level 0-3.</li> </ul>
<b>Routine: Play safely, freeze when the bell rings, walk to your class when signaled</b>			
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on presentation</li> <li>• Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate presentation appropriately</li> <li>• Wait for dismissal instructions</li> </ul>
<b>Routine: Remain with your class</b>			
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Keep Hands and feet to yourself</li> <li>• Bag in lap or within your legs</li> <li>• Feet on floor.</li> <li>• Stay seated in your personal space.</li> <li>• Follow safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Get on and off bus carefully.</li> <li>• Follow adult directions.</li> <li>• Keep your bus clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind language.</li> <li>• Voice level 0 or 1.</li> <li>• Report problems to driver or helper</li> <li>• Enter and exit bus in an orderly manner</li> </ul>
<b>Routine: Follow bus Safety</b>			



## **10. Intervention : Referral process**

### **Line of Authority**

Teachers and administrative staff including supervisors, Heads of Sections, and Senior Leadership team are involved in disciplinary issues. Minor incidents can be solved by the teaching staff on the spot inside or outside the class. Recurrence of the same incidents or other major ones will be handled by the Section Supervisor or the Head of Section after examining the severity of the infraction.

### **Phases (2 and 4)**

#### **Stage 1**

The teacher will issue a verbal warning after three repeated violations of the classroom rules. The teacher then sends the student to the supervisor.

#### **Stage 2**

The Supervisor discusses the student's issue with the HOS for taking suitable measures.

#### **Stage 3**

The supervisor will assign a break time detention for one or more days. If the violation occurs within the same subject/period, the student will be asked to leave the classroom for 5 minutes to consider her/his behavior and its impact on the learning of others. If the violation continues to occur in the same subject or in a number of other subjects, the supervisor will call out the student out of class and contact parents for consultations.

#### **Stage 4**

The students will receive an in-school detention during which time they will be asked to give a written reflection on their behavior and the impact it has on their own and others' learning. Parents will be notified of the detention 24 hours in advance. Conduct marks will be deducted.

#### **Stage 5**

The student will receive an in-school detention and will be required to sign a behavior contract. Parent will be notified of the detention in writing 24 hours in advance. Conduct marks will be deducted.

#### **Stage 6**

Parents will be asked to come into school. The student will be placed on a behavior monitoring report. The student will have specific targets to achieve in order to improve her/his behavior for learning. Teacher will be asked to assess the extent to which these targets have been met every lesson. The report must be shown to the supervisor at the end of every school day. At the end of the week, the students, parents, and the supervisor will be asked to comment. The monitoring report will run for a minimum of three weeks in order to break the cycle of negative behavior. Conduct marks will be deducted.

### **Stage 7**

Where appropriate and possible, the student will be moved into a different section.

She/he will not be permitted to take part in any extracurricular activities during or outside school time for the remainder of the term. Parents will be informed in writing. Conduct marks will be deducted.

### **Stage 8**

The student will be internally suspended for a period of one to three days. Parents will be informed in writing. Conduct marks will be deducted.

### **Stage 9**

The student will be suspended from school for a period of one to three days. Parents will be required to attend a meeting with the Supervisor and Superintendent or Assistant Superintendent before the student is readmitted to school. The school may not be willing to register the student for the following term/academic year. The re-occurrence of a major offense will result in 3 to 7 days of suspension from school. Conduct marks will be deducted.

### **Stage 10**

We will write to KHDA confirming that we intend to expel the student permanently.

Registration at DIPS for the following year will not be permitted. Conduct marks will be deducted.

### **The Teacher**

It is the primary responsibility of teachers to manage the behavior of students themselves rather than sending them to supervisors.

Each class teacher has a daily behavior folder. This record sheet is for recording details of the misbehavior, the details of behavior, the action taken and the dates.

The teacher will use their professional judgement as to when they feel - fighting, hurting, bullying, damaging, swearing, cheekiness are all serious misbehaviors that would warrant a referral to the supervisor.

Every teacher will have his/her individual differences in the way the classroom is organized and in his/her expectations of how students must respond. The need for additional class rules is necessary and will be the responsibility of the class teacher.

### **The Supervisor**

For students who misbehave persistently, or for serious incidents, the teacher will refer the student to the supervisor who will need to proceed as follows: *(Please note parents may be involved, by letter or in person, at any of these steps.)*

1. Letters or phone calls to parents
2. Refer to counselor
3. Refer to Head of section
4. Refer to Principal

In the case of serious incidents teachers may proceed straight to step 3 or 4.

Letters will be sent initially outlining the teacher’s concerns and asking for parental support. Parents are requested to sign the letter and return it to school. These will be recorded and kept in student’s file.

Repeated warning letters or continuing to misbehave, will necessitate a meeting with the parents and/or with the teachers to discuss the problem. We would expect to elicit assurance from the parents to support school in maintaining highest expectations.

**The Head of Section**

The Head of Section will receive a report from the supervisor detailing the student’s behavior and share with him/her the student’s conduct history if available. Parents will be called for a special meeting to give them feedback on their child’s incident including any related information. He/She will also decide if the case should be referred to the counselor. If so, the Head of Section will ask for the process the counselor will follow to solve the issue and be provided with timely report(s) that show the progress the student has made during and after the counseling sessions. The Head of Section will share this report with the concerned supervisor to monitor the student’s behavior and make sure behavior modification has been achieved.

The Head of Section will follow up serious behavioral incidents and take decisions after consulting the school’s Principal.

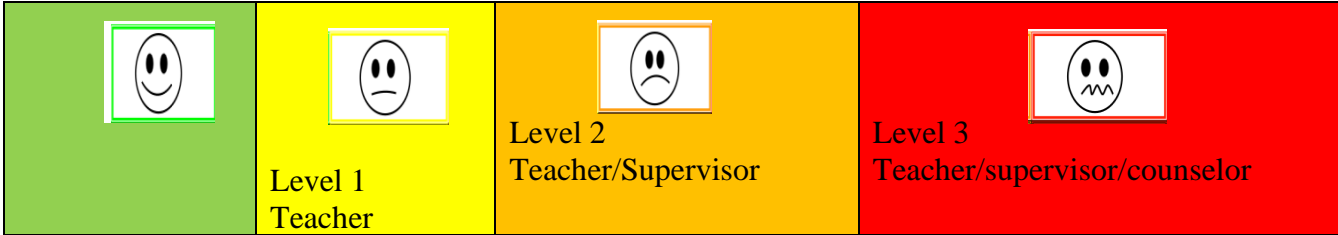
**The counselor**

If concerns persist the supervisor will refer the child to the counselor who will respond by carrying out some or all of the following:

- Have individual discussions/ counseling with student.
- Organize a daily or weekly report system for the student
- Involve parents again
- Continue to withdraw privileges
- Behavior Intervention plan

The counselor will refer the matter to the Head who will require staff to show the records of procedures carried out. The Head of section will decide whether to warn the parent of possible exclusion of the student from school for a fixed period of time.

**11. Consequences**  
**Phase 2 Grade 1-5**



<b>Levels of Behaviors</b>			
<b>Safe, responsible  And respectful  Choices</b>	Acting angry	Disrespect Physical aggression (bullying, hitting, biting, fighting) Repeated level 1	Severe physical aggression Repeated level 2
	Interrupting		
	Not cooperating		
	Negative actions or words		
	Not following rules		
Out of class without permission			
<b>Levels of Consequences</b>			
<b>Rewards</b>	see of behavior chart	Use of behavior chart Write student's name on the daily behavior record Student referral form, teacher's form 2 (refer student to the supervisor)	Use of behavior chart Write student's name on the daily behavior record Student referral form, teacher's form 2 (refer student to the supervisor)
	Write student's name on the daily behavior record	Supervisor: Loss of recess .Stop & Think sheet Behavior contract Contact parents Weekly behavior report	Supervisor: Loss of multiple recesses Stop & Think sheet Writing lines Written apology Behavior contract Loss of trip Contact parents Weekly behavior report Counselor referral
	Verbal redirection		
	Verbal warning		
	Verbal apology		
	Removal from the peer group (to the thinking spot)		
	Stop & think sheet		
Weekly behavior report,			

	teacher's form 1 (if needed)		
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**Line of Authority**

Teachers and administrative staff including supervisors, Heads of Sections, and Senior Leadership team are involved in disciplinary issues. Minor incidents can be handled by the teaching staff inside or outside the class. Recurrence of the same incidents or other major ones will be handled by the Section Supervisor or the Head of Section based on the severity of the infraction.

**Stage 1**

Incident	Range	First Occurrence	Repeated Occurrence
Late arriving to class	Minor	Reteach school rules and regulation, informal conference,	Verbal warning(twice), written warning,
Late arriving to class	Major(based on the degree of infraction)	Written warning, Formal Conference,	Community service, Detention,(three times) mark deduction+ (1-2 marks) Mark deduction (1-2 marks), community service, Detention, In school suspension
Misbehaving in assemblies			
Remaining in class without permission			
Chewing gum			
Other equal offences			

**Stage 2**

Incident	Range	First Occurrence	Repeated Occurrence
Dress code	Minor	Informal Conference, Reteach school rules and regulations,	Formal Conference, Detention, mark deduction (1-3 marks)
Littering School premises			
Other equal Offences	Major	Community service, Formal conference,	(1-3)Mark deduction

**Stage 3**

Incident	Range	First Occurrence	Repeated Occurrence
Using the school equipment without permission	Minor	Reteach lessons on safety and/or respect, Informal conference,	Conducting project related to the student's curriculum, Detention, mark deduction (1-3 marks), Tracking attendance and increased supervision, Restricting break area
Leaving class without permission			
Visiting school clinic without permission			
Ignoring staff instructions	Major(based	Formal conference, Community service,	

Leaving section area without permission	on the degree of infraction	do project on safety and/ or respect, Loss of privileges	Formal Conference, Detention, restricting break area, Mark Deduction (2-4 marks), Signing Contract
Urging others to break rules			
Covering for actions leading to harm			
Any other similar offences			

#### Stage 4

Incident	Range	First Occurrence	Repeated Occurrence
Graffiti on school property or in transportation shuttles	Minor	Reteach lesson on cell phone use, lesson on respect), see attendance / tardy policy, Loss of Privileges (e.g. must keep phone in office), Informal/ Formal Conference, Restorative Practices (e.g. Letter of Apology), Community Services( e.g. make a best lesson on cell phone use, restorative practice, help Team make expectation posters for school), Reflection, Detention	Restorative Practices (e.g. letter of apology), Loss of Bus Privileges, Formal Conference, Community Service (e.g. teach younger students bus Expectations or respecting school's property, Confiscation of device for rest of week, pick up from office, mark deduction (1- 5 marks)
Inappropriate haircut style, hair dye, wearing jewelry and cosmetics			
Failing to tell the truth and/or falsely accusing others			
Reckless disruptive behavior especially on school transport	Maximum	Confiscation (e.g. for rest of day, pick up from supervisor's office, restorative practice, letter of apology, Detention, In school suspension, Suspension	In School Suspension, Suspension, Confiscation (e.g. for semester, parent / caregiver pick up from office), In School Suspension, Suspension, Expulsion, Mark deduction (5 marks)
Defiance- willful defiance of authority/Disruption on school property, buses or in classroom			
Missing lessons deliberately			
Misusing electronic devices especially mobile phones			
Sickness pretence			
Causing disruption during lessons and/or lectures inside or outside the school			

#### Stage 5

Incident	Range	First Occurrence	Repeated Occurrence
Bullying act or any similar acts	Minor	May include: Reteach bullying or aggressiveness impact on students, Lesson on respect of school's or others' properties, review school rules and regulations, Loss of Privileges (e.g. restricted play area with increased supervision), Informal/Formal Conference, Community Service, ), (e.g. voluntary work in lieu of	Formal Conference, No Contact Contract, Loss of privileges, Community Service (e.g. repair property, replace property, voluntary work in lieu of payment), Mark deduction (3-5 marks)
Aggressive intimidating behavior			
Deliberate damage to others' property or to school property			
Aggressive offensive language against other students	Major		

Theft/Extortion/possession of stolen property/ Burglary		payment), Restorative Practices (e.g. Letter of Apology)  Detention, In School Suspension, Suspension, No contact contract, Parent Liability, Restorative Practices, Expulsion	In School Suspension, Suspension, Expulsion, mark deduction (5 marks)
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NB: similar consequences will be adopted for violations occurring in the school buses r during school trips.

### Stage 6

Incident	Range	First Occurrence	Repeated Occurrence
Truancy	Minor	May include: Loss of Privileges LIMITED MOBILITY, increased supervision), Formal Conference, Community Service (e.g. write a report and teach fire safety lesson to younger students), Detention, Restorative Practices (e.g. letter of apology), Counseling, In school suspension, Suspension	Loss of Privileges, Detention, Community Service (e.g. make up for lost instructional time by assisting in office, repair, replace damaged property, voluntary work in lieu of payment, mark deduction (5-7 marks)
Dangerous behavior that could jeopardize the safety of others and/or negatively influence the behavior of others.			
Verbal aggression toward a member of staff			
Writing or using offensive or discrimination words against a student	Major	Report, Expulsion Person in charge : supervisor and Head of Section	In school suspension, Suspension, Expulsion and mark deduction (5-10 marks), May include police report (All driving violations subject to Dubai Police Department)
Arson			
Fire Alarm-- Deliberate False			
Driving Reckless around Campus			
Profanity, immoral acts			
Injurious Objects			
Other equal offences			

NB: similar consequences will be adopted for violations occurring in the school buses.

### Stage Seven

Incident	Range	First Occurrence	Repeated Occurrence
Cheating on Test or School Related Assignment, Plagiarizing	Minor	Reteach lesson on being responsible , Loss of Privileges (e.g. change seat,), Informal/Formal Conference, Community Service, Restorative Practices, (e.g. design a Best lesson on cheating), Restorative Practices (e.g. letter of apology)	In School Suspension, Suspension, informal/formal conference, Community Service ( e.g. provide tutoring to students) Mark deduction (5-7 marks),Expulsion, mark deduction (5-10 marks)
Hazing			
Ignoring school rules during activities causing disruption to the activity	Major	Loss of Privileges, denial of attending and/or participating in school activities	
Other equal actions			



**Stage 8**

Incident	Range	First Occurrence	Repeated Occurrence
Physically harmful behavior	Minor	May include: Reteach lesson on Respect, Problem Solving Steps, Loss of Privileges, limited area for break/lunch with increased supervision Informal/Formal Conference, Community Service (e.g. project to make students feel safe & respected),Referral to Counselor ( academic support and cultural awareness) Restorative Practices (e.g. letter of apology to teacher and parent, conflict resolution), Community Service	Informal/Formal Conference with parents, Loss of privileges (increased supervision, limited free time area), Restorative Practices (e.g. conflict resolution), In school suspension, Suspension, Community service (e.g. project to make school feel safe and respectful), Mark deduction, Expulsion (10-15 marks)
Writing and/or stating offensive or discriminating words against a school staff			
Engaging in political, religious, or sectarian discussions			
Immoral behavior			
Gang Behavior/Attire			
Drawing and/or writing immoral words			
Harassment/Intimidation			
Forgery	Major	Detention, No Contact Contract, In School Suspension, Suspension, Expulsion,	In School Suspension, Suspension, Expulsion, Mark deduction (10-15 marks)
Fighting/Assault/Threats			
Other equal actions			

**NB: similar consequences will be adopted for violations occurring in the school buses or during school trips.**

**Stage 9**

Incident	Range	First Occurrence	Repeated Occurrence
Smoking tobacco products or encouraging smoking	Minor	Reteach (e.g. Problem Solving Lesson, lesson on diversity, video on hate crimes and their impact, report on impact of hate crimes), Formal conference, Community service, Reports on Tobacco Use), Formal/Informal Conference, Community Service, Detention, In School Suspension	Formal Conference, BEST lessons/ Second Step lessons Community Service (e.g. project to make the school feel safe and students feel respected) 2nd Offense - 3 Day Suspension, 3rd Offense -5 Day Suspension, 4th Offense Expulsion 5 Day In Suspension, Suspension, mark deduction (10-15 marks)
Possession of drugs, alcohol, tobacco, or any dangerous substance or tool			
Physical aggression toward a student			
Show disrespect for the culture, traditions, and/or regulations of the UAE			
Hate Crimes/Violence	Major	Detention, No Contact Contract, In School Suspension, Suspension, Formal Reprimand, Expulsion	In School Suspension, Suspension, Expulsion Mark deduction (15 marks)
Sexual Harassment			
Other equal actions			

**NB: similar consequences will be adopted for violations occurring in the school buses or during school trips.**

**Stage 10**

Incident	Range	First Occurrence	Repeated Occurrence
<b>Assault or Battery on school staff</b>	<b>Mandatory</b>	<b>May include: Reteach (e.g. anger management), Restorative Practices (e.g. letter of apology), In School Suspension, Suspension and/or Expulsion</b>	<b>Suspension, mark deduction (15 marks) and Expulsion</b>
<b>Committing acts offensive to the traditions, culture, laws and the regulations of the UAE</b>			
<b>Showing disrespect to any national figures or symbols</b>			
<b>Other equal incidents</b>			