

Student Behavior Policy (AY 2024-26)

Introduction

At Bright Riders school we believe that behaviour is a form of learning—and just like academic subjects, it requires guidance, reflection, and growth. Our Student Misconduct Policy is not simply about rules and consequences; it's about helping students understand the impact of their actions, take ownership of their choices, and become respectful, responsible members of the school and wider community.

This policy is grounded in the principles of the ADEK Code of Behavior Management (Ministerial Resolution No. 851 of 2018) and reflects our shared commitment to a school environment where:

- Every student feels safe and supported,
- Every teacher can teach without disruption, and
- Every member of our community is treated with dignity and respect.

Through a clear structure of four levels of misconduct, we are able to respond to behaviours with fairness and consistency- always considering the student's age, intent, and circumstances.

Purpose

The purpose of this policy is to establish a clear and consistent framework for promoting positive student behaviour and addressing misconduct in a way that is fair, educational, and developmentally appropriate.

This policy is designed to:

- Uphold the values of respect, responsibility, and integrity within the school community.
- Ensure a safe and inclusive learning environment where all students can thrive.
- Provide guidance on the classification of misconduct into four levels, based on the severity and impact of behaviour.
- Outline the roles and responsibilities of the Behavioural Management Committee (BMC) in responding to misconduct.
- Support students in understanding the consequences of their actions while offering opportunities for reflection, growth, and restoration.

Definitions

Misconduct

Conduct that is not in line with behavioural expectations or the school's Student Code of Conduct.

Positive Behaviour

The expected standards of student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to the learning, wellbeing, and safety of the student and others in the school community.

Positive Handling

An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.

Student Behaviour

A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.

Levels of misconduct

Our school adheres to the ADEK Behaviour Policy and distinguishes between four levels of student misconduct, each classified according to the severity, intent, and impact of the behaviour on the school community. These levels provide a clear framework for responding to student behaviour in a fair, consistent, and age-appropriate manner.

The Behavioural Management Committee (BMC) is responsible for reviewing, interpreting, and responding to incidents of misconduct in accordance with these levels. The committee ensures that all disciplinary actions are proportionate, supportive, and aligned with the values of the school and ADEK guidelines.

BRS has also developed and implemented a Student Behavior Policy, in line with the BRS Wellbeing Policies, BRS Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d.).

This Policy includes the following:

- a. An overarching positive behavior model.
- b. The school's Student Code of Conduct.
- c. Misconduct Policy and Procedures
- d. A policy on the prevention of bullying
- e. How the school provides support and interventions for students.

Communication: BRS takes active measures to ensure that the policy is clear and understood throughout the school community, including ensuring that parents acknowledge the policy when signing the parent-school agreement.

Positive Behavior Model

We at Bright Riders School implement a Positive Behavior Model to promote, recognize, reward, and reinforce positive behavior that consist s of the following:

The school's underlying approach and principles in creating a culture of promoting high standards of behavior in alignment with the values of the school, including:

UAE National Identity and Culture: Respect for local values, traditions, religion, and culture, in line with the BRS Values and Ethics Policy and the BRS Cultural Consideration Policy.

Positive School Environment: Our school's environment is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.

The school-wide strategies are in place to create a framework that educates all students on positive behavior such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention. Training for educators on the school's Student Behavior Policy and the positive management of student behavior is also done.

Promoting Positive Behavior Through a Student Code of Conduct

We at Bright Riders School encourage positive behavior amongst their student body by establishing a Student Code of Conduct that comprises the following, at a minimum:

A clear statement of actions defining positive student behavior, which includes:

Showing due care and respect for the school, its staff, students, and the wider community by:

- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.

Demonstrating a positive mindset and engagement with learning by:

- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities.

Demonstrating consideration, respect, and civility to others, including staff, students, parents, and

the wider community, by taking actions such as:

- Speaking politely and behaving courteously with others (e.g., using “please”, and “thank you” in speech, holding doors open for others, etc.).
- Queuing in an orderly way and respecting others’ positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a “responsible citizen” of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odors).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the ADEK Sustainability Policy.
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school’s dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the ADEK Cultural Consideration Policy.
- Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK Values and Ethics Policy.

The expectation for students to exhibit positive behavior when under the school’s supervision. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.

Schools are authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school’s supervision, such as when wearing a school uniform in public settings.

A clear statement of actions considered to be misconduct and the associated disciplinary actions, as defined in Section 4. Misconduct Policy and Procedures.

Misconduct Policy and Procedures

Levels of Misconduct: Schools shall ensure that their Misconduct Policy and Procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions:

a. Level One Offenses:

- 1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- 2) Failing to attend classes on time repeatedly without an acceptable excuse.
- 3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- 4) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- 5) Not bringing books and other resources for school without an acceptable excuse.
- 6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- 7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- 8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

b. Level Two Offenses:

- 1) Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave).
- 2) Leaving or entering the classroom during class time without permission.
- 3) Not attending mandatory school activities and events without an acceptable excuse.
- 4) Inciting quarrels, threatening, or intimidating peers in the school.
- 5) Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.
- 6) Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
- 7) Taking out and/or using mobile phones at school without permission and

misusing any means of communication (e.g., sending frightening videos to young children).

- 8) Verbally abusing or insulting any member of the school community (including visitors).
- 9) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e- cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- 10) Refusing to respond to inspection instructions or to hand over banned items.
- 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

c. Level Three Offenses:

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).
- 3) Leaving the school premises without permission.
- 4) Seizure, destruction, and/or vandalism of school property.
- 5) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 6) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 7) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 8) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
1. Level Four Offenses:
 - 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
 - 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
 - 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
 - 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
 - 5) Premeditated theft and/or engaging in its cover-up.
 - 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography,

- terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
 - 8) Setting fire to the school premises.
 - 9) Insulting political, religious, or social figures in the UAE.
 - 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
 - 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
 - 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
 - 13) Trespassing on school premises after school hours.
 - 14) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

The Behavioural Management Committee:

- i. The behavioural Management Committee ensures consistent application of this policy.
Composition:
 - Principal
 - Teaching staff representative
 - Social care team member/ School counsellor
 - Child Protection Coordinator
- ii. The committee reviews and discuss student behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.
- iii. The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

Preventive Mechanisms: BRS has ensured that their student behavior policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify any negative behaviors before disciplinary action is taken (see Section 6. Support and Interventions).

Disciplinary Actions: Schools shall ensure that their student behavior policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

- BRS is permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with Figure 1. Staging of Disciplinary

Procedures:

1. Discussion with the student and/or parents
2. Formal and recorded meetings with the student and/or parents
3. Verbal warning
4. Written warning to parents
5. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
6. Loss of school privileges
7. Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee.
8. Supervised detention during break, lunch, and/or after school (with parental consent)
9. Supervised restorative community work
10. Temporary exclusion of the student from school premises (offsite suspension)
11. Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)

BRS does not use any of the following methods as disciplinary actions:

1. Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK Student Protection Policy.
2. Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
3. Psychological punishment (e.g., verbal abuse, issuing threats)
4. Locking a student inside the school premises
5. Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee.
6. Lowering or threatening to lower the student's academic grade/score
7. Punishing a group for an individual's misconduct
8. Imposing additional schoolwork
9. Mocking, insulting, or demeaning the student in private or in public
10. Preventing the student from using washroom facilities or consuming water and food
11. Detention outside of official school hours without parental consent

Disciplinary Procedures:

We have ensured that this policy outlines clear and staged disciplinary procedures to address student misconduct, in line with Figure 1. Staging of Disciplinary Procedures. Schools are permitted to practice leniency in issuing disciplinary measures but have a right to implement procedures as per Figure 1 Staging of Disciplinary Procedures. Schools shall 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, schools shall take into consideration the student's 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:

1. In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the student’s behavior providing related support where possible and reinforcing positive behavior to encourage students to take ownership of their actions (see Section 2. Positive Behavior Model).

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<p>Verbal Warning</p> <p>Discuss the expected change in behavior with the student.</p>	<p>Written Warning</p> <p>Notify the parent in writing about the student’s misconduct.</p>	<p>Written Warning</p> <p>Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Written Warning</p> <p>Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p>
Level 2	<p>Written Warning</p> <p>The committee will instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation, with a notification to the parent.</p> <p>The Behavioral Management Committee shall</p>

	<p>an agreement to support their child in reforming their behavior.</p>	<p>notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
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Level 3	Onsite Suspension	Offsite Suspension	Expulsion
	<p>The student will be suspended immediately inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	<p>The student will be suspended offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>

Level 4	Offsite Suspension	Expulsion	
	<p>The student will be immediately suspended offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p>The student will be suspended immediately offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.</p>	

1. Throughout the disciplinary process, BRS monitors, document, and provide students with ongoing support to focus (whether through the school counselor or the in-school specialist) and other forms of support (e.g., social worker), as required, throughout the disciplinary process.
2. We at BRS deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024).
3. The school may involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.
4. BRS ensures that, where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion is consulted to determine appropriate disciplinary action.
 - a. BRS ensures that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.
 - b. BRS has develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.

- c. We at Bright Riders School provide sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.
5. If a school fails to re-enroll a student who has faced disciplinary action in the previous year, this is classified as expulsion. Schools shall therefore seek approval from ADEK (see Section 4.9 Approval for Expulsion).
- a. Receiving schools shall not deny admission on the grounds of a student's behavioral history.
 - b. Schools shall support students in exercising their right to seek advice and support during suspension or supervised detention.
 - c. Schools are not permitted to use misconduct by parents as grounds for disciplinary action against a student.

Appeals Procedure: BRS has established an appeals procedure, based on the Behavioral Management Committee's decisions, which must include the following:

Timelines for the appeal:

- a) To appeal a school's decision to suspend their child, parents have 1 working day.
- b) To appeal a school's decision to expel their child, parents have 10 working days.

Modes of appeal :(e.g., via email, telephone, or face-to-face meeting).

Decision of the appeal:

- Where an appeal has been made and following a review by the persons concerned (e.g., teacher, social worker, and/or counselor), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.
- If the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days.
- ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

Positive Handling:

- The school is authorized in certain circumstances, in order to maintain good order, to physically intervene to prevent students from harming themselves or others, and allow staff to use reasonable force.
- When choosing to restrain a student, all other options shall initially be considered and

positive handling shall be the last resort in managing situations. The school is authorized to use positive handling to protect students, in circumstances such as to prevent students from:

- a) Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others.
 - b) Injuring themselves and/or others.
 - c) Damaging property.
- Any response to extreme behavior will be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:
 - a) The student should be in immediate danger of harming themselves and/or others.
 - b) The member of staff should have good grounds for believing this.
 - c) Only the minimum force necessary to prevent injury or damage should be applied.
 - d) Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
 - e) Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.
 - BRS does not use any force as a form of punishment, which constitutes maltreatment, in line with the ADEK Student Protection Policy. This is considered unlawful.

Records:

BRS keeps a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioral progress, disciplinary procedures, communications (e.g., written warnings, appeals), etc.

- i. Level 1 misconduct is recorded only at the class level by the teacher. The misconduct may be added to the student's file or report card where it is repeated, or where escalation is required.
- ii. Level 2, 3, and 4 misconduct is recorded at the school level by the administration. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK.
- iii. Schools, ADEK, and any social care support providers (e.g., social workers, and counselors) shall treat all information about students' behavior as strictly confidential.

Roles and Responsibilities

Behavioral Management Committee (BMC)

The BMC is responsible for the consistent application of the behavior policy. Its primary duties include:

- Review and Interpretation: Reviewing and interpreting incidents of misconduct according to established levels.
- Decision Making: Reviewing and discussing behavioral concerns and issuing resolutions or decisions, which must be fair and equitable.
- Disciplinary Oversight: Ensuring disciplinary actions are proportionate, supportive, and aligned with school and ADEK guidelines.
- Specialized Actions: Granting resolutions for the temporary or permanent confiscation of student belongings.
- Composition: The committee includes the Principal, a teaching staff representative, a social care team member or school counselor, and the Child Protection Coordinator.

School Staff and Educators

- Educators: Responsible for receiving training on the behavior policy and implementing positive management of student behavior.
- Teachers: Tasked with recording Level 1 misconduct at the class level.
- Head of Inclusion: Must be consulted when disciplinary procedures involve students with additional learning needs to determine appropriate actions.
- Specialists: School counselors, social workers, or in-school specialists provide ongoing support to students throughout the disciplinary process.
- All Staff: Authorized to use "positive handling" (physical intervention) as a last resort to prevent students from harming themselves or others.

Students

Students are expected to adhere to the Student Code of Conduct by:

- Compliance: Complying with all school rules and behaving safely and responsibly.
- Academic Engagement: Attending classes on time, fulfilling academic responsibilities with honesty, and engaging in learning.
- Interpersonal Conduct: Speaking politely, respecting personal boundaries, and avoiding discriminatory behavior.
- Citizenship: Acting as "responsible citizens" by reporting misconduct and protecting peers from bullying.

Parents

- Acknowledgement: Parents must acknowledge the behavior policy when signing the parent-school agreement.
- Collaboration: Required to attend meetings and sign undertakings to support joint home-and-school strategies when misconduct occurs.
- Consent: Must provide consent for supervised detentions held outside of official school hours.
- Appeals: Hold the responsibility to lodge appeals against suspension (within 1 working day) or expulsion (within 10 working days) if they disagree with a decision.

School Administration

- Record Keeping: Responsible for recording Level 2, 3, and 4 misconduct at the school level.
- Reporting: Must report all Level 2 (suspensions/expulsions), Level 3, and Level 4 misconduct to ADEK.
- Compliance: Ensures the school community understands the policy and that internal procedures are no stricter than ADEK requirements.

Approval for Expulsion:

- BRS will seek ADEK's approval to expel a student. In making an application to ADEK, schools must provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.
- At the end of each academic year, will share a list of students at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct.

Compliance:

This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).

Approved By:

Rachna Prakash
Principal
Bright Riders School-Abu Dhabi



Next Review: AY 2026-2027

