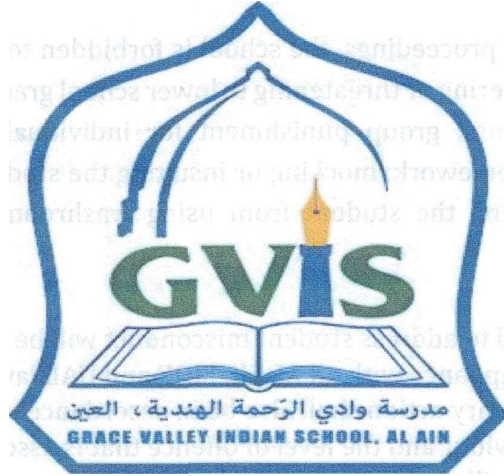




GRACE VALLEY INDIAN SCHOOL

Behaviour Policy & Code of Conduct 2025-2026





INTRODUCTION

To achieve the aims and goals of Grace Valley Indian School we believe that positive student behaviour plays an integral component in achieving an effective learning environment. It is essential that positive behaviour is an integral component in order to provide an effective learning environment.

In delivering quality educational outcomes, Grace Valley Indian School must encourage positive behaviour. This positive behaviour at Grace Valley Indian School is based on sound educational principles.

When such positive behaviours are explained to students and consistently applied, they will be recognized by students as being necessary to ensure a safe learning environment facilitating student achievement. ***This Code of Conduct will apply to all areas of Me school and all school-related activities.***

When applying disciplinary proceedings, the school is forbidden to use all forms of physical punishment, lowering or threatening to lower school grades; detention during or after school hours; group punishment for individual misconduct; imposing more school or homework; mocking or insulting the student in private or in public; and preventing the student from using washroom facilities or consuming food.

Any disciplinary action used to address student misconduct will be firm, fair, consistent, clear and in compliance with all ADEK, MOE and UAE laws, policies and guidelines. The disciplinary action shall also be in accordance with the nature of the negative behaviour and the level of offence that is associated with the behaviour. School staff will ensure that students are given appropriate opportunities to act positively before it is escalated in disciplinary action.

The goal of the school is to provide a supportive environment in which students learn to exercise self-discipline.



Behaviour/Discipline Committee and Members

The school Behaviour/Discipline Committee is a subcommittee of the School Development Program. It exists to review student behaviour to ensure that they are fair and consistent with all policies of the school.

Members of behaviour committee are:

SL NO	NAME OF THE STAFF	DESIGNATION	CONTACT NUMBER
1	Dr. Mohamed Ibrahim	Principal	0558833789
2	Mr. Arjil	Vice Principal	0529123090
3	Mrs. Rafnas	Academic coordinator	0562297030
4	Mrs. Meera	SDP Coordinator	0503494379
5	Mrs. Aysha	Head of Inclusion	0508632411
6	Mrs. Fidha	Social worker	0525200866
7	Mr. Suhail	Social worker	0544811140
8	Mrs. Fathima	CBSE Section Head	0562787015
9	Mrs. Mumtaz	Academic Section Head	0521712952
10	Mrs. Mufasira	Academic Section Head-KG to Grade 2	0568664654
11	Mr. Lamees	Well Being	0561814003

Rewards and sanctions for behaviour of all students in Grace Valley Indian School will be under the responsibility of the listed behaviour committee members.

Code of Conduct

Grace Valley Indian School is a school community where learning takes place in a cooperative environment which fosters the physical, mental and emotional growth of each individual student.



It is, therefore, most important that every parent, student and teacher associated with Grace Valley Indian School appreciates the importance of cooperating in a community with a common concern for the well-being of all, and for the promotion of education standards and behaviour.

To achieve this goal, the Code of Conduct forms an integral part of the Educational Philosophy and program of Grace Valley Indian School.

MEASURES TO ENCOURAGE POSITIVE BEHAVIOURS

Our school provides programs and activities, which will promote a positive and friendly atmosphere throughout the school year. It is also our hope that this positive atmosphere will prevail not only in school but also outside of the school within the community and at home.

Samples of these programs and activities are as follows:

1. School Radio Program.
2. Recognition of achievements and positive student behaviour.
3. Opportunity to participate in sports' activities: football, coco, volleyball and co-curricular activities.
4. Special weeks centred around a theme.
5. Special occasion celebrations (National Days, Eid Al Adha, Eid Al Fitr, Al-Hijra New Year, Flag Day, Commemoration Day, Isra Wal Miraj, Ramadan, etc.)
6. Involvement of students in concerts, talent shows and after-school activities.
7. Student work displayed within the class, Corridor and office.
8. Special Events (Entrepreneurship, Public Speaking Event, Musicals, Science Fair, etc.)
9. The singing and assembly of students for the National Anthem each morning.
10. Explicit teaching of Prosocial Behaviour.
11. Star of the month award in school assembly.



1. CO-OPERATION AND RESPONSIBILITY

The school expects each student to co-operate fully by taking the responsibility for their own progress through diligent preparation for, and participation in, all the classes they attend.

This requires showing concern for the needs of others so they may pursue their studies without interference, behaving appropriately at school, both in and outside the classroom, and respecting the authority of all staff.

2. SCHOOL UNIFORMS

The school requires school uniforms to be worn to all school functions and sporting events unless the students are otherwise directed. The uniform must be clean and in good repair at all times. Students are expected to wear the appropriate uniform to and from school. Students who arrive at school with an inappropriate uniform may receive a student behaviour verbal and written warnings.

The school uniform is as follows:

GRADE 1 TO 4

Boys: - Full sleeved shirt with stripes and school logo, dark blue pants with off white stripes, dark blue blazer with off white stripes, dark blue and red diagonal striped tie, white socks and black shoes and black belt with school logo.

Girls: - dark blue check frock with white striped sleeve, white striped pants, dark blue blazer with off white stripes, dark blue and red diagonal striped cross tie and white socks and black shoes.

GRADE 5 TO 12

Boys: - Full sleeved shirt with stripes and school logo, dark blue pants with off white stripes, dark blue blazer with off white stripes, dark blue and red diagonal striped tie, white socks and black shoes and black belt with school logo.

Girls: - Dark blue check full skirt, full sleeved white shirt with stripes and school logo, dark blue check vest coat, dark blue and red diagonal striped tie, dark blue blazer with off white stripes, white socks and black shoes and plain white leggings .



House uniform consist of four different sets. On days of PE periods and sports related activities or designated house assembly days, students may wear their GVIS house uniform. For boys: half sleeve colour T-shirt with school logo on the right chest and house name on back died of the Tshirt of green, yellow, pink and red for Emerald, Diamond, Sapphire and Ruby house respectively with navy blue colour track suit pant with school name for common to all houses and white shoes.

For girls: full sleeve long top with school logo on right side of chest and house name on back died of the top of green, yellow, pink and red for Emerald, Diamond, Sapphire and Ruby house respectively with navy blue colour track suit pant with school name for common to all houses and white shoes.

3. PERSONAL CONDUCT

It is essential that students develop respect for themselves as individuals and as students of the school. The school, therefore, requires students to conduct themselves at all times in a manner which will enhance their reputation and that of others at Grace Valley Indian School. Offensive behaviour including bullying, the use of bad language, theft or causing injury to another, will not be tolerated.

4. RESPECT FOR PROPERTY

Out of respect for others, students are expected to gain permission to use another person's property. This applies regardless of whether the property belongs to an individual, the school or the community.

Students should not bring valuable items to school, other than those required for academic and co-curricular activities.

5. TECHNOLOGY

Grace Valley Indian School (GVIS) provides online systems and resources for use by students and staff. This includes individual Google accounts with access to Google Apps for Education including unlimited cloud storage within the GVIS network, as well as laptops

All policies, procedures, codes of behaviour, and rules of GVIS apply to those using online systems and resources provided by or on behalf of GVIS. The "Technology Code of Conduct" pertains to the use of online systems and resources and has been prepared to protect the rights and safety of all.

GVIS takes appropriate measures to ensure the security of the facilities and information that may be contained in them. GVIS reserves the right to monitor the use of online resources by all that access the systems.



Refer to Appendix I for detailed "Technology Code of Conduct" information.

6. PARTICIPATION

Grace Valley Indian School will be offering a range of extracurricular and afterschool activities as the year progresses. Students are encouraged to be involved in school activities and they should encourage the involvement of their peers.

7. COMMITMENT

When a student joins a school team, they must accept all the expectations involved in that membership. If a student does not respect the commitment they may be removed from the team or activity.

8. ATTENDANCE

1. Students are to be present and on time for all classes during the school day.
2. Parents/guardians must contact the school on the day of the student's absence. If unforeseen circumstances prevent this from happening, the reason for the absence should be communicated to the administration in a timely manner.
3. Teachers are to submit attendance records to the office on a daily basis. All absences are recorded in eSIS.
4. (a) School administrators are responsible for determining the validity of explanations presented to account for a student's absence.

(b) Excused Absences

Absences which may be excused for necessary and important reasons and may include but not be limited to:

- i. Personal illness (medical note may be required)
- ii. Bereavement
- iii. Quarantine
- iv. Family emergencies
- v. Observance of religious holidays
- vi. Appointments for medical and or health
- vii. Court appearances
- viii. Others as approved by the administration

GVIS Attendance Procedure

- All students are to attend the assembly at 8:00 am. Students not inside the gate of the school for the National Anthem at 8:05 am will be regarded as late and the gate will be closed.
- Before the first class begins teachers will take attendance and submit it to the office.
- The section head will attempt to contact the parents of any student who is absent and record the reason. The attempt or call will be recorded.



- Students who arrive after the first period must have a note from home or send a text to the section head.

{be/er School Attendance Policy for the procedure ofLate arrivals, Early departures and Tardiness during the day}

9. SCHOOL BUS BEHAVIOUR

The driver and bus supervisor are in charge of the school bus.

1. Respect the bus supervisor and bus driver instructions.
2. Keep the seat assigned to you by the bus supervisor.
3. Use appropriate language while on the bus without yelling or making loud noises.
4. Stay seated with the seat belt fastened properly when the bus is in motion.
5. Keep windows closed unless the bus driver permits otherwise.
6. Keep your entire body within the bus (arms, head, etc.)
7. Nothing is to be thrown inside the bus or out of the windows.
8. When the bus is in motion, keep the aisle of the bus clear at all times.
9. Be on time and never stand or play on the road while waiting for the bus.
10. The aisle of the school bus should be neither wholly nor partially obstructed by any person sitting in such a manner that the person's body, or any part thereof, extends beyond a seat into the aisle.
- i 1. Eating and drinking refreshments in the bus are prohibited
12. Girls are to be seated in the front portion of the bus and boys in the back unless students are informed to sit in a designated seat by the bus supervisor.

NOTE: As per school code of conduct, students may lose busing privileges for a short-term or long-term basis, depending on inappropriate behaviour.



LEVELS FOR DISCIPLINARY ACTIONS

Grace Valley Indian School categorizes student misconduct into three levels:

Each level of behaviour requires a different disciplinary approach for modifying and correcting the student behaviour. The strategy or consequences applied for the level of behaviour will be appropriate for the grade, student age and gender.

LEVELS OF MISCONDUCT

Level One - Behaviour that causes the disruption of teaching and learning

Behaviours in Level One may include but are not limited to:

- Tardiness
- Unexplained Absences
- Not bringing necessary books and equipment
- Bringing toys and house belonging to class
- Inappropriate school, including PE, uniforms
- Rough play, Shouting
- Disruptive classroom and school behaviour
- Not following the school code of conduct within classrooms, corridor, playgrounds and buses
- Defying school authority and staff members
- Abusive or inappropriate language
- Speaking other than English in class

Level Two - Behaviour that causes greater disruption of teaching and learning that may include but not limited to the level one behaviour. It also covers property damage or student behaviours that may lead to physical or emotional harm to themselves or another person.

Behaviours in Level Two may include but are not limited to:

- Habitual Level One offences
- Defying school authority and staff members
- Trespassing
- Skipping or ditching class
- Use of excessive force when playing
- Mocking others
- Bullying physical or cyber bullying
- Vandalism of school property or the property of others
- Leaving school without permission



- In possession of or assignments
- Providing false documents (e.g.: signing letters without the knowledge of parents)
- Disruptive on school buses- refer to school bus behaviour
- Significant disruptive behaviour

For Level Two offences that involve vandalism, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism. (Refer to procedures for reporting the willful damage and/or destruction of school property, as below)

Level Three - Behaviour that may cause the physical endangerment of fellow students, school staff and others.

Behaviours in Level Three may include but are not limited to:

- Habitual Level Two offences
 - Willful damage to, or destruction of, school and personal property
 - Using cell phones during school time
 - Fighting
 - Abusive or inappropriate language directed towards students or staff
- Theft

For Level Three offences that involve willful damage or destruction to school property, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their son/daughter or son/daughter's acts of vandalism.

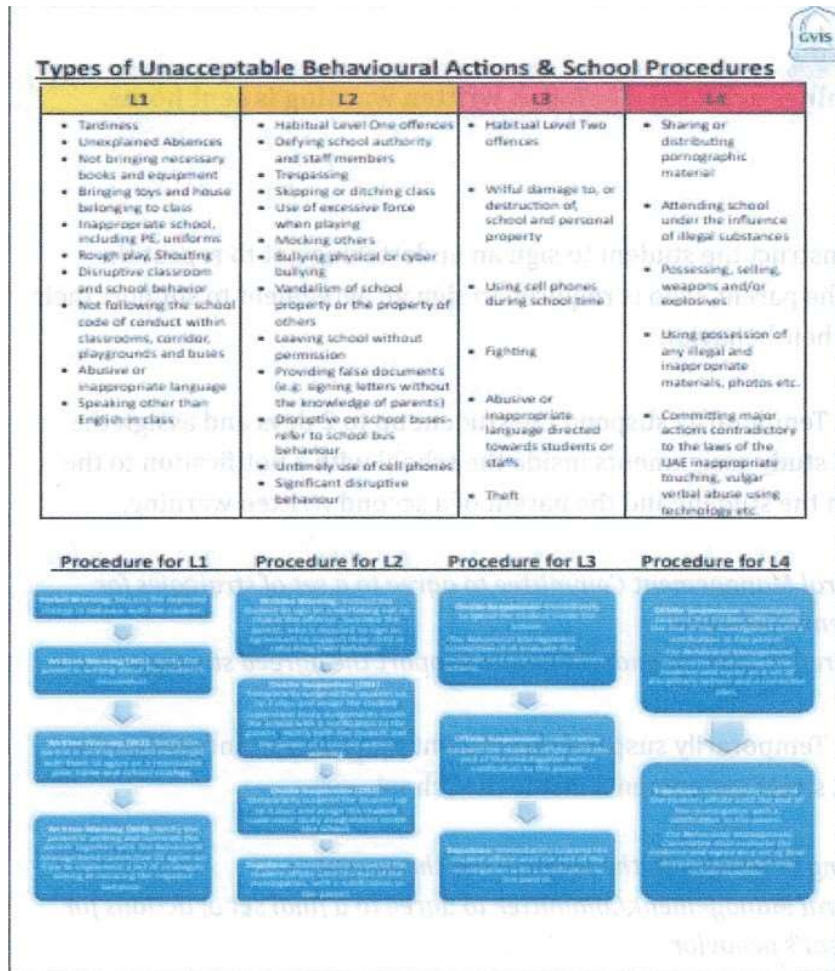
Level Four: Behaviours in Level 4 are violating UAE Laws.

Behaviours in Level Four may include but are not limited to:

- Sharing or distributing pornographic material
- Attending school under the influence of illegal substances
- Possessing, selling, weapons and/or explosives
- Using possession of any illegal and inappropriate materials, photos etc.



- Committing major actions contradictory to the laws of the UAE inappropriate touching, vulgar verbal abuse using technology etc.



Discipline intervention may include but are not limited to:

Level 1 Interventions:

1. Verbal Warning: Discuss the expected change in behavior with the student.
2. Written Warnine: Notify the parent in writing about the student's misconduct.
3. Written Warning: Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. -The parent is required to sign an undertaking to support the agreed strategy.



4. Written Warnin : 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.

***Three verbal warnings are issued before a written warning is sent home.**

Level 2 Interventions:

1. Wri en War n Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.
2. Onsite Suspension: Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. -Notify both the student and the parent of a second written warning.

-Notify the Behavioral Management Committee to agree to a set of strategies for reforming the sWdent's behavior.

-The parent is required to sign an undertaking to support the agreed strategy.

3. Onsite Suspension: Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.

-Issue a final warning in writing to the student and the parent.

-Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.

4. Exnulsion: Immediately suspend the student offsite until the end of the investigation, with a notification to the parent.

-The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.

-After following the prior steps, if the sWdent 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.



Level 3 Intervention:

1. Onsite Suspension: Immediately suspend the student inside the school.
-The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.
-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.
2. Offsite Suspension: Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
-The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.
-Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.
3. Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
-The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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.
-The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. -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.

Level 4 Interventions:

1. Offsite Suspension: Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
-The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.



2. Expulsion Immediately suspend the student offsite until the end of the investigation with a notification to the parent.

-The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.

-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.

Students with ALN (Additional Learning Needs)

Students with additional learning needs are required to follow the same school rules as their peers. Students with additional learning needs may need greater assistance in learning and following the school rules. Students with additional learning needs must not have greater consequences imposed for misbehaviour. If disciplinary action is necessary, it will be carried out in accordance with the Grace Valley Indian School Disciplinary Actions.

The School Leadership Team (SLT) will determine whether the behaviour is a manifestation of the student's special needs. The SLT, with the support of the Regional Special Education Supervisor (ADEK), will:

- Perhaps conduct a Functional Behaviour Assessment (FBA) to determine whether to develop and implement an intervention plan
- **If developed, review** the intervention plan, if one has been developed, and modify it as deemed necessary to address the behaviour in question.
- Support the student's return to school, unless the parent and the Head of Special Education in the region agree that a transfer to a different school or alternative educational setting is necessary

Reference - ADEK Transition Procedures Handbook

PROCEDURE FOR SUSPENSION AND EXPULSION

Suspension:

Before a suspension is considered, the behaviour must be considered a level three/four or the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. This documented record shall be transferred with the student to any new school, and the school shall keep a copy of the record.



Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident.

Steps for suspension

1. A student may only be suspended from school by the Principal or designate.
2. The school shall have documented evidence of the student's behaviour to support a suspension.
3. The Principal or designate shall notify the parents or guardian directly (by phone or in person) of the student's conduct prior to a suspension.
4. The Principal or designate shall complete the Notice to Suspend letter and forward directly to the parent or have the parent collect it from the school.
5. A copy of the Notice to Suspend is forwarded to the school social worker.
6. A copy of the Notice to Suspend is kept in the student's file.
7. The suspension commences on the following school day on which the decision to suspend was made. The student may remain at school on the day the decision to suspend was made.
8. According to ADEK regulations, the period for suspension must not exceed 5 days.
9. It is the responsibility of the student to continue their day to day classroom work and the student must communicate through email and with their teachers to enable a continuation of the work program during the suspension period.
10. A Return to School meeting may be conducted at the earliest convenience to the school (No later than 3 days after the suspension).
11. If required by the administration, the student, parent and/or guardian must attend the Return to School meeting before the suspension can be concluded.
12. In the event that the Return to School meeting is unsuccessful the Principal or Designate may extend the suspension by no more than 5 days.
13. In the event that the second Return to School meeting is also unsuccessful, The Principal may choose to apply other disciplinary actions consistent with the re-entry procedures.
14. When a student has been suspended on more than one occasion for serious misconduct, then the school may consider other options including expulsion on a case- by case basis.
15. In making an application for transfer or removal, the school shall ensure that all the stages have been followed.



Appeal process

All students have the right to an appeal process for disciplinary action applied to alleged misconduct.

Students are required to fulfil the disciplinary action while the appeal process is underway.

A student can appeal the disciplinary action to The Principal of the school.

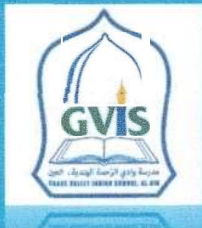
A written letter of appeal from parents is required within 2 school days of the disciplinary action being handed down to initiate the appeal process. The appeal letter should state clearly the disciplinary action applied to the student, reasons and explanations for why the discipline is unjustified, or why the student cannot fulfil the discipline. The letter should also include a summary of outcomes from the previous appeals, reasons why the decisions were unsatisfactory and the reasons for the current appeal.

First level

The First Level of Appeal is at the school and The Principal is responsible for overseeing the process. The Principal is required to hold a meeting with parents and students within two days of receiving the appeal letter to discuss the appeal. If necessary, additional meetings will be arranged as soon as possible. Principals may invite other parties such as teachers, social worker, school psychologist, and/or members of the school Leadership Team to be present at the meeting. Parents and students may also invite other advocates to be present in the meeting to provide support.

Second level

If the appeal is not resolved at the First Level within a period of one week from the date of appeal, then the appeal may be extended for an additional one week by the school principal. If the school fails to receive a written decision concerning the appeal within two weeks from the parent, the appeal is considered implicitly rejected and the decision issued in this regard shall be final. Students and parents have the option to escalate the appeal to the Regional Office.



The Director of the Regional Office or his/her delegate will oversee the appeal process. The Director or his delegate will convene appropriate committees to investigate and advise on process only.

Third level

If the appeal at the Second Level is not resolved or is not satisfactory, students and parents have a third option to escalate the appeal to ADEK Central. A Central Disciplinary Committee will be convened by the Director-General (or nominee) to hear the appeal and investigate claims and charges. Any decision regarding the disciplinary action issued by ADEK will be final.

Reference

- ADEK- Student Behaviour Policy
- Abu Dhabi Private School Policies and Guidelines

