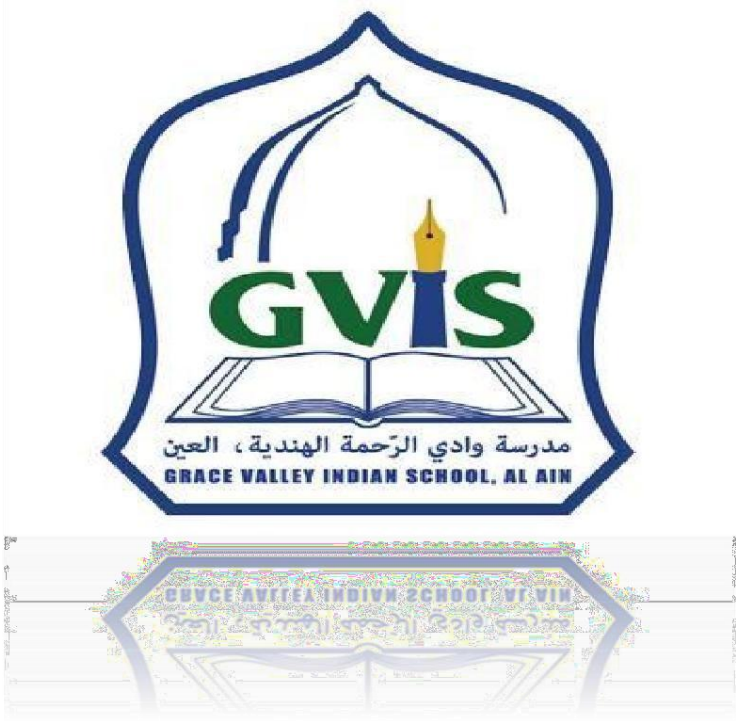
Behaviour Policy & Code of Conduct
2026–2027



Review Date	October 2026
Next Review	October 2027

INTRODUCTION

At Grace Valley Indian School (GVIS), we believe that fostering positive student behaviour is essential for an effective and conducive learning environment. Positive behaviour enables all students to thrive academically, socially, and emotionally in line with the school's goals and vision.

To achieve quality educational outcomes, GVIS emphasizes the promotion of positive behaviour grounded in sound educational principles. When expectations are clearly communicated and consistently reinforced, students recognise them as essential for a safe learning environment that supports achievement. This Code of Conduct applies to all areas of the school and all school-related activities.

When applying disciplinary measures, the school strictly prohibits all forms of physical punishment; lowering or threatening to lower academic grades; detention during or after school hours without parental consent; group punishment for individual misconduct; imposing additional schoolwork or homework as punishment; mocking or insulting students publicly or privately; and restricting access to washroom facilities or food.

Any disciplinary action addressing student misconduct will be firm, fair, consistent, and clearly communicated, in compliance with ADEK, MOE, and UAE laws, policies, and guidelines. Disciplinary measures are proportionate to the nature and severity of the offence. Staff ensure students are provided with appropriate opportunities to demonstrate positive behaviour before escalating. The school aims to provide a supportive environment in which students develop self-discipline and personal responsibility.

Scope by Phase. The Misconduct Policy and Procedures (Levels 1–4; Sections 10 and 13) apply from Grade 5 / Year 6 and above. For students below Grade 5 / Year 6, responses are governed by Ministerial Resolution No. (206) of 2020 on Managing Positive Behavior in Early Childhood, with developmentally appropriate approaches.

1. Purpose

1. Proactively encourage positive behaviour and prevent or address behaviours of concern.
2. Clarify expectations through a unified Student Code of Conduct.

2. Definitions

- Positive Behaviour: Actions that promote safety, respect, learning, and wellbeing.
- Misconduct: Conduct not in line with the Code of Conduct.
- Behaviours of Concern: Significant changes or patterns that negatively affect wellbeing or learning.
- Tiered Model of Support: Universal (Tier 1), Targeted (Tier 2), Intensive (Tier 3) supports.
- Documented Learning Plan (DLP): Individualized plan (IEP/ISP/ILP/BSP/ALP) agreed with parents and staff.
- Positive Handling: Last-resort, reasonable and proportionate physical intervention to prevent imminent harm.
- Policy Governance: Annual review by leadership to assess incidents and impact; updated by 30 June yearly.
- Communication: Policy published on the school website and in the handbook; parent acknowledgement obtained; students briefed each term.
- Compliance: GVIS complies with ADEK and UAE laws. Non-compliance may lead to ADEK intervention.

3. Positive Behaviour Model Principles

3.1 UAE National Identity & Culture

Respect for religion, local culture, values, and traditions.

3.2 Positive Environment

A welcoming, caring, safe, professional, and respectful atmosphere for all, regardless of background, nationality, religion, gender, or ability.

3.3 Whole-School Strategies

- Social–emotional learning (self-management, emotional regulation, empathy).
- Respect for diversity and inclusion; anti-bullying education.
- Staff training on positive behaviour management.
- Clear parent partnership expectations and communication.
- Early monitoring to identify at-risk students with rapid referral to supports.

3.4 Recognition & Reinforcement (Examples)

- Certificates, “Star of the Month,” house points, leadership roles.
- Public celebration of achievements; positive calls or emails home.

- Student showcases and service opportunities.

4. Behavior Management Committee (BMC)

The school Behaviour/Discipline Committee is a subcommittee of the School Development Program. It reviews student behaviour to ensure responses are fair and consistent with school policies. The BMC can convene at any time to issue decisions in line with case urgency.

SL No	Name of Staff	Designation	Role in Committee	Contact Number
1	Dr. Mohamed Ibrahim	Principal	Chairperson	0558833789
2	Mr. Arjil	Vice Principal	Advisory Member	0529123090
3	Mrs. Rafnas	Academic Coordinator	Teaching Team Representative	0562297030
4	Mrs. Fathima	Super visor Cycle-3	Discipline Oversight Coordinator	0562787015
5	Mrs. Mumtaz	Super visor Cycle-2	Behaviour Monitoring Representative	0521712952
6	Mrs. Mufasira	Super visor KG and Cycle-1	Early Years Behaviour Coordinator	0559741418
7	Mrs. Ayisha	Head of Inclusion	Child Protection Coordinator	0544388431
8	Mr. Muhammed Suhail	Social Worker	Social Care Team Representative	0508906212

5. Code of Conduct — Overview

GVIS is a school community where learning occurs in a cooperative environment that fosters the physical, mental, and emotional growth of each student. The Code of Conduct forms an integral part of the school's Educational Philosophy and Program and relies on cooperation among parents, students, and teachers.

Applicability: The Student Code of Conduct applies on campus, on school transport, during all school-organized activities on/offsite, and—where students represent the school indirectly—when wearing school uniform or otherwise identifiable as GVIS students in

public.

6. Measures to Encourage Positive Behaviour

The school provides programs and activities to promote a positive and friendly atmosphere throughout the year—extending to the community and home.

6.1 Sample Programs & Activities

- School radio program; recognition of achievements and positive behaviour.
- Sports and co-curricular activities; special themed weeks and national/religious celebrations.
- Student concerts, talent shows, after-school activities; display of student work.
- Entrepreneurship Day, Public Speaking, Musicals, and Science Fair.
- Morning assemblies and National Anthem; explicit teaching of pro-social behaviour; "Star of the Month" awards.

7. General Behavioural Expectations

7.1 Cooperation and Responsibility

Students are expected to take responsibility for their learning, show concern for others, and respect the authority of all staff members.

7.2 School Uniforms

All students must wear the prescribed school uniform to school functions and sporting events, unless otherwise directed. Uniforms must be clean and in good repair at all times. Students who arrive at school in an inappropriate uniform may receive verbal and written warnings.

7.2.1 Uniform Specifications

Grades 1–4

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, black shoes, and black belt with school logo.

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

Grades 5–12

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, 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, black shoes, and plain white leggings.

House Uniforms

Boys: Half-sleeved coloured T-shirt with school logo on right chest and house name on the back — Green (Emerald), Yellow (Diamond), Pink (Sapphire), Red (Ruby). Navy blue tracksuit pants (common to all houses) and white shoes.

Girls: Full-sleeved long top with school logo on right chest and house name on the back (same colour scheme). Navy blue tracksuit pants and white shoes.

7.3 Personal Conduct

Students must conduct themselves in a way that enhances their own reputation and that of GVIS. Offensive behaviours such as bullying, use of bad language, theft, or causing injury will not be tolerated.

7.4 Respect for Property

Students must seek permission to use another's property—whether belonging to an individual, the school, or the community—and should not bring valuables except those required for academic or co-curricular activities.

7.5 Technology Code of Conduct

GVIS provides online systems and digital resources for student and staff use. All school rules apply to these systems. Usage may be monitored to ensure safety and compliance. Key rules include:

- Appropriate, respectful use at all times; follow staff directions.
- No cyberbullying, harassment, or defamation.
- No unauthorised recording or distribution of photos, audio, or video.
- Do not access, share, or create unlawful/inappropriate content.
- No hacking, bypassing security, or installing unauthorised software.
- Misuse may result in restrictions or disciplinary action per Levels 1–4.

Refer to Appendix I: Technology Code of Conduct for full details.

7.6 Participation and Commitment

Students are encouraged to engage in extracurricular and after-school activities. Once a student joins a team or activity, they must uphold commitment expectations; failure to do so may lead to removal from that activity.

7.7 Attendance

Attendance is expected daily and on time; assembly begins at 08:00 and the gate closes at 08:05. Parents/guardians must notify the school on the day of absence. Teachers submit attendance daily to the office (recorded in eSIS). Excused absences include illness, bereavement, quarantine, emergencies, religious holidays, medical/court appointments, or other valid reasons approved by administration.

7.7.1 GVIS Attendance Procedure

- All students attend morning assembly at 08:00; gate closes at 08:05.
- Teachers record attendance before the first lesson and submit to the office; all absences recorded in eSIS.
- Section Heads contact parents of absent students; reasons documented; all contact attempts recorded.
- Students arriving after Period 1 provide a note/message to the Section Head.
- Attendance concerns are addressed through supportive communication with parents—never through punitive measures.

8. School Bus Behaviour

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

- Respect the bus supervisor and driver instructions.
- Sit in your assigned seat and keep your seat belt fastened when the bus is in motion.
- Use appropriate language; no yelling or loud noises.
- Keep windows closed unless permitted; keep your body inside the bus.
- Do not throw objects inside or outside the bus.
- Keep aisles completely clear at all times.
- Be on time and never stand or play on the road while waiting for the bus.
- No eating or drinking on the bus.
- Gender seating as directed by policy/supervisor.

As per the Code of Conduct, students may lose busing privileges temporarily or long-term for serious or repeated misconduct.

9. Levels of Misconduct and Disciplinary Actions

GVIS follows ADEK guidelines to promote positive behaviour and a safe, respectful learning environment. Disciplinary actions are proportionate, age-appropriate, culturally sensitive, and designed to guide students toward self-discipline and accountability. The school encourages proactive strategies such as positive reinforcement, restorative conversations, and early intervention to prevent repeated misconduct. Collaboration among teachers, parents, and the inclusion team ensures consistent support for every learner. Through continuous monitoring and reflection, GVIS strives to nurture empathy, responsibility, and a culture of mutual respect across the school community.

Level One — Minor Misconduct

Disrupts teaching and learning but does not threaten safety. Examples include: unexplained absences; missing materials; bringing toys/household items; incorrect uniforms; rough play; shouting; disruptive classroom behaviour; failure to follow the code of conduct; defying staff; inappropriate language; using languages other than English in class; sleeping or eating during class/assembly without permission (after health check); misuse of digital devices in class (games/social apps/earphones without permission); non-modest grooming/haircuts where applicable.

Actions: verbal reminders; teacher–student conferences or coaching; parent communication; documentation of repeated behaviours. Persistent misconduct may escalate to Level Two.

9.1 Level Two — Moderate Misconduct

Causes greater disruption to learning or involves deliberate disobedience. Examples include: habitual Level One offences; trespassing; excessive force while playing; teasing or mocking; minor vandalism; leaving/entering class during lesson without permission; not attending mandatory school activities without valid excuse; leaving school without permission; providing false documents; significant disruptive behaviour on school buses; verbally insulting members of the school community (including visitors); using/promoting/possessing tobacco, vaping or shisha products and paraphernalia; refusing reasonable safety instructions (Health & Safety).

Actions: written warnings to parents; temporary removal from class with supervised on-site study; loss of privileges; restorative/community service tasks; supervised detention during break/lunch/after school with parental consent; confiscation of inappropriate items with BMC approval and documented return. Repeated misconduct may escalate to Level Three. Parents may be required to cover repair costs in cases of vandalism.

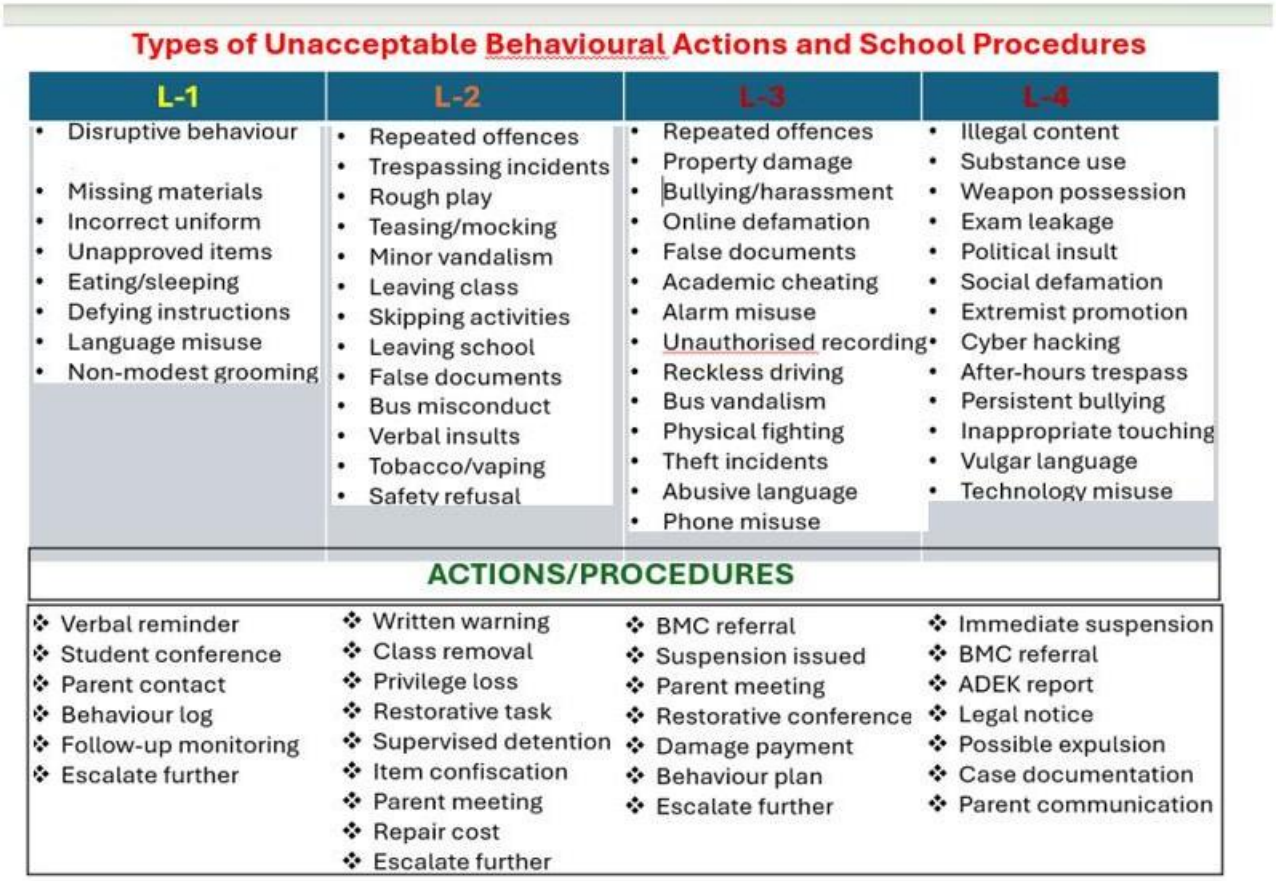
9.2 Level Three — Major Misconduct

Endangers safety or causes serious disruption. Examples include: habitual Level Two offences; deliberate damage/destruction of property; bullying/intimidation/harassment (including online) and defamation on social media; fabrication/falsification of documents or impersonation; academic dishonesty/plagiarism/cheating in exams; setting off fire alarm/extinguishers; capturing/possessing/distributing images/audio/video of staff/students taken without consent; reckless driving in/around campus; vandalism of school bus or furnishings; fighting; theft; abusive or threatening language toward students or staff; use of mobile phones during school hours without permission.

9.3 Level Four — Severe Misconduct / Legal Violations

Violates UAE laws and represents the most serious offences. Examples include: sharing/distributing unlawful content (e.g., pornography, extremist material); attending school under the influence of illegal substances; possessing/selling weapons or explosives; leaking exam questions or related activity; insulting political, religious, or social figures in the UAE; using communications/social media for unlawful/immoral acts or to discredit the school/community; disseminating/promoting culturally inappropriate/extremist content with malicious intent; intrusive/illegal activity on school IT systems (hacking/installing unauthorized software); trespassing on premises after hours; persistent bullying/harassment; inappropriate touching; vulgar verbal abuse; misuse of technology.

Actions: immediate suspension pending investigation; referral to BMC; mandatory reporting to ADEK; possible permanent expulsion with ADEK approval; and notification of legal authorities as required by law.



10. Prohibited Measures

The school prohibits corporal punishment; psychological punishment such as threats or humiliation; disclosure of personal information without consent; locking a student in any area; seizing belongings without BMC resolution; lowering academic grades as punishment; group punishment; assigning extra academic work as a penalty; or denying access to food, water, or restrooms. Detention outside official hours is prohibited unless parents provide written consent. Amendment: Previous GVIS statements prohibiting all detentions are superseded; detention is now permitted during break, lunch, or after school with parental consent.

When behavioural challenges arise, the school responds through a structured, tiered model of support designed to prevent escalation and promote long-term positive change.

11. Support and Interventions (Tiered Model)

The school adopts a Tiered Model of Behaviour Support aligned with ADEK's Student Behaviour Policy (Version 1.2, 2025). This model ensures that behavioural support is proactive, student-centred, and inclusive, providing the right level of intervention based on individual need.

Tier 1 (Universal Support)

Clear classroom routines, expectations, and proactive behaviour teaching. School-wide positive reinforcement systems and consistent corrective strategies. Integration of social-emotional learning (SEL) into daily practice.

Tier 2 (Targeted Support)

Check-in/check-out systems and small-group SEL or mentoring sessions. Behaviour contracts, targeted counselling, and family partnership meetings. Monitoring and short-term intervention plans for repeated low-level behaviours.

Tier 3 (Intensive Support)

Individual counselling or therapy, with external specialist referrals (with parental consent). Individualised safety or behaviour intervention plans (BIPs). Multi-agency collaboration to address complex or persistent behavioural concerns. These supports operate in parallel with Dedicated Learning Plans (DLPs) for Students of Determination to ensure an integrated and equitable approach.

12. Discipline Interventions (Staged Procedures)

12.1 Level 1 Interventions

- Verbal warning and discussion of expected behaviour.
- Written warning to parents after repeated incidents (typically after three verbal warnings).
- Parent meeting and agreement to support a joint home–school strategy.

12.2 Level 2 Interventions

- Written warning with student and parent undertakings to reform behaviour.
- On-site suspension up to 2 days with supervised study; second written warning issued; BMC recommends reform strategies.
- On-site suspension up to 3 days; final written warning; BMC approves corrective actions.
- Off-site suspension pending investigation; escalation up to expulsion (with ADEK approval) if repeated and supported by evidence of staged supports.
- Parents liable for vandalism repair costs, where applicable.

12.3 Level 3 Interventions

- Immediate on-site suspension while BMC evaluates evidence; parents summoned to support strategy.
- Off-site suspension pending investigation; final written warning and required parent meeting.
- Application to ADEK for expulsion if repeated and after staged interventions; provide evidence of counselling and supports.
- Parents may be liable for vandalism repair costs.

12.4 Level 4 Interventions

- Immediate off-site suspension pending investigation; parents notified.
- Application to ADEK for expulsion if warranted; evidence of prior steps and supports included.
- During supervised detention, students are provided with meaningful learning activities and access to required materials to ensure continuity of learning

12.5 Level 3 Interventions

- Immediate on-site suspension while BMC evaluates evidence; parents summoned to support strategy.
- Off-site suspension pending investigation; final written warning and required parent meeting.
- Application to ADEK for expulsion if repeated and after staged interventions; provide evidence of counselling and supports.
- Parents may be liable for vandalism repair costs.

12.6 Level 4 Interventions

- Immediate off-site suspension pending investigation; parents notified.
- Application to ADEK for expulsion if warranted; evidence of prior steps and supports included.
- During supervised detention, students are provided with meaningful learning activities and access to required materials to ensure continuity of learning

13. Positive Handling (Last Resort)

Positive handling may be used only as a last resort to prevent immediate harm to self/others or serious property damage. Interventions must be minimal and proportionate, consider student vulnerabilities, seek assistance/witnesses where possible, cease once safe, and be recorded and communicated to parents. Physical force is never a punishment.

14. Searching, Screening, and Confiscation

Where reasonable grounds exist that a student possesses an illicit or dangerous item, the Principal or delegated staff may conduct search, screening, and/or confiscation per ADEK policy. Use of metal detectors or mobile jammers may be authorised where necessary. Confiscated items are documented and handled per BMC resolution and return protocols.

15. Students with ALN (Additional Learning Needs)

Students with additional learning needs follow the same rules as their peers and may require greater assistance in learning and following the rules. They must not receive greater consequences for misbehaviour. Disciplinary action is carried out in accordance with GVIS procedures, with consideration of whether behaviour is a manifestation of the student's needs.

- Conduct functional behaviour assessment (FBA) if needed; develop an intervention plan.
- Review and adjust plans to address the behaviour as necessary.
- Support the student's return to school unless transfer/alternative setting is agreed by parents and ADEK.

16. Procedure for Suspension and Expulsion

16.1 Appeals Procedure

Parents may initiate an appeal within 1 working day of a suspension decision and within 10 working days of an expulsion decision. Appeals may be submitted by email, letter, telephone, or meeting request. The Appeals Committee is distinct from the BMC and excludes the Principal/Vice Principal and any member with a conflict of interest. The school issues a final decision within 2 working days for suspension appeals and within 7 working days for expulsion appeals. If the school does not respond within 3 working days or the parent rejects the final decision, parents may submit a complaint to ADEK within 5 working days.

GVIS's former multi-level appeal timelines are superseded by this ADEK-aligned process.

16.2 Suspension & Expulsion Protocols

- Suspension limits: Off-site suspension periods do not exceed 5 school days at a time; on-site suspensions are supervised with learning access.
- Continuation of learning: Provide supervised study during on-site suspension and remote access/assignments during off-site suspension.
- Reintegration: Hold a timely Return-to-School meeting (normally within 3 days); update support plans and expectations.
- Expulsion: Seek ADEK approval with evidence that staged procedures and supports were implemented.
- End-of-year reporting: Share list of students at risk of expulsion with ADEK, including histories and interventions.
- Re-enrolment: Failure to re-enrol after disciplinary action is classified as expulsion; ADEK approval is required.
- Admissions: Receiving schools will not deny admission based on behavioural history.
- Parent Misconduct: Misconduct by parents is not grounds for action against a student.

16.3 Operational Steps for Suspension

- A student may only be suspended by the Principal or designate.
- The school must have documented evidence of behaviour to support suspension.
- Parents/guardians are notified directly (phone or in person) prior to suspension.
- A Notice to Suspend letter is prepared and delivered to parents; copies kept with the social worker and in the student file.
- The suspension commences the following school day after the decision.
- Suspension must not exceed 5 school days per ADEK regulations.
- The student continues academic work during suspension via supervised study/remote access.
- A Return-to-School meeting is conducted within 3 days; attendance may be required before concluding suspension.
- If needed, a short extension (up to 5 days) may be applied; further actions may be considered if issues persist.
- Repeated serious misconduct may lead to application for expulsion on a case-by-case basis, after all stages are followed.

16.4 Records & Reporting.

Level 1 misconduct is recorded at class level by the teacher; repeated incidents are added to the student file or escalated. Levels 2, 3, and 4 misconduct are recorded at school level; all Level 2 (on/off-site suspensions and expulsions), Level 3, and Level 4 cases are reported to ADEK. All records (root cause analyses, meetings, interventions, observations, warnings, appeals) are retained confidentially and shared on a need-to-know basis.

17. Bullying Prevention Policy (Summary)

GVIS maintains a standalone Bullying Prevention Policy aligned with MoE 645/2020 and ADEK Student Protection Policy. This section summarizes enforceable rules and links to Sections 10 & 13.

- School-wide anti-bullying program with education for students and staff (inclusive of Students of Determination).
- Clear guidance for students who are bullied, those who bully, and bystanders (reporting routes; safe intervention; support).
- Staff response procedures: immediate safety, documentation, parent communication, and follow-up.
- Support plans and staged disciplinary responses where applicable.

- Tracking and monitoring of incidents (frequency, severity, actions/outcomes).

18. Maltreatment & Safeguarding

Any misconduct that may constitute maltreatment (e.g., physical/sexual abuse, bullying) follows GVIS safeguarding procedures and UAE/ADEK reporting requirements. Law enforcement will be involved where conduct is illegal.

19. Parent Partnership

Parents agree to uphold the Code of Conduct, support behaviour strategies, attend meetings when requested, and reinforce expectations at home. GVIS provides regular communication, guidance, and opportunities for collaboration.

20. Document Control & Publication

- Owner: Principal, GVIS
- Committee: Behaviour Management Committee
- Last updated: 4th November 2026
- Approval: School Board / Proprietor (as applicable)
- Publication: Policy published on website and handbook; appendices retained as staff/parent reference packs.

21. References

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

22. Approval & Signature

Principal: _____ Date: _____