

# Maplewood Canadian International School



## Managing Student Behavior Policy 2024 - 2025



Creating a positive environment for learning

*“Effective schools are demanding places, where teachers expect and ensure high standards of work and behavior”.*

*Professor Andy Hargreaves, Academic and Educationalist*

## **Rationale**

This policy aims to provide a framework for MWIS staff in developing their approaches to managing student behavior. Effective behavior management systems identify proactive strategies that reinforce positive behavior, and expectations and seek to prevent behavioral issues. It is important that, in managing student behavior, schools do not rely on rules and consequences for addressing negative behavior. The aim is to change patterns of behavior and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated, and staff should follow a graduated response when dealing with students.

This policy is aligned with Code of Conduct Levels Ministerial Decree 619/2017 and ADEK’s ‘Guidelines for Managing Student Behavior in Abu Dhabi Schools’ which believes that every student has the right to be educated in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning.

## **Aims**

1. To promote learner well-being and happiness.
2. To create the conditions for an orderly school community in which effective learning can take place, in which there is mutual respect between all members of that community and respect for the school environment.
3. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.
4. To provide a fair and transparent set of procedures that ensure consistent application of sanctions for dealing with unacceptable behavior that impacts on the smooth running of the school within the context of positive behavior management.

It is the aim of MWIS to ensure that every member of the school’s community feels valued and respected, and that each person is treated fairly and well. The behavior policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behavior.

## **MWCIS Student Code of Conduct**

All students enrolled in the Maplewood International School are expected to adhere to the Student **Code of Conduct**. This code is consistent with the expectations for students as defined by the Alberta Education Guide to Education and by ADEK guidelines and policies that regulate school behavioral expectations for students.

The code of conduct requires that all students:

1. Be diligent in pursuing their studies.
2. Attend school and classes regularly and punctually, arriving with all of the required tools for learning (charged Chromebook, pencils, etc).
3. Justify any tardiness and/or absences as per the guidelines of the school and ADEK.
4. Remain within the school boundaries at all times.
5. Complete all assigned work to the best of their ability and on time.
6. Participate in classroom and school activities to promote a positive school community.
7. Behave responsibly so as to not disrupt the classroom, the teacher's instruction, or the learning of others.
8. Cooperate fully with everyone authorized by the school to provide educational programs and other services.
9. Comply with the rules of the school.
10. Account to their teachers, the school social worker, their parents, and the administration for their conduct while in school.
11. Commit to the heritage and culture of the UAE in such a way that they behave honestly and conduct themselves with dignity, respecting the rights of others.
12. Ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging for other students and staff.
13. Refrain from bullying or bullying behaviors directed towards others in the school, whether or not it occurs within the school's building, during the school day, or by electronic means.
14. Report bullying that they see or of which they are aware.
15. Care for the facilities and property of the school and of others.
16. Positively contribute to the school and the school's community by participating with good intentions and proper behavior.

The school holds three behaviors in high disdain and learners who commit these acts are likely to have their place at the school removed subject to affirmation of such behavior following an investigation. These are

- Systematic bullying including cyber-bullying
- Level 3 and 4 Behavior Infractions

Supplementary Codes of Conduct exist specific to:

- use of the library
- use of IT
- bus travel
- school field trips
- extra-curricular activities.

## **Use of Positive Recognition and Rewards**

MWIS recognizes that praising students is important for promoting positive attitudes to school, learning, and good behaviour. Staff can recognize students' positive contribution to their class or school community, their efforts with school work, progress, or attainment. Positive Recognition and Rewards may take the following forms:

### ► **Verbal Recognition**

Verbal praise to the student(s) concerned

Public praise (in class, in assembly)

Arranging for the student and, in some cases parents, to meet the Principal

### ► **Written Recognition**

Written comments in exercise books or on students' work

Positive comments in home-school communications through positive e-mails home Issuing

certificates or letters of appreciation

Students name/photograph on notice boards, e.g. ‘Student of the Month’ Displays of student(s) work in the classroom or around the school

Publication of students’ work in school website or on the school’s social media platforms Work shown to Principal or Senior Leadership Team

Merit awards and praise postcards, or similar

Letter/email from Homeroom Teacher, Subject Teacher, Head Teacher, Coordinator, or Senior Leadership Member to the student and/or their parents

Principal’s letter/email to the student and/or their parents

▶ **Material/Financial Recognition**

Academic awards and trophies

Sports medals and trophies for competing or winning competitions

Prizes, e.g. books for winning entries in a writing competition

Book token or voucher for winning a competition

▶ **Participation in a Special Event or Activity**

Participation in school trip, award ceremony, camp or expedition

## Maple Passes

MCIS utilizes a positive behavior program where students can earn Maple Passes for demonstrating the core values of the school as well as general good behavior each day. Students can earn Maple Passes from their classroom teachers and collect them to redeem rewards and incentives. The Maple Passes are amended by each division, with approval from the Principal.

## Behaviour for Learning

Certain principles and practices are prerequisites of successful learning and good behavior:

- well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for ‘positive opportunities’ to happen
- lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- learning objectives and/or outcomes made clear to students
- routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- regular and frequent assessment and feedback

All classrooms and learning environments should display a ‘**classroom rules**’ poster which has been shared and understood by all.

*“If you want your children to improve, let them overhear the nice things that you say about them to others.”*

*Dr. Haim Ginott, Teacher, Child Psychologist, and Author*

Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behavior. Disruption cannot be tolerated since it denies other students their '**right to learn**'.

Low level disruption in lessons may be the result of:

- i) calling out – talking out of turn
- ii) lack of respect for students/staff/property
- iii) being off task and distracting others
- iv) arriving late for a lesson

Disruptive behavior will be dealt with by the **class teacher** in the first instance and colleagues in grade levels or divisions need to discuss how they will support each other. **Consistency** in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, Sciences, etc. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

## **Monitoring Student Behavior**

MWIS uses Orison to monitor student behavior. This aims to have a structured approach to behavior management which both staff and students understand and follow at all times.

It is important that there is regular communication between staff, where individual students are discussed and monitored. This occurs through regular Behavior Meetings (every second week) within divisions. Students giving cause for concern should be discussed at these meetings. The meeting is used also to identify students for intervention and support, as well as those who may need to be referred to the School Behavior Team for behavior or learning support.

## **Bullying**

Bullying is defined as “the willful, conscious desire to hurt, threaten, upset or frighten someone”. It is rarely a ‘one-off incident’ but a course of action that is sustained over a period of time (2-3 days or 2- 3 months).

MWIS takes a **zero-tolerance approach** to all forms of bullying. Any student(s) who bully another student will be dealt with and be made to apologize for their actions.

Bullying could be:

- **verbal** (e.g. comments intended to upset the receiver or the receiver’s family) • **physical** (e.g. pushing or hitting another student)

- **emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- **racist** (e.g. comments about ethnicity)
- **cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook).

The following sanctions could apply depending on the nature of the bullying incident: ✓ **Verbal**

**warning** and contact with parents

✓ **Detention**

✓ **Isolation or reflection time**

✓ **In or out of school suspension**

✓ **Temporary ban from attending school**

## **Serious Breaches of School Discipline**

Serious breaches of school discipline will not be tolerated, and serious incidents will be dealt with by the Senior Leadership Team in accordance with ADEK's schools discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Any incidents in line with Level 3 or 4 violations as per the ADEK Private Schools Policy Guidelines, 2014
- Incidents of repeated Level 2 violations within an academic year
- Any incidents deemed to be serious by the Principal

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision. Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days.

Following isolation, the student may be placed on a Behavior Report and/or their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return may include a Behavior Agreement Contract signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behavior does not change, the case will be dealt with by MWIS's School Behavior Team and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek ADEK approval and support to permanently expel the child.

## **People of Determination (PoD)**

The school behavior management committee shall liaise with the SEN Coordinator at the school if any of the students categorized under the PoD violates the code of conduct. The SEN Coordinator shall advise the committee in case the violation is caused because of the students' specific need and then decision is made in light of the following:

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;
2. If the violation is because of the specific need of the student, the following shall apply:
  - Develop and implement a behavior modification plan (BMP) as per the level and type of the violation;
  - In case a BMP is existing, the SEN Coordinator shall revise and modify that plan in accordance to managing the new behavior that led to the violation.

## **MWIS Policy 306 Behavior Management Policy**

MWIS follows the ADEK Guidelines on Managing Student Behavior, 2017-2018 manual. The Policy 306 indicates levels of behavior and disciplinary actions that will be taken for infractions to proper behavior protocols as per the student Code of Conduct. In addition to the escalating disciplinary actions that MWIS takes which depending on the level of infraction include:

- Reminders of proper behavior
- Contact with parents so they can assist their child in correcting his/her behavior
- Warning letters home that further infractions will result in escalated consequences
- Detention from class until parent meetings are conducted
- Meetings with parents and school personnel
- Behavioral contracts with the Coordinator, school Social Worker, or Vice Principal
- In-school suspensions of 1-3 days
- Out-of-school suspensions of 3 to 5 days

## **Behavior Management Cautions**

It is strictly forbidden to practice any of the following procedures when working with students by the employees in the school community:

- Corporal punishment of all forms
- Not allowing students to have their meals
- To provoke or ridicule students or make fun of him/her
- Prevent the student from going to the restroom
- Psychological punishment such as verbal abuse or threat
- Restrict student freedom or lock him/her in the school
- The seizure of personal property by an individual decision without referring to the School Behavior Team (detailed below)
- To deduct academic points or threaten to do that
- Expel student from the class, activity, or school during the school day by an individual decision without referring to the SBT, and/or leaving the student without supervision
- Anything similar to these procedures is considered against the regulations according to the SBT Committee

## **School Behavior Team (Disciplinary Committee)**

The School has a “School Behavior Team” (SBT), which can also be referred to as the “Disciplinary Committee” to review and discuss student behavioral issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student’s age and the severity of the misconduct as per the levels identified in this policy.
- That a transparent and fair appeals process for sanctions is available to students, Parents and/or Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the

actions taken in response.

The SBT includes the following members:

- Principal
- Vice Principal
- Social Worker
- Primary Coordinator, Middle School Coordinator, Secondary Coordinator, Arabic Coordinator

The SBT may call on other educational and community representatives to support the team or student as needed. A teacher making a referral to the Social Worker may also be invited to attend a meeting so that they can have input into the behavior/support plans that are developed for the student.

### **Who might be referred to the SBT?**

- Students that exhibit repeated Level 1 behaviours
- Students that show no improvement after Level 2 school-based support
- Students who exhibit behaviour that is considered a high-level offense
- Students returning from suspension or who have undertaken Disciplinary Transfer are to be automatically referred to the SBT for review

### **Confidentiality**

MWIS and its employees, ADEK, and any supervisory authorities shall treat all information about students' behavior as strictly confidential. All students have the right to make mistakes in a safe environment and that environment extends to the school setting.

### **Procedures for Distribution of the Codes of Conduct and Behaviour Procedures**

This policy is distributed to all students and their Parents/Guardians at the beginning of each school year and is discussed and referenced from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the school community. All parents and students are required to sign an official document stating that they have read and understand all points outlined in the Behaviour Management Policy. Parents should also note that failure to sign this agreement after three notifications will result in **implied consent**.

Additionally, MWIS utilizes ADEK's marking system for behavioural expectations. This marking system requires a student to maintain 60 Behaviour Points or higher in order to pass the class or be promoted at the end of the school year. The student begins the year with 80 Behaviour Points and loses marks for misbehaviours as follows:

### **Violation Levels and Sanctions – Students**

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<b>Violation Level</b>	<b>Examples of Misbehaviour</b>
<b>Warning Level</b>	Low-level disruptions that do not necessarily interrupt the learning environment.
<p><b>Level 1</b></p> <p><i>4 marks deducted per offense</i></p> <p>Behavior that causes disruption of teaching and learning</p>	<p>Behaviors may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Tardiness/lateness to school or class</li> <li>● Unexplained absences that do not meet ADEK requirements</li> <li>● Incorrect school uniform</li> <li>● Not bringing a charged Chromebook to class or the necessary books, equipment, etc.</li> <li>● Disruptive classroom and/or school behavior</li> <li>● Breaking classroom rules</li> <li>● Defying school authority and staff members</li> <li>● Entering class or going out of class without permission or not attending class or school activities without acceptable excuse</li> <li>● Sleeping during the class or school activities (medical case cleared)</li> <li>● Eating during the classes or the morning assembly (Medical case cleared)</li> <li>● Failure to submit homework and assignments on time</li> <li>● Using mobile device, headphones, (or similar) during a lesson without permission</li> <li>● Misuse of electronic digital devices during the class including playing electronic games and wearing mobile headsets</li> </ul> <p>Distance Learning infractions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Delay of 10 minutes from attending the distance learning session at the live broadcast, without an acceptable excuse for a minimum of 2 lessons</li> <li>● Wearing clothes that violate public decency and morality while attending the class and when direct broadcasting the live distance learning classes</li> <li>● Discourse or side conversations that are not related to the study which hinders the course of the lesson during the live broadcast of the distance learning session</li> <li>● Mocking the teacher or a colleague during the distance learning class</li> <li>● Using the computer and attending the lesson remotely in inappropriate places</li> <li>● Placing inappropriate digital images of citizenship or modesty as the display image or within the contexts provided</li> <li>● Adding any unauthorized programs, including those that are shared and free</li> <li>● Misuse of the microphone, camera, or chat feature without permission from the teacher</li> <li>● Playing games (except with the express permission of the teacher, such as games being an educational necessity related to the lesson)</li> <li>● Misuse of powers available through approved education programs</li> <li>● Neglecting the use of electronic devices such as computers, tablets, etc which includes breaking the screen through negligence and causing technical failure due to negligence and others</li> <li>● Eating while attending distance learning</li> <li>● Similar such violations</li> </ul>

<p style="text-align: center;"><b>Level 2</b></p> <p><i>8 marks deducted per offense</i></p> <p>Behavior that causes greater disruption of teaching and learning than what is described in Level 1 behavior. This level covers student behaviors that may lead to physical and mental harm to another person or may lead to property damage.</p>	<p>Any behavior that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>Behaviors may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Fighting with and/or bullying other students Theft</li> <li>● Trespassing</li> <li>● Vandalism of school properties or school buses</li> <li>● Smoking/vaping within school premises and/or possession of smoking tools while attending class</li> <li>● Absence from school before and after the holidays, vacations, and the weekend before Term Exams</li> <li>● Defacing school property</li> <li>● Using cell phones during instructional time</li> <li>● Unauthorized absence/truancy (skipping lessons)</li> <li>● Cheating on exams or assignments</li> <li>● Providing false documents (ex. signing letters without the permission or knowledge of parents)</li> <li>● All forms of discrimination</li> <li>● Abusive or inappropriate language toward peers and teachers</li> <li>● Provoking/Instigation of fights, or threatening or frightening school mates</li> <li>● Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc</li> <li>● Photographing, keeping or publishing photographs of school staff or students without authorization</li> <li>● Similar such violations</li> <li>● Repetition of Level 1 incidents over an academic year. Such behaviors may be escalated to Level 2, at the discretion of the Principal.</li> </ul> <p>Distance Learning infractions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Absence of a full school day during distance learning without an acceptable excuse</li> <li>● Threatening, intimidating, and inciting students to disorder and not attend distance-learning classes and platforms</li> <li>● Creating quarrels between students, whether visibly or in written form, during broadcasting via distance learning platforms</li> <li>● Failure to respond to the rules governing the conduct if distance learning lessons</li> <li>● Misuse of computers during or after the completion of distance learning class</li> <li>● Voice and video communication after the end of the official session time with the rest of the students, whether from inside or outside the school for non-educational purposes</li> <li>● Removal of the teacher or students from the group which leads to obstruction of the lesson course, teacher's work, and other students' rights</li> <li>● The use of profanity, racial expressions, or other words (text, sound, or hiint) that may be offensive to any other user (from the student or his guardian)</li> <li>● Abuse of the teacher or official visitors during distance learning classes during the live broadcast or after it ends through inappropriate comments</li> <li>● Using email or social media to reveal information of a personal nature</li> <li>● Similar such Level 2 violations</li> </ul>
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## Level 3

*12 marks  
deducted per  
offense*

Behavior that endangers or otherwise threatens the safety of fellow students, school staff and/or other people.

Behaviors in Level 3 are, at times, also violations of UAE Laws.

Any behavior that results in physical endangerment of fellow students, school staff, and/or other people.

Behaviors in Level 3 may, at times, be violating UAE laws.

For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.

Behaviors may include, but are not limited to:

- Committing major actions contradictory to Islamic values and morality
- Deliberately setting off the fire alarm and so putting staff and students at risk
- Committing acts of public indecency in school
- Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of the society;
- Defaming of staff or school mates on any of the social media tools;
- Bullying staff or students
- Stealing or covering up thefts
- Vandalism of/to or unauthorized acquisition of the school equipment or facilities
- Insult of/to religions or instigating sectarianism at school
- Tampering or vandalism of school buses or causing harm to road users
- Physical altercations or physical assault on classmates or school workers
- The acquisition and possession of bladed weapons or similar weapons within the school
- Sexual harassment within the school
- Access and exit from school grounds without permission
- Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal.
- Similar such violations

Distance Learning infractions may include but are not limited to:

- the use of communication techniques and information about the initiative by insulting, spreading profanity, threatening violence, defamation, or intentional or repeated intentional blackmail through any digital platform
- participating in informal mailing lists and bulletins within distance learning and sharing information about teachers and students without permission
- talking about distance learning negatively
- giving personal information, whether it is related to the student him/herself or to another student or to one of the teachers, including the home address, phone number, account data or email
- searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network
- logging in and using the account of another teacher or student with or without his/her information
- loss of devices or software and adjustments or misusing them in any form
- tampering, dismantling, or intentionally removing any device software and hardware on the device
- installing or downloading software or products that could harm the device or the network
- using any camera (available as part of or as an add-on to certain devices) for any personal use, or to share photos or any information about any of the students, parents, employees, or any other person without their expressed consent
- the usage of educational content to photograph and record conversations between students and share them without prior permission
- Similar such Level 3 violations

## Level 4

*20 marks  
deducted per  
offense*

These offences will also be reported to the proper authorities such as Child protection, police, MOI, or ADEK as appropriate with a recommendation for Disciplinary Transfers or Exclusion from school.

- Repeat Level 3 Violations
- Possession or use of firearms or use of bladed weapons in school
- Sexual assaults inside the school premises or facilities
- Physical assault in the school leading to injury
- Leaking exam marks or participating in such in any way
- Causing fires within the school premises
- Impersonating others in school transactions or falsifying documents •
- Defaming political, religious, and social symbols in the country
- Possession, collection, promotion or use of narcotic drugs, tranquilizer drugs, psychotropic substances within the school
- Possessing and/or selling weapons or explosives
- Appearing under the influence of the above substances
- Broadcasting or promoting extremism or atheistic ideas and beliefs
- Similar such violations

Distance Learning infractions may include but are not limited to:

- broadcasting or promoting extremism or atheistic ideas and beliefs
- creating or opening hyperlinks or any files intentionally and causing harm unless they are sent from an official and reliable source
- usage of montage software that can produce unreal and fake content and be circulated on social media
- using the network to develop programs that disturb users, or to hack or destroy other people's accounts and devices
- establish networks or network connections to conduct live communications, including voice or video communications (relay chat) without prior official permission
- publishing, creating, exchanging or promoting malicious or suspicious software
- misuse of electronic information listed by the ministry, teachers or students
- adding pornography images
- dumping e-mails with messages or applications used for distance learning by sending large amounts of electronic data to stop it from working or disabling it or destroying its contents
- capture or intercept, intentionally or without permission, any communication via the information network used for distance learning
- use of a student's personal account by anyone who has no access or permission to log in
- uploading, copying or duplicating and/or distributing intellectual property without obtaining specific written permission from the author
- using the network to access oppositional, prohibited or pornographic material, and text files containing inappropriate content
- contributing to, posts and sharing content that is inconsistent with the values, morals manners and public system, or promoting inappropriate content on the internet
- cheating in online exams (related to this initiative) including typical or technical methods
- circulating or sharing answers for exams or assignments on different platforms

- creating, conveying, displaying, publishing or sharing any material that may harm the reputation of the UAE
- publishing any hate speech, successive messages, harassment, racist statements, and other aggressive behaviours
- similar such Level 4 violations

## Outstanding Behavior

MWIS also implements a system of rewards for Outstanding Behavior. Every student can gain points back for their outstanding behaviors if they lost points for misbehaviors as per above, or they can be awarded points to improve their mark from 80 up to 100 for perfect behavior and attendance. These points will be awarded by classroom teachers for sustained exemplary behavior:

- Caring
- Empathy
- Honesty
- Integrity
- Resilience
- Respect
- On time for the lesson
- Participating
- Prepared for class
- Other such behaviors

Also, for sustained exemplar behaviors will be rewarded as follows:

- Always showing a high sense of responsibility and self-discipline
- Engages as a leader in teamwork on a regular basis and helps others
- improve or do well
- High commitment to health and safety standards such as excellent
- hygiene and appearance of clothes, always eating healthy foods and
- leading others to do so
- Always in attendance (98% of the time) and prepared for class (10 marks)