

Liwa Schools - Code of Conduct

Vision:

Create a leading international school for Abu Dhabi underpinned by an outstanding and inclusive education enriched in national values.

Mission:

We provide the highest standards of teaching and learning which promote critical thinking, collaborative and learning within a strong school and parent community.

Core Values:

The core values that sit at the heart of the school and will be modeled by the staff and promoted in the students through out teaching, learning and everyday practice are:

- Respect
- Integrity
- Innovation
- Commitment
- Collaboration

Purpose:

- Ensure that all members of the community are treated with dignity and respect.
- Promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- Enhance the UAE heritage and culture through embracing a detailed and enriching UAE National Identity Program
- Maintain an environment where conflict and difference of opinions can be addressed in a manner characterized by respect and civility
- Promote the safety, wellbeing and safeguarding of people in the school
- Support positive behavior in order to raise standards of student achievement.

Outcomes:

- Students are successful in life
- Students are organized and use time effectively
- Students have strong study skills
- Students can deal with others gently and considerately
- Students respect the country, culture and religions of the UAE
- Students abide by and follow the rules of school to maintain safety for all

The Code of Conduct

The school promotes responsibility, respect, self-discipline, sincerity and academic excellence in a safe learning and teaching environment. The school believes that a positive climate exists when all stakeholders feel safe, comfortable and accepted.

All students, parents, teachers and staff members have the right to be safe, and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives fosters a positive school climate that supports the academic achievement of all students. The Principal and the school leadership team focus on prevention and early intervention as the key to maintaining a positive school environment in which the students learn and the teachers teach.

All members of the school community must:

- Respect and comply with all the rules of the school
- Demonstrate respect and integrity to all, regardless of race, religion, ancestry, color, gender or disability.
- Respect differences in people, their ideas and their opinions
- Commit to the heritage and culture of the UAE.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff to help solve problems peacefully, if necessary
- Respect the rights of others to work in an environment that is conducive to learning and teaching.
- Understand that rights are not automatic without accepting responsibility for them.

Roles and Responsibilities

The Senior Leadership Team

The Principal and SLT will:

Set out how the school will implement the Code of Conduct and the classroom rules

Review policies annually and amend as required.

Develop a process which clearly communicates the Code of Conduct to all staff, students and parents in order to obtain commitment and support

Develop effective intervention strategies and respond to all infractions related to the standards for consideration, respect, sincerity and self-discipline.

Provide opportunities for all staff to acquire knowledge, skills and the attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

In addition, the Principal is responsible for the leadership of the daily operations of the school and will provide this leadership by:

Demonstrating care for the school community and commitment to academic excellence in a safe teaching and learning environment

Holding everyone under their authority accountable for behaviors and actions

Empowering students to be positive leaders and role models in the school community

Communicating regularly and meaningfully with all members of the school community

The Teachers and Other School Staff

Under the leadership of the Principal, the teachers and other staff members should maintain order in the school and are expected to hold everyone to the highest standards of respectful and responsible behavior. As role models, teachers and school staff will uphold these standards when they:

- Help students work to their full potential and develop their sense of self-worth
- Empower students to be positive leaders in the classroom, school and community
- Communicate regularly and meaningfully with parents
- Maintain consistent standards of behavior for all students
- Demonstrate respect for all students, staff, parents and members of the school community
- Prepare students for the full responsibilities of citizenship

Teachers will:

- Put the wellbeing, development and progress of students first.
- Take responsibility for maintaining the quality of their teaching practice
- Help children and young people to become confident and successful learners
- Demonstrate respect for diversity and promote equality
- Strive to establish productive partnerships with parents
- Work as part of a whole school team
- Cooperate with professional colleagues
- Demonstrate sincerity, hard work, good time management skills, honesty, integrity and uphold public trust and confidence in the teaching profession.

Students

Students are to be treated with respect and consideration. In return, they will demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior.

Respect and consideration are demonstrated when a student:

- Comes to school prepared, on time and ready to learn
- Shows respect for themselves, for others and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for their own actions

Parents

Parents play an important role in the education of their children, and can support the efforts of the school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- Show an active interest in their child's work and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed and prepared for school
- Ensure their child attends school and that they are on time
- Promptly reports to the school their child's absence or late arrival
- Encourage and assist their child in following the rules of behavior
- Assist staff in dealing with disciplinary issues

When parents visit the school to register their child/ren they will receive a copy of the Code of Conduct to sign as an acknowledgement that they have read and agree with the policy.

Student Code of Conduct

All students must respect the main code of conduct in the school and also when participating in external events, extra-curricular activities and trips.

The following main rules are:

- Comply with all school rules and instructions
- Behave responsibly and not endanger the safety and welfare of others or self either inside the school or during field trips and extra-curricular activities.
- Care for facilities and property of the school and others.
- Arrive at school and lessons on time and justify any tardiness or absence
- Participate in promoting a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning
- Behave responsibly so as not to disrupt the classroom or the learning of others
- Commit to the heritage and culture of the UAE
- Show respect to all members of the school community, and parents/guardians and other members of the school community.

Managing Students' Misconduct

The school uses 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, the school takes into consideration the students' individual circumstances and personalities, including social, emotional and psychological factors that may underlie a students behavior.

The school implements its Behavior Policy fairly and in accordance with ADEK guidelines (see appendix 1).

ADEK categorizes student misconduct into 3 levels. These can be found in more detail in the schools behavior policy.

Level 1	Any behavior that results in disruption to teaching and learning.	Verbal warning L1 written warning
Level 2	Any behavior that results in severe disruption to teaching and learning	In-school actions e.g. supervised reflection time L2 written warning Parental meeting where appropriate
Level 3	Any behavior that results in physical danger to others or violates applicable laws in the UAE.	Level 3 Parental Meeting Suspension Exclusion

This is known as a 'stepped approach'. Students who with repeated misconduct will move into the next level. E.g. Repeated L1 incidents will result in L2 actions being taken.

Banned Disciplinary Actions

The school is committed to not using any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering of, or threatening to lower grades
- Group punishment for an individual's misconduct
- Imposing more school work
- Mocking or insulting the student in private or in public
- Preventing the student from using the washroom facilities or consuming food.

School Disciplinary Committee

The school has a Disciplinary Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee are fair and equitable to all students without exception. The committee is chaired by the school Principal, Assistant Principal, Assistant Vice Principal and Social Workers. The school is committed to ensure that all disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified previously.

The School Disciplinary Committee keeps a record of the disciplinary offenses of each student and the actions taken in response. The school treats all information about students' behavior as strictly confidential. Incidents and actions may also be logged on eSIS, which will form part of a students school record.

Students of Determination

The school takes into account the nature of the student's special educational needs before taking disciplinary action based on the Individualized Education Plan (IEP) for that student.

Expelling Students

Expelling student procedures based on their repeated misconduct

Permanent exclusion from the school in accordance with ADEK's official procedures

Exclusion to students for a short period of time as determined by ADEK

To set parameters within which schools may expel, dismiss or suspend students

Minimizing issues related to the right to education, disruption to the student's education, student protection and safety, family cohesion and social order, by requiring schools to follow best international practice in dealing with potential exceptions

Policy:

The school will not expel or dismiss a student, or require them to leave the school, against the parents wishes, without first obtaining written approval from ADEK.

Guidelines for Suspension and Expulsion

The school gives appropriate opportunities to help students act positively before any disciplinary action is escalated. It will never require any student to leave the school for any period of time as a disciplinary action without going through the formal staged procedures. It looks for alternative ways to handle and rectify a student's unacceptable behavior before giving consideration to the expulsion of a student.

Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. ADEK requires all schools to use both temporary and permanent suspension measures very cautiously and judiciously, since all students are entitled to an education, and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity.

Temporary suspension

Temporary suspension shall only be considered by the school in circumstances where it is necessary to provide respite from behavior that is seriously disruptive to the normal life of the school, where behavior poses a threat to the safety and welfare of other members of the school

community, levels 2 and 3 of the ADEK Behavior Policy and where all other attempts to correct disruptive behavior have been unsuccessful.

The Principal ensures that a staged approach is followed to correct the student's misconduct, reviews the documented history of misconduct and notifies parents/guardians and ADEK of such. The period of suspension must not exceed 5 school days.

Approval by Principal: Rachael Saebnoori

Date: 28/08/2023

Review Date: August2023

Appendix 1: ADEK Disciplinary Code Chart

Disciplinary Code Chart

PERSONALITY TRAIT	LEVEL 1 INFRACTION	LEVEL 2 INFRACTION	LEVEL 3 INFRACTION	LEVEL 4 INFRACTION
SELF-DISCIPLINE	1. The student does not wear appropriate uniform and he/she has untidy appearance. 2. The student chews gum, eats or drinks in undesignated places. 3. The student litters in the school. 4. The student does not clean around his desk. 5. The student is disturbing his/her class, such as throwing objects in class. 6. The student runs and shouts in hallways. 7. The student does not abide by classroom, library, laboratory and technology policy rules and procedures.	1. The student has unsuitable display of affection.	1. The student leaves school without permission. 2. The student possesses or uses prohibited substances.	1. The student possesses or uses dangerous items such as knives, weapons.
DUTY / RESPONSIBILITY	1. The student does not bring his /her homework to class. 2. The student does not complete his /her homework including any given projects. 3. The student does not have books, copybooks or required materials.			
ORGANIZATION	1. The student does not have a neat assignment. 2. The student does not have organized books, copybooks, portfolio or folder.			
PARTICIPATION	1. The student does not pay attention to the facilitator. 2. The student sleeps in the class. 3. The student does not interact with the activities done in class.			
PUNCTUALITY	1. The student comes late to class in the morning, and after recess.			

	<ol style="list-style-type: none"> The student leaves his/her class without permission, for different reasons such as getting books from the locker. The student loiters in the corridors. 			
TEAM SPIRIT	<ol style="list-style-type: none"> The student is not engaged in group work. The student does not collaborate with the teacher. The student does not cooperate with his classmates. 			
ESTEEM	<ol style="list-style-type: none"> The student disrespects others. The student disobeys the facilitator's instructions. 	<ol style="list-style-type: none"> The student uses rude language and profanity. The student disrespects staff or facilitator. The student damages school property or other's property. The student draws on desks, walls, or other surfaces. 	<ol style="list-style-type: none"> The student verbally assaults staff or facilitator. 	<ol style="list-style-type: none"> The student physically assaults staff or facilitator.
HONESTY	<ol style="list-style-type: none"> The student is untruthful. 	<ol style="list-style-type: none"> The student copies assignments. The student cheats on tests and assignments. The student plagiarizes. The student takes another person's property. The student does not abide by Academic Honesty Policy rules and regulations. 		
CREATIVITY/ INNOVATION	<ol style="list-style-type: none"> The student does not have any interest in developing his/her creative skills. 			