



مدرسة قادة المستقبل الدولية الخاصة ذ.م.م. فرع 1
FUTURE LEADERS INTERNATIONAL PRIVATE SCHOOL

Future Leader International Private School

Management of Student Behavior Policy
2024 - 2025

MANAGEMENT OF STUDENT BEHAVIOR POLICY

Creating a positive climate 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 Future Leaders International Private School in developing their approaches to managing student behavior. Effective behavior management systems identify proactive strategies that reinforce positive behavior, 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 schools 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 Behaviour 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 pupil 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 behaviour that impacts on the smooth running of the school within the context of positive behaviour management.

It is the aim of all Future Leaders International Private schools 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.

Use of Positive Recognition and Rewards

Future Leaders International Private School recognize that praising students is important for promoting positive attitudes to school, learning and good behavior. Staff can recognize students' positive contribution to their class or school community, their efforts with schoolwork, 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
- Positive Phone call to Parents.

▶ **Written Recognition**

- Written comments in exercise books or on students' work
- Positive comments in home-school communication books such as Homework Diaries or Student Planners
- 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 newsletters or on the school website
- Work shown to Principal or Senior Leadership Team
- Merit awards and praise postcards, or similar
- Letter/email from Class Teacher, Subject Teacher, Supervisor or Head of Department to the student and/or their parents
- Principal's letter to the student and/or their parents
- Certificate awarded in assembly

▶ **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

It should be noted that wherever/whenever a student is involved in a representative role for the school or FLIS, this should be acknowledged.

Behavior for Learning

Certain principles and practices are pre-requisites 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 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 phases/departments 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, Science and Design Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

It is an expectation that seating plans will be produced by class teachers for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximize learning and encourage positive behavior.

Strategies to promote and support good behavior in lessons

If a student disrupts learning, one of the following sanctions may be appropriate:

- **Using positive language** to achieve the behaviour you want *"Turn around please Kabir . . . thanks"* *"Looking this way and listening Aziza. . . thanks"*
- **Choice** *"You can choose to finish your work or you can choose to lose 5 mins of your break time. What do you want to do?"* The teacher should praise the correct choice
- **Move** to a different place in the classroom to help the child focus
- **Loss of play time/detention** – break time, lunch time, after-school
- **Contact with parents** by email or telephone
Please note that parents should receive notice of a proposed after school detention
- **Referral to the Middle Leader** (Head of Year, Phase Leader, Head of Dept.) for further action
- **Report card/Star Chart**
- **Meeting with parents** to agree support from both sides

All serious incidents should be referred to the Senior Leadership Team.

It is important that strategies reflect a graduated response.

Attendance / Authorized / Unauthorized Absences

Good attendance and punctuality are essential to help ensure students' acquisition of core skills and key areas of learning. Schools will use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend school on every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework, good attendance is judged to be 94% or better of the school year. If attendance falls below 94% due to excessive unauthorized absence, the implementation of Level 2 violation sanctions will be triggered.

We expect students to arrive at school and to lessons on time. **Punctuality** to morning registration, assembly and lessons is vital and is considered a Level 1 violation if not adhered to. Tardiness will not be accepted without an acceptable excuse. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in responding to each students' circumstances and their punctuality.

Unauthorized Absence/Truancy

The following absences are regarded as **unauthorized**:

- ✗ Shopping trips
- ✗ Unnecessary travel
- ✗ Family events (birthdays, visitors, etc.)
- ✗ Other non-essential reasons

Students are considered to be truant if they are absent from school without their Parents'/ Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorization.

If a student is absent for one class or period during the day without authorization, the student is considered as truant. The school must immediately inform the students' parents of incidents of truancy and shall at an appropriate time and date meet with the parents and student to address such behavior. Following such incidents staff will closely monitor the students' attendance and implement the behavior sanctions as stated in the policy below.

Unauthorized absence/truancy is strictly prohibited and considered a Level 2 violation:

- Any unauthorized absences of 10 consecutive days or more may ultimately result in the removal of a child's place from the school permanently.
- For repeated unauthorized absences of 15 days or more during the academic year, we may either permanently exclude a student or withdraw their place for the following academic year. Schools will issue parents with a written warning following the 3rd day of unauthorized absence. *Note: If a student is absent for one class or period during the day without authorization, the student is considered as truant and will be counted as one day's unauthorized absence.*
- FLIS will issue warning letters prior to any implementation of an exclusion. The notice of expulsion will be issued by the Principal, following approval by ADEK and after three prior warning letters to the parent of the student concerned.

Authorized Absence

The following absences are regarded as **authorized**:

- ✓ Illness (supported by a medical certificate)
- ✓ Scheduled doctor appointments (supported by a doctor's confirmation)
- ✓ Death of a first or second degree relative
- ✓ Essential urgent family travel for matters such as medical treatment or the death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/other official documentation). *Note: any absence of more than one month duration must be approved by ADEK and, in addition to providing medical certificates or documents, ADEK also require a letter from the UAE embassy of the country they are visiting confirming the child is in their country)*
- ✓ Participating in an official community task or event representing the UAE (i.e., sporting event) (supported by official documentation)
- ✓ Mandatory appearance before an official government body (supported by evidence of the appearance)
- ✓ Up to a maximum of 5 days for any reason that the school recognizes and accepts upon the approval of the School Principal

For authorized absences, Parents/Guardians who plan to have their children miss several days of school are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.

Management of attendance and communication with parents

This policy will be shared with parents through the school website and will advise parents of the school's arrangements to manage absence and promote good attendance and punctuality. The home-school agreement, issued to all families at the beginning of each academic year will clarify the expectations relating to attendance. It is part of this agreement that parents will make every effort to ensure that their children attend school every school day and arrive on time for the beginning of the school day.

Schools will maintain accurate and comprehensive daily attendance records for every student and these records will include references to punctuality and the reasons given for absence.

Parents should inform the school in advance of any required absence, and this should be assigned a reason code by school staff to ensure accuracy in the collation of data. Notification of a planned absence requires ten-day notice to the school, and this will allow staff to prepare assignments that the student may need to complete during the absence period. Parents are responsible for contacting the school to understand the assignments that need to be completed during any extended planned absence and the work given must be completed either before the beginning of the absence period or shortly after returning from the absence.

Following an absence, parents are requested to send a signed note to the school indicating the reason for the student's absence. Ideally, parents should arrange for family vacations to take place during scheduled school holidays. When students are absent from school for some period of time, required course work or scheduled assignments set by the teachers should still be completed by the students and submitted within the given timeline.

Behavior In and Around the School

FLIS students are expected to demonstrate high standards of behavior at all times. This includes moving around the school, in tutor time and assembly, in the social areas and on the way to and from school. Appropriate action will be taken by the school against any student whose behavior is unacceptable and undermines the good discipline or reputation of the school.

Monitoring Student Behaviour

Currently, each school has their own system for recording incidents of misbehavior including the Orision System – Day Book / Incident and Behavior Log.

Whatever system is in place, the aim is 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. Students giving cause for concern should be discussed at pastoral 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 SENCO 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.

Schools take 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
- ✓ **Loss of play time/detention** – break time, after-school
Please note that parents should receive notice of a proposed after school detention
- ✓ **Isolation or reflection time**
- ✓ **Restorative justice**
- ✓ **Temporary ban from attending school**

Also refer to the School’s Anti-Bullying Policy.

Mobile Phones

Mobile phones are strictly prohibited during school time.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as a Level 2 violation). As a result, the following actions will be taken:

- the mobile phone will be confiscated and only returned directly to a parent
- school detention (*Please note that parents should receive notice of a proposed after school detention*)
- the incident will be recorded on the student file
- a formal letter will be sent to the parent from the school
- repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

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 FLIS 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
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per the ADEK Private Schools Policy Guidelines, 2024
- 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. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited into school to discuss their son/daughter's behaviour.

Following isolation, the student may be placed on Report Card 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 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 FLIS Disciplinary Committee 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 Inclusion department at the school if any of the students categorized under the PoD violates the code of conduct. The Inclusion team 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 school shall revise and modify that plan in accordance to managing the new behavior that led to the violation.
3. If the behavior continues, for those students who do the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

Violation Levels and Sanctions – Students

Violation Level	Examples of misbehaviour	Consequences in FLIS
Level One Offenses:	<p>1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.</p> <p>2) Failing to attend classes on time repeatedly without an acceptable excuse.</p> <p>3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.</p> <p>4) Not following the school’s rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).</p> <p>5) Not bringing books and other resources for school without an acceptable excuse.</p> <p>6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student’s health status).</p> <p>7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.</p> <p>8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).</p> <p>9) Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.</p>	<p>First Occurrence Verbal Warning: Discuss the expected change in behavior with the student.</p> <p>Second Time: Written Warning: Notify the parent in writing about the student’s misconduct.</p> <p>Third Time: 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.</p> <p>Fourth Time: Written Warning : Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p> <p>Continued Level 1 misbehavior: Move to Level 2 as behavior causes significant disruption to teaching and learning.</p>

<p>Level Two Offenses:</p> <ol style="list-style-type: none"> 1) Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave). 2) Leaving or entering the classroom during class time without permission. 3) Not attending mandatory school activities and events without an acceptable excuse. 4) Inciting quarrels, threatening, or intimidating peers in the school. 5) Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy. 6) Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators). 7) Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children). 8) Verbally abusing or insulting any member of the school community (including visitors). 9) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite. 10) Refusing to respond to inspection instructions or to hand over banned items. 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee. 	<p>First Occurrence Written Warning: 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.</p> <p>Second Time: 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 student’s behavior. The parent is required to sign an undertaking to support the agreed strategy.</p> <p>Third Time: 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. The parent is required to sign an undertaking to support the agreed strategy.</p> <p>Fourth Time: 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 support and counselling as per their behavior strategy.</p>
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<p>Level Three Offenses:</p>	<ol style="list-style-type: none"> 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. 2) Academic dishonesty/ plagiarism (including copying and reproducing assignments and falsely taking credit for them). 3) Leaving the school premises without permission. 4) Seizure, destruction, and/or vandalism of school property. 5) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users. 6) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim. 7) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. 8) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent. 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee. 	<p>First Occurrence</p> <p>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.</p> <p>Second Time: 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.</p> <p>Third Time: 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.</p>
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<p>Level Four Offenses:</p>	<ol style="list-style-type: none"> 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community. 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite. 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite. 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim. 5) Premeditated theft and/or engaging in its cover-up. 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos). 7) Leaking exam questions or engaging in related activities. 8) Setting fire to the school premises. 9) Insulting political, religious, or social figures in the UAE. 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite. 11) Third repetition of any level 3 offence 	<p>On Occurrence</p> <p>Offsite Suspension: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p> <p>Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural 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.</p>
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The code of conduct adopts a progressive penalties approach violation/s are documented as per their occurrence using the associated templates. All decisions relevant to Levels 2 through four are issued by the behavior management committee. This committee undertakes the responsibility to officially investigate the offence, collect all the evidence and issue a verified decision. The committee is chaired by the school principal, vice-chaired by the Vice Principal or the Assistant VP for Academic or pastoral care affairs. The Counsellor sits on the committee in the capacity of a member, 4 teachers of different subjects and the chair of the Parents’ Council or similar role.

Repeated Poor Behaviour

Repeated poor behavior will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced. For example:

- as a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a Report Card and may be placed in isolation and/or receive detention and ECA privileges may be withdrawn.
- as a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school or, in extreme cases could ultimately lead to a Level 4 and ultimately a permanent exclusion from the school.

Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to punish a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

- **Fixed Term Exclusions**

Only the School Principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Disciplinary Committee. The committee may include the School Principal, the Deputy Principal and/or other senior leaders of the school. This investigation may involve students and witnesses and will include consultation with the parents.

- **Permanent Exclusions**

Only the School Principal, in consultation with the FLIS Director of Education and ADEK, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the FLIS Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another FLIS school. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Regarding Transition

Most students transferring from one FLIS to another at a time of transition will be offered a place in the receiving school. However, where there are significant concerns regarding the behaviour of the student and comprehensive records indicating support and interventions over time, the Principals of each school should consult to review the allocation of a place in the receiving school.

In exceptional circumstances, concerns regarding a students' behaviour may result in a place being withdrawn from FLIS. Communication with parents will be central to such a process with regular reviews in the year of transition. A decision to withdraw a place may be made by the receiving Principal following consultation with the Director of Education.

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of FLIS's expectations regarding student behavior both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behavior, the use of mobile phones, our school uniform requirements, attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal – Letter of Consideration template (Appendix 3). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with the FLIS Director of Education who may conduct an investigation. If concerns remain, they may be invited to meet with a member of FLIS Executive Management Team.

Policy Review

ANNUAL REVIEW FORM

Future Leaders International Private School and all schools will review their Promotion and Retention of Students Policy annually.

Approved by:

School Principal, Future Leaders International Private School

Date: October 2024

Next review date: July 2025



Appendix 1: Parents' Appeal – Letter of Consideration

As the parent and/or Guardian, I wish to lodge an appeal against the school-based disciplinary action handed to my child.

Name of Student _____ Year _____

Name of School _____ / Future Leaders International Pvt. School

Disciplinary Action Level (How was your child disciplined? Please circle)

1	2	3
Suspension	Disciplinary Transfer	Expulsion

Level of Consideration (Who should consider your appeal? Please circle)

1	2	3
Principal	FLIS	ADEK

What are your reasons for this appeal?

Name _____ Date _____

Signature _____ Contact no. _____

Relationship to student Parent / Guardian / Family member



Appendix 2 – Forms

Form 1

School- Parent Undertaking

The school shall use the Student Code of Conduct as the base for any decision made with a focus on fostering positive behavior management. The aim is to enable students to develop on the cognitive, social and personal fronts and become well-rounded characters in a safe supportive environment.

Hence, the school undertakes that all teaching and administration staffs shall inform students about the school’s behavior management code of conduct/ policy and shall ensure that students are aware of the expectations of the policy. Students are expected to show respect and empathy to both their teachers and schoolmates, at all times. They also have to honor their learning and keep their school and its facilities clean and safe.

The school policy defines the roles and responsibilities of all relevant stakeholders and it is expected that each party will adhere to them. Teaching and Administration staff are expected to adhere to the professional and ethical code of conduct and to well lead and plan the teaching and learning process ad extracurricular activities.

For the aforementioned statements, the student and the parent/s (guardian/s) shall sign that they have received a copy of the school’s code of conduct and shall adhere to its contents in terms of their roles and responsibilities.

Name of the Parent (Guardian):

Name of the Student:

eSIS #:

Grade & Class: **Date:**

Parent’s Signature:

Student’s Signature: