



Understanding Student Misconduct and Management Procedures: *A Parent Guide*

INTRODUCTION

At Model Private School, we believe that effective behaviour management is an essential part of creating a safe, respectful, inclusive and positive learning environment for every student.

Our approach to student behaviour is guided by the principles of **positive discipline, student wellbeing, accountability, restorative support and student protection**. The school aims to help students understand the impact of their behaviour, develop appropriate decision-making and self-regulation skills, and take responsibility for their actions.

In accordance with applicable ADEK requirements and school procedures, student misconduct is addressed through a **structured and proportionate approach**. Behavioural concerns are considered based on factors such as the nature and severity of the behaviour, the student's age and developmental stage, frequency, impact on others, individual needs, and any previous interventions or support provided.

The school distinguishes between different levels of misconduct and applies appropriate responses and interventions according to the seriousness and circumstances of each incident. The purpose is not simply to impose consequences, but to **correct behaviour, provide appropriate support, protect the wellbeing of students and staff, and promote positive behavioural development**.

PURPOSE OF THIS PARENT GUIDE

This guide has been prepared to help parents and guardians understand the school's approach to:

- Promoting positive behaviour and respectful relationships.
- Identifying and addressing different levels of student misconduct.
- Applying proportionate and age-appropriate interventions.
- Communicating with parents when behavioural concerns require their involvement.
- Maintaining appropriate documentation of behavioural concerns and interventions.
- Supporting student wellbeing and protection throughout the behaviour management process.
- Using the school's whole-school behaviour documentation and **ADEK U-Tracker** requirements where applicable.

The school recognises that **every student is different**. Therefore, behaviour management responses may vary according to the student's individual circumstances, developmental needs, additional learning needs, previous support, and the nature of the concern.

LEVELS OF MISCONDUCT

The school follows a structured classification of misconduct to ensure that responses are **proportionate, fair, consistent and appropriate** to the nature and seriousness of each behavioural concern.

The school follows the **behaviour management requirements and guidance established by the Abu Dhabi Department of Education and Knowledge (ADEK)**.

Accordingly, student misconduct is categorised into different levels, and the appropriate school response and intervention are determined based on the level of misconduct, the student's age and developmental needs, the frequency and severity of the behaviour, its impact on others, and any previous interventions provided.

LEVELS	CATEGORY	MISCONDUCT
Level 1	Minor / Low-Level Behaviour	1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse. 2) Failing to attend classes on time repeatedly without an acceptable excuse. 3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse. 4) Not bringing books and other resources for school without an acceptable excuse. 5) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable). 6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status). 7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable. 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). 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level 2	Repeated / Moderate Misconduct	1) Leaving or entering the classroom during class time without permission. 2) Not attending mandatory school activities and events without an acceptable excuse. 3) Physical fighting, inciting quarrels, threatening, or intimidating peers in the school. 4) Acting or appearing in a manner that contradicts the <i>ADEK School Cultural Consideration Policy</i>. 5) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators). 6) Taking out and/or using mobile phones at school without permission or in the case of emergency. 7) Verbally abusing or insulting any member of the school community (including visitors). 8) 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. 9) Refusing to follow any reasonable safety instructions in line with the <i>ADEK School Health and Safety Policy</i>. 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
Level 3	Serious Misconduct	1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. 2) Fabrication, falsification of documents, and Impersonation. 3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work). 4) Leaving the school premises without permission. 5) Seizure, destruction, and/or vandalism of school property. 6) Setting off or activating the school's fire alarm or fire extinguishers. 7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.

		8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim. 9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. 10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent. 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
Level 4	Major / Severe Misconduct	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) 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) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural <i>Consideration Policy</i>. 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software). 13) Trespassing on school premises after school hours.

		14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. 15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
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HOW THE SCHOOL RESPONDS

Depending on the nature and level of the concern, the school may use a range of responses and interventions, including:

MODEL PRIVATE SCHOOL, ABU DHABI				
BEHAVIOUR MANAGEMENT PROCEDURE				
Levels of Misconduct	Stage 1	Stage 2	Stage 3	Stage 4
LEVEL 1	• 10 Logbook Entries – Once a student reaches 10 recorded behaviour incidents, the case is referred to the School Counsellor for intervention. • Early intervention and support: Behaviour concerns are monitored and addressed through guidance, counselling, verbal warnings and follow-up. Where repeated concerns are identified, the School Counsellor may become involved to provide appropriate support.	• 15 Logbook Entries – When a student reaches 15 recorded behaviour incidents, the repeated misconduct is formally reviewed. • Formal review and parent involvement: If concerns continue, the school will formally review the behaviour pattern. Parents/guardians will be informed, and appropriate behaviour-support strategies will be developed. The student's progress will continue to be monitored.	• 20 Logbook Entries – The student's repeated misconduct is formally reviewed based on the documented behaviour incidents • Enhanced support and collaboration: Continued behavioural concerns may lead to further counselling, a parent-school meeting, enhanced behaviour-support strategies and close monitoring. Where required, the school may recommend appropriate external professional support, following school procedures and required consent.	• Further Review – If the student's behaviour continues or exceeds the established intervention level, the case should be reviewed by the HOS & Behaviour Management Committee. • Further intervention: If behaviour continues despite previous interventions, the school may undertake further review and strengthen the existing support plan. Parents/guardians will be involved in developing appropriate home-school strategies, and the student's progress will be closely monitored.

Levels of Misconduct	Stage 1 (First occurrence)	Stage 2 (Second occurrence)	Stage 3 (Third occurrence)	Stage 4 (More than three occurrences of misconduct)
LEVEL 2	The incident is formally documented. A written warning is issued to the student, parents are formally informed by email, and parental acknowledgement will be obtained. The consequences of further incidents are explained.	Parents are informed, and a meeting may be arranged. A 2-day on-site suspension may be applied, during which the student remains on school premises under supervision but does not attend regular classes. A second written warning is issued, and behaviour support strategies are developed.	A 3-day on-site suspension may be applied. A final warning is issued to the student and parent/guardian. A behaviour action plan is developed, and a parent undertaking/acknowledgement is obtained.	A suspension of up to 5 days may be applied. Parents are formally notified and the case is reviewed for further action. Further escalation, including possible expulsion, may be considered in accordance with applicable ADEK requirements and procedures.
LEVEL 3	Serious misconduct will be reviewed. An on-site suspension may be applied, with the student remaining on school premises but not attending regular classes. Parents are contacted and involved in the disciplinary and support process.	An off-site suspension of up to 5 days may be applied. A final written warning is issued to the student and parents, and the case is reviewed for appropriate follow-up and support.	Continued serious misconduct may result in an off-site suspension of up to 5 days and further disciplinary review. Depending on the severity of the misconduct and applicable procedures, expulsion may be considered . According to ADEK guidance, repeated misconduct may also lead to expulsion .	
LEVEL 4	Severe misconduct is subject to immediate action and investigation. Off-site suspension may be applied while the matter is investigated and determined. The school's Safeguarding/Child Protection Team and Behaviour Management Committee will manage the matter, with relevant	Immediate suspension of up to 5 days may be applied. Severe misconduct will be managed through the school's safeguarding and behaviour management procedures. Where applicable, relevant ADEK child protection authorities may be involved. According to ADEK guidance, repeated misconduct may also lead to expulsion .		

	authorities involved where applicable.	
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PARENT/ GUARDIAN PARTNERSHIP

Parents /guardians play an important role in supporting positive student behaviour. Where a behavioural concern requires parental involvement, the school may communicate with the parent/guardian to:

- Share relevant information about the concern.
- Discuss the student's behaviour and circumstances.
- Identify possible contributing factors.
- Agree on appropriate support strategies.
- Monitor progress.
- Review interventions when necessary.

The school encourages parents to work collaboratively with staff so that students receive consistent guidance and support between home and school.

ADEK U-TRACKER

ADEK has introduced U-Tracker as a centralised platform for schools to record and monitor student behaviour and management procedures. It supports consistent documentation of behavioural concerns, interventions, and follow-up actions in line with ADEK requirements.

As part of the school's behaviour management procedures, incidents classified as Level 2 misconduct and above will be recorded, and relevant documentation will be uploaded to the ADEK Behaviour Management platform (U-Tracker), as applicable.

This supports appropriate documentation, monitoring, follow-up and accountability in the management of student behaviour.

STUDENT PROTECTION AND SAFEGUARDING

Behaviour management is closely connected with student safety and protection. Any concern involving potential harm, abuse, bullying, harassment, serious threats, exploitation, neglect or other safeguarding risks will be addressed through the school's Student Protection/Safeguarding procedures.

Where a concern may involve a student's safety or wellbeing, the appropriate safeguarding procedures will take priority over routine behaviour management procedures.

OUR COMMITMENT TO STUDENTS AND FAMILIES

Model Private School is committed to maintaining a learning environment where students feel safe, respected, supported and responsible for their actions.

Our goal is to work together with students and families to address behavioural concerns constructively, strengthen positive behaviour, protect student wellbeing and support every student in becoming a responsible and respectful member of the school community.

Positive behaviour is a shared responsibility between the school, students and families.

KEY WORDS

Misconduct: It refers to any behaviour by a student that violates the school's rules, code of conduct, or ADEK Behaviour Policy. Examples include bullying, fighting, disrespectful behaviour, cheating, damaging school property, and repeated disruption of classroom activities. Misconduct is addressed through appropriate disciplinary measures and behavioural support in accordance with school policy and ADEK requirements.

Logbook (Level 1 Misconduct): A classroom record used to document student misconduct. When a student engages in inappropriate behaviour, the teacher may instruct the student to record the incident in the logbook. This helps students recognise their behaviour, take responsibility for their actions, and monitor repeated incidents.

On-site suspension: On-site suspension is a disciplinary measure in which a student remains within the school premises under supervision but is temporarily removed from regular classroom activities. During this period, the student completes assigned academic work and may receive appropriate behavioural support in accordance with school policy and ADEK requirements.

Off-site suspension: Off-site suspension is a disciplinary measure in which a student is temporarily prohibited from attending school for a specified period due to a behavioural violation. During this period, the student remains at home and is expected to continue academic work as directed by the school, in accordance with ADEK requirements and the school's behaviour policy.

Behavior management strategies: These are planned approaches used by the school to encourage positive student behaviour, address behavioural concerns, and help students develop self-discipline, responsibility, and respect for others. These may include positive reinforcement, clear expectations, individual behaviour plans, parent collaboration, and appropriate interventions to improve student behaviour.

Parent Consent to Behavior Management Strategies: It is the formal approval given by a parent or guardian for the school to implement agreed strategies to address a student's behavioural concerns. It confirms that the parent has been informed about the proposed strategies, understands their purpose, and agrees to cooperate with the school in supporting the student's positive behaviour and development.

Verbal warning: It is a verbal reminder given to a student when they violate school rules or display inappropriate behaviour. It informs the student about the unacceptable behaviour, explains the expected conduct, and encourages them to correct their behaviour and avoid repeating the misconduct.

Written Warning: It is a formal written notice issued to a student and their parent/guardian when the student commits a behavioural violation or repeatedly fails to follow school rules. It explains the misconduct, reminds the student of the expected behaviour, and informs the parent of the necessary corrective actions to prevent further incidents.

Principal

Ilyas Jumat Nasari

