

Student Code of Conduct

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Intent- Vision and Mission Statement

Our vision at the Australian International School Dubai is to create a community of learners who feel happy, safe and welcomed in their learning environment. Our mission is driven by the Wellbeing Matters Guiding Framework (KHDA, 2022) which focuses on the advancement of wellbeing across Dubai's private schools. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential, promotes wellbeing and ensures that students are well equipped to meet the challenges of education, work and life.

In line with the Australian Student Wellbeing Framework it is our vision to promote student wellbeing, safety and positive relationships.



(Australian Student Wellbeing Framework, 2020, Australian Government Department of Education)

Purpose

The Australian International School Dubai is committed to fostering a safe, respectful and inclusive learning environment where all students can thrive academically, socially and emotionally.

This Student Code of Conduct outlines-

- Behaviour expectations
- Student responsibilities
- Behaviour responses
- Support systems

This policy supports compliance with-

- UAE Ministerial Decree No. 851 on Student Behaviour
- KHDA wellbeing and safeguarding standards
- International best practice in student wellbeing

OUR PHILOSOPHY

People flourish in safe and positive environments that foster opportunities for social interactions. Through these interactions, students will learn appropriate attitudes and behaviour. Positive communication and socialisation with various people, enables students to grow and develop into polite and well mannered adults who understand how to interact in a variety of social settings. All adults in our environment undertake to be positive behavioural role models to our students.

Students learn best when they:

- are treated with understanding and respect
- feel safe and confident
- feel challenged by the tasks they are completing
- feel pride in their achievements
- can work in a supportive classroom environment
- are emotionally and physically well (feeling good and functioning well)
- have a strong connection to the school community

All areas of AIS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our school's Learning and Wellbeing Framework, including behaviour management, is founded on the principles of Positive Psychology and is taught explicitly through our Moral and Wellbeing Core Curriculum Education programs.

All teachers are trained in the Essential Skills for Classroom Management (Education Queensland). As such, our Responsible Behaviour Plan for Students emphasizes teacher's

language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher-student relationships developed through the learning process. Expectations for student behaviour enables AIS to maintain and create a positive and productive teaching and learning environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.

We believe:

- Student behaviour is an educational issue rather than just a management issue
- Parents/guardians play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can work together

We strive to offer our students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. In order to achieve this objective, **the responsibilities of students and parents include:**

- Abiding by the school's behaviour policy
- Ensuring our students understand the school's expectations and possible consequences that may arise due to breach of our behaviour code.

The school has a zero-tolerance policy for bullying in all its forms. Bullying is the ongoing intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Single or multiple instances of proven and intentional acts of harm or bullying may result in immediate suspension of the aggressor from the school. The matter will be referred to KHDA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums or in person. The school has a clear policy for parents and students about the use of and participation in social media outlets and/or forums as well as a Responsible Conduct Agreement for students. This policy includes, but is not restricted to:

- Parents and students in all Year levels using any social media forum must, at all times, demonstrate respect for the members of our school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in our school community

Instances of proven and intentional breach of the above will result in sanctions that may include suspension from the school.

**** The school reserves the right to not re-enrol students for the following academic year when behavioural issues are repeated. This will be documented by the school through the issuance of dated warning letters supported with evidence and after obtaining KHDA approval.**

Implementation- Policy Statement

AIS promotes a culture of respect, responsibility and integrity. All students are expected to contribute positively to the learning environment and uphold the values of the school.

Driven by our school values (created by the students and teachers), we aim to ensure all students feel a sense of belonging to their school and wider community, developing the skills for lifelong wellbeing. These five school values will subsequently guide the implementation and monitoring of our school's wellbeing agenda.



The school adopts a preventative and educative approach to behaviour that-

- Teaches expected behaviours explicitly
- Reinforces positive conduct

- Responds consistently to misconduct
- Provides layered support for students

Student wellbeing and safety remain the primary consideration in all behaviour decisions.

Impact- Guiding Principles

AIS behaviour expectations are guided by the following principles-

1. Every student has the right to feel safe and respected.
2. Behaviour is a learning opportunity.
3. Consistency across staff is essential.
4. Relationships underpin behaviour success.
5. Cultural respect within the UAE context is paramount.
6. Behaviour decisions must be proportionate and fair.

School Values and Behaviour Expectations

Students are expected to demonstrate the AIS values of:

- Courtesy
- Care
- Courage
- Curiosity
- Citizenship

Students are expected to-

Be Safe

Follow instructions and act in ways that protect themselves and others.

Be Respectful

Treat others with dignity and respect cultural diversity within the UAE.

Be Responsible Learners

Engage actively in learning and uphold academic honesty.

Represent AIS Positively

Demonstrate appropriate conduct in school, online and in the wider community.

5. Scope

This Code of Conduct applies:

- On school premises
- During school transport
- At school events
- Online environments
- When wearing school uniform
- In situations where behaviour impacts the school community

This aligns with KHDA expectations regarding off campus conduct affecting school safety and reputation.

Appeal process for AIS Dubai:

AIS Dubai decision making in relation to student/parent inappropriate behaviours:

We acknowledge that parents and students have the right to fair and impartial decisions affecting their educational experience at our school. We believe it best to solve issues informally through meetings and discussions; however, at times, there are concerns and complaints that need further deliberations.

It is expected that parents refer to this process for any conflict resolution within the school:

Steps for conflict resolution:

- A. If a student/parent wants to question a decision made by the school at any level, about their child, the parent should request a meeting with the person directly involved in the decision;
- B. If the parent is still not satisfied, then he/she should meet with the staff members' supervisor;
- C. If the issue is still not resolved at step B, the parent and principal will work to try to resolve the issue;

- D. Where possible, each process from (A to C) should not exceed more than (5) working days. If the parent is still not satisfied, then the parent has the right thereafter to refer the matter to KHDA by raising it through the [E-Feedback System](#).)

****Please note - KHDA has the right to uphold or repeal any and all decisions. Its final decisions are binding to both the school and parents.**

6. Behaviour Categories

Behaviour is categorised to ensure consistent responses across the school.

Category	Description
Tier 1	Low level behaviour managed by teachers
Tier 2	Behaviour requiring leadership involvement
Tier 3	Behaviour posing safety or legal concerns

Examples are outlined in Appendix 1.

7. Behaviour Response Framework

AIS implements a tiered response model for graduated intervention.

Tier 1

- Clear expectations
- Positive reinforcement
- Classroom management strategies

Tier 2

- Behaviour monitoring
- Parent communication
- Wellbeing interventions

Tier 3

- Individual behaviour plans
- Case management
- Executive oversight

8. Consequences

Consequences are applied in line with UAE regulatory expectations and are-

- Proportionate
- Age appropriate
- Context aware
- Focused on behaviour improvement

Possible responses include-

- Restorative conversations
- Reflective Practice
- Behaviour monitoring

- Internal suspension
- External suspension
- Conditional enrolment
- Enrolment review

The Executive Principal retains final authority on serious disciplinary decisions.

9. Restorative Approach

AIS prioritises restorative practices where appropriate. These aim to-

- Repair harm
- Restore relationships
- Build accountability
- Strengthen community trust

Restorative practices may occur alongside disciplinary consequences.

10. Student Safety and Safeguarding

AIS prioritises the physical and emotional safety of all students and staff.

In accordance with KHDA safeguarding expectations-

- All serious incidents are investigated promptly
- Safety takes precedence over disciplinary process
- External authorities may be notified where required

The school reserves the right to act immediately in cases of serious risk.

11. Technology and Online Behaviour

Students must use technology responsibly and ethically.

Unacceptable behaviours include-

- Cyberbullying
- Sharing harmful content
- Recording others without consent
- Misuse of school systems
- Bringing the school into disrepute online

School consequences may apply regardless of whether behaviour occurs on or off campus if it impacts the school community.

12. Parent Partnership

AIS values collaborative relationships with families.

Parents are expected to-

- Support school expectations
- Respond to communication
- Work constructively with staff

The school will-

- Communicate concerns promptly
- Provide clear information
- Engage parents in solutions

13. Cultural Context and UAE Compliance

AIS operates within the cultural and legal context of the United Arab Emirates. All behaviour expectations reflect-

- Respect for local values
- Cultural sensitivity
- National laws and regulations

Students are expected to demonstrate behaviour aligned with UAE societal expectations both inside and outside school.

14. Leadership Oversight

The Director of Wellbeing and Learning provides strategic oversight of behaviour systems across the school.

Responsibilities include:

- Monitoring behaviour data
- Leading intervention frameworks
- Supporting complex student cases
- Ensuring consistency across phases
- Advising the Executive Principal on behaviour matters

This ensures a coherent, whole school approach to wellbeing and behaviour.

15. Recording and Documentation

All behaviour incidents are documented in the school behaviour management system.

Documentation supports:

- Transparency
- Pattern identification
- Consistent responses
- Regulatory compliance

Behaviour data is reviewed regularly by school leadership.

16. Review and Governance

This policy is reviewed annually to ensure:

- KHDA compliance
- Alignment with UAE legislation
- Continuous improvement in student wellbeing

The Executive Principal reserves the right to amend this policy in response to regulatory changes.

Appendices

Appendix 1. Behaviour Examples

Tier 1

- Calling out or mild classroom disruptions
- Off task behaviour
- Uniform violation (first warning)
- Minor peer conflict
- Incomplete work
- Late to class (first warning)
- Minor teasing
- Mobile Phone violations
- Littering/failure to clean up mess
- Inappropriate Language
- Wandering during class time
- Unprepared for class

Tier 2

- Bullying
- Repeated defiance
- Aggression
- Academic dishonesty
- Vandalism
- Truanting Class
- Lying
- Repeated Dress Code Violations (Uniform)
- Misuse of electronic devices
- Misbehaviour on school trips or sporting games
- Unexplained Absences

Tier 3

- Misbehaviour towards a substitute teacher or school visitors
- Swearing or serious misconduct towards teachers or staff
- Bullying- intimidation
- Defiance/Disrespect (Major)
- Disruption of School Operations
- Leaving school grounds without permission
- Serious Vandalism
- Physical aggression or fighting (Safety Concern)
- Violence or assault
- Weapons
- Drugs or vaping
- Sexual misconduct
- Hate speech
- Any illegal behaviour that goes against UAE Culture or beliefs

These may result in immediate suspension or enrolment review.

Appendix 2. Behaviour Consequence Framework

Consequences are determined based on-

- Severity
- Frequency
- Impact on others
- Student needs
- Previous interventions

Responses range from teacher managed to executive level decisions.

Appendix 3. Restorative Practices

Restorative responses may include-

- Mediated conversations
- Written reflections
- Restitution
- Reconciliation meetings

Appendix 4. Behaviour Support

Students may receive additional support including-

- Wellbeing team intervention
- Behaviour plans
- Counselling support
- External referrals

Appendix 5. Technology Expectations

Students must-

- Use devices responsibly
- Respect digital privacy
- Follow school technology agreements
- AIS has a Zero Tolerance for Mobile Phones Policy

Breaches may result in restricted access or disciplinary action.

Appendix 6. Right to Safety

AIS prioritises the safety and dignity of all members of the school community.

The school reserves the right to-

- Escalate responses
- Apply immediate consequences
- Modify interventions as required

Safety will always take precedence.