

Behavior Policy for Summit International School

2026-2027 Academic Year

Summit International School Vision and Mission

Vision: *To be a school that provides every student individualized learning, opportunities for growth, and the confidence and creativity to climb higher every day.*

Mission: *To create a happy and safe environment that cultivates individualized learning paths through active learning and reflective teaching.*

Pastoral Care Department Vision and Mission:

Vision: *To empower every climber at Summit to flourish academically, behaviorally, emotionally, and socially, while nurturing their journey towards becoming confident, and responsible citizens.*

Mission: *We strive to create a safe, inclusive, and supportive environment, where students can thrive, develop essential life skills, and unlock their full potential.*

ADEK STUDENT BEHAVIOR POLICY

Policy Values and Overview:

1. Respect and Courtesy: Students are expected to treat all school community members with respect and courtesy. This includes teachers, staff, fellow students, and visitors to the school.

2. Integrity and Honesty: Students are expected to demonstrate integrity and honesty in all their actions. This includes academic work, interactions with others, and adherence to school rules and regulations.

3. Responsibility: Students are responsible for their behavior and are expected to take ownership of their actions. This includes punctuality, attending classes regularly, and completing assignments on time.

4. Positive Communication: Students are encouraged to communicate positively and respectfully, both verbally and non-verbally. Bullying, harassment, or any form of negative communication is strictly prohibited.

5. Safety and Well-being: Students are expected to prioritize their safety and well-being and that of others. This includes following safety guidelines, reporting any concerns to school authorities, and promoting a safe and inclusive environment

6. Dress Code: Students are required to adhere to the school's dress code policy, which promotes modesty, cleanliness, and appropriateness for the school environment.

7. Discipline and Consequences: In cases of misconduct, the school will apply fair and consistent disciplinary measures designed to help students learn from their mistakes and make positive changes in their behavior. [The school uses the Toddle platform for behavior management.](#)

8. Parental Involvement: Parents are encouraged to actively participate in their child's education and support the school's behavior policy. Open communication between parents and the school is essential for maintaining a positive learning environment.

9. Continuous Improvement: The school is committed to continuous improvement in behavior management practices, including regular behavior policy review and evaluation to ensure its effectiveness.

Summit International School aims to create a positive and respectful learning environment that supports the academic, social, and emotional development of all students.

This policy is read in line with the [ADEK Student Behavior Policy](#)

Student Behavior Policy 2026-2027 in Detail

DEFINITION(S):

Students' behavior refers to students' responses to many daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward each other or toward the Teaching Faculty or other members of the wider Summit International School (SIS) community.

PURPOSE(S):

- To foster an environment conducive to high-quality learning and to create an ethos where a positive attitude becomes one of the school's key standards.
- To promote positive student behavior and respect at SIS.
- SIS to regularly review the Behavior Policy which makes clear to all SIS staff, students, and their Parents/Guardians the SIS's expectations of students' behavior and how the SIS will deal with any misconduct.

POLICY:

SIS Behavior Policy is based on ADEK Student Behavior Policy 2025/26 Academic year and Policy No.50 of 2014 Federal Law for Private Education: "Guidelines for Managing Student Behavior in Abu Dhabi Schools". Concerning students' behavior, SIS has unified School-Wide Behavior Expectations congruent with the Council's expectations.

The SIS Behavior Expectations include consistent procedures for areas in the school and are displayed in different areas around the school.

This policy will be shared with all staff, students and their Parents/Guardians at the beginning of each school year and it will be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the SIS community. SIS considers the following guiding principles when preparing its student Behavior Policy:

Reinforcing Positive Student Behavior

SIS has adopted strategies and frameworks that recognize, reward, and reinforce positive behavior, and shall not rely only on a set of rules and punishments for dealing with student misconduct.

SIS considers the following important co-dependent factors for positive student behavior:

- **Heritage and culture:** a sense of the behavioral values and principles that address the UAE's culture and traditions.
- **Positive School environment:** an SIS environment that is welcoming, caring, safe, enriching, professional, and respectful to students. Students will be encouraged to contribute positively to the school's community using the Moral Education values and ethics. The Positive Contribution form is in every student's discipline folder.
- **Management of student behavior:** by conducting Behavior Management and Procedures Professional Development sessions and creating a Behavior Support and Procedures Committee. The Committee will meet regularly and will track and review the behavior incidents and the behavior progress of students.

Management of student behavior is also maintained by using a School-Wide effective and consistent behavior intervention plan for shaping and managing students' behavior appropriately based on age and gender.

In addition to that, there is a School-Wide Procedures Checklist that is shared with the teaching staff and students and shall be implemented.

- **Partnerships with Parents/Guardians and the local community:** active involvement of Parents/Guardians and strong community partnerships.

Student Code of Conduct

All students must respect the main code of conduct. Additionally, SIS has added its own particular aspects to the code, which would apply while students are at SIS, or while participating in and attending any SIS field trips and extra-curricular activities. SIS expects that all students will comply with the following main rules:

- Comply with all SIS expectations and procedures.
- Behave responsibly and not endanger the safety and welfare of others or self. • Care for the facilities and property of the SIS and of others.
- Arrive at SIS and lessons on time to justify any tardiness and absences and refrain from early pick-ups from school unless for authorized reasons (refer to SIS Attendance Policy) • Participate in promoting a positive SIS 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 SIS community, Parents/Guardians, and other members of the local community.

Disciplinary Actions

To guide SIS in determining the appropriate progression of discipline, SIS categorizes students' misconduct into four levels, as follows, and applies the Student Behavior Regulations issued by the Ministry of Education: *Levels of Misconduct: Schools shall ensure that their Misconduct Policy and Procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions:*

A. Level One Offenses:

- 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 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 applicabl



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- 5) Not bringing books and other resources to school without an acceptable excuse.
- 6) Sleeping or eating during class time or 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 on time, 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.

B. Level Two Offenses:

- 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.

C. Level Three Offenses:

- 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.

D. Level Four Offenses:

- 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) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, and installing unauthorized software).
- 13) Trespassing on school premises after school hours.
- 14) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Banned Disciplinary Actions

- It is forbidden to use any of the following methods as disciplinary actions:
- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more schoolwork.
- Mocking or insulting the student in private or in public.
- Preventing the student from using the washroom facilities or consuming food.

Staged Approach for Dealing with Wilful or Persistent Misconduct

Students will be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before disciplinary action (e.g. Reflection Time and filling a Reflection Form, Positive Contribution to School's community, warnings, and Toddle incident reports) is taken. Student misconduct shall be dealt with as follows:

- First, the SIS will provide counseling for the student with a clear explanation, and reasons, for the changes in behavior that are required of the student by SIS.
- Next, SIS will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior. The strategy might include an Individual Behavior Plan if needed e.g daily school report; or sessions with the school counselor.
- If there is a need for further escalation of response, SIS shall inform Parents/Guardians through a Parent Information Letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy.

Parents/Guardians shall be required, at this stage, to sign the Parent Undertaking Letter to support the agreed strategy.

• Should the student continue to behave unacceptably, the SIS may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a warning & undertaking letter.

• In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

School's Behavior Support and Procedures Committee

SIS has a Behavior Support and Procedures Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception.

All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The Committee is comprised of the Principal, Vice Principal, Director of Assessments and Students' Services, Supervisors, and Teachers.

The School's Behavior Support and Procedures Committee shall use the Toddler system, including uploading all supporting reports for all offenses and actions taken. SIS, the Council, and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

Field Trip Policy for Summit International School

At Summit International School, we prioritize the safety and well-being of our students during all field trips and outside learning opportunities. This policy outlines the guidelines regarding student participation in field trips, particularly concerning the issuance of Blue forms.

Policy Guidelines

1. **Level 3:** A student who is issued a Level 3 incident report will not be permitted to join the next field trip for their respective Grade. This measure is implemented to ensure the safety of all students during these activities.
2. **Understanding Consequences:** The decision to restrict a student's participation is not intended to negatively impact them but is designed to help them understand the consequences of repeated negative behavior choices.

Our goal is to support students in making positive decisions moving forward.

Alignment with ADEK Policy: This policy is in support of and works in conjunction with the ADEK Student Behavior Policy, ensuring that our approach to student behavior is consistent and effective.

Students with Special Educational Needs

- Students with special education needs are required to follow the same procedures and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs will not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of a school code of conduct must not generally differentiate between students with special education needs and other students.

The document "Abu Dhabi Education Council Guidelines for Managing Student Behavior in Abu Dhabi Schools" provides additional details and guidance on all guiding principles mentioned in this policy.