



مدرسة جلوبال الفلبينية
THE PHILIPPINE GLOBAL SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"
21 Muroor Road, Abu Dhabi, United Arab Emirates

STUDENT BEHAVIOR POLICY

Every student of The Philippine Global School shall bear in mind that the school formulates rules and regulations to help them attain self-discipline, inculcate in them the importance of law and order, teach them to live by the meaning of ideals of justice and protect them, and the name of the school.

It is on these goals that order and discipline are emphasized in this school. Students ought to be of the highest rank; with self-respect and respect for the rights of others, the religion, and the culture of the host country. In addition, students must have the knowledge and understanding of the duties that each must perform as well as the responsibilities of a God-fearing Filipino. This code therefore promotes and rewards positive behavior, and provides disciplinary procedures and guidelines to modify an offending behavior.

In promoting positive behavior, the school recognizes several related factors:

- a. UAE National Identity and Culture – Respect for local values, traditions, religion, and culture, in line with the *ADEK Values and Ethics Policy* and the *ADEK Cultural Consideration Policy*.
- b. Positive School Environment – TPGS is a school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.
- c. Effective Management of Students' Behavior - one that sets a good example worthy of emulation by young people; consistent and managed appropriately based on age, gender, and responsive to the needs of the students.
- d. Partnership with the Home - recognizes and involves the home in all aspects of students' learning and life.

Classroom Teachers and Administration shall follow the guidelines set out in The Philippine Global School Student Behavior Policy.

The classroom is the foundation of school orderliness and forms the underpinning for this Behavior Policy. The classroom teacher is responsible for establishing a tone and climate that will allow for learning to take place. Clear expectations, specific house rules, and set procedures based on the values of respect and cooperation are articulated and established to enhance positive student behavior.

The Principal will ensure that the Behavior Policy is discussed at all Grade Level assemblies and Parents' Orientation at the beginning of the school year and reviewed as deemed necessary throughout the school year.

The following are the basic rules of behavior. There are other rules that the school applies to students while they are in school or while participating in extracurricular activities. The students must adhere to these rules:

1. Compliance with School Rules and Regulations
2. Responsibility for self and others so as not to endanger the lives and safety of fellow students and/or school personnel and not to distract nor disrupt the educational process and learning of others
2. Responsible use of school properties and facilities
3. Regular attendance in school when able and fit
4. Cooperate in building and maintaining the school's positive image
5. Participate positively in all educational processes through hard work and diligence
6. Enhance one's cultural identity and give due respect to the culture and religion of the host country

The school, when dealing with behavioral violations, shall use appropriate guidance and procedures that will help students understand why such behavior is rejected and why it should be corrected. It takes into consideration the uniqueness of individuals as well as of circumstances.

Positive student behavior includes:

- Showing care and respect for the school, its staff, students, and the wider community.
- Representing the school on public occasions and promoting a positive school image by advocating and acting as an ambassador.
- Demonstrating a positive mindset and engagement with learning by:
- Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community.

LEVEL OF OFFENSES

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 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 Two Offenses:

- 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 ADEK School Cultural Consideration Policy.
- 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 an 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 ADEK School Health and Safety Policy.
- 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Three Offenses:

- 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 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) 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 Consideration Policy.
- 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.

MISCONDUCT POLICY AND PROCEDURES

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<p>Verbal Warning</p> <p>Discuss the expected change in behavior with the student.</p>	<p>Written Warning</p> <p>Notify the parent in writing about the student's misconduct.</p>	<p>Written Warning</p> <p>Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Written Warning</p> <p>Notify the parent in writing and summon the parent together with the Behavior Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p>
Level 2	<p>Written Warning</p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to</p>	<p>Onsite Community Service/ Suspension</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with</p>	<p>Onsite Community Service/ Suspension</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation, with a notification to the parent.</p>

	<p>sign an agreement to support their child in reforming their behavior.</p>	<p>a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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 counseling as per their behavior strategy.</p>
Level 3	<p>Onsite Community Service/ Suspension</p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence</p>	<p>Onsite Community Service/ Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p>	

	<p>and determine disciplinary actions.</p> <p>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>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p>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 counseling as per their strategy.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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 counseling as per their behavior strategy.</p>
<p>Level 4</p>	<p>Onsite Community Service/ Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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 counseling as per their behavior strategy.</p>	

	and agree on a set of disciplinary actions and a corrective plan.	
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Records: TPGS shall keep a record of any student misconduct and actions taken by the school, including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioral progress, disciplinary procedures, communications (e.g., written warnings, appeals), etc.

1. Level 1 misconduct shall be recorded only at the class level by the teacher. The misconduct may be added to the student’s file or report card where it is repeated, or where escalation is required.
2. Level 2, 3, and 4 misconduct shall be recorded at the school level by the administration. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK.
3. Schools, ADEK, and any social care support providers (e.g., social workers and counselors) shall treat all information about students’ behavior as strictly confidential.
4. Approval for Expulsion: The school shall seek ADEK’s approval to expel a student.
5. TPGS shall deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (DAA Child Protection Committee, 2024).
6. TPGS shall involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.
7. TPGS shall ensure that, where disciplinary procedures are being exercised concerning students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.
 - a. Schools shall ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.
 - b. Schools shall develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior similarly to their peers due to an underlying need.
 - c. Schools shall provide sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.

Student Behavior Appeals Procedure

Purpose

This procedure outlines the official appeal process for parents/guardians who wish to contest decisions made by the Behavioral Management Committee regarding student suspensions or expulsions. The process ensures fair, impartial, and timely review while maintaining compliance with ADEK guidelines.

1. Timelines for Filing an Appeal

Parents/guardians may appeal disciplinary decisions within the following timeframes:

- **Suspension Appeals:** Must be submitted within **one (1) working day** of receiving the school's official suspension notice.
- **Expulsion Appeals:** Must be submitted within **ten (10) working days** of receiving the official expulsion decision.

Late appeals may only be considered under exceptional circumstances and at the discretion of the school.

2. Acceptable Modes of Appeal

Parents/guardians may lodge their appeal through:

- **Face-to-Face Meeting:** Parents may request a meeting to formally present their appeal.

All appeals must clearly state:

- The **reason for the appeal**,
- Any **supporting evidence**,
- The **desired resolution**.

3. Composition of the Appeals Committee

The school shall form an **Appeals Committee**, which:

- Is **separate from the Behavioral Management Committee**, and
- **Excludes the Principal, Vice Principal**, and any staff member with a **conflict of interest** or direct involvement in the case.

The committee may include neutral staff members such as:

- Senior Leadership Team not involved in the original decision,
- Counselors or wellbeing officer uninvolved in the case,
- Appointed school administrators without prior engagement in the incident.

4. Review and Decision Process

Upon receiving the appeal:

- The Appeals Committee may consult relevant staff (e.g., teacher, counselor, or social worker) for further insight.
- A **final decision**—either to **accept or reject** the appeal—will be made and communicated as follows:
 - Within **two (2) working days** for **suspension** cases.

- Within **seven (7) working days** for **expulsion** cases.

The final decision shall be shared **formally and in writing** with the parent/guardian.

5. Record-Keeping and Confidentiality

- All appeal-related documentation, including communication, evidence, committee notes, and the final decision, shall be **securely recorded** in the student's confidential file.
- All proceedings will be handled with the highest regard for **privacy and professional conduct**.