



	DATE	DESIGNATION	NAME	SIGNATURE
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APPROVED BY:	10/2025	PRINCIPAL	OLESIA POPENKOVA	
APPROVED BY:	10/2025	CHAIRMAN OF THE BOARD	DR. LOUAY JEROUDI	
DATE OF REVIEW				



## 1. Introduction

At Russian School Abu Dhabi (RSAD) good behavior is promoted through the development of good relationships between staff and pupils, teaching social and personal skills and rewarding appropriate behaviour. By working together we can devise effective, consistent strategies to maintain good behaviour. RSAD has a deserved reputation for maintaining high levels of discipline amongst its pupils, thereby facilitating the best environment and atmosphere for effective work and learning.

It is this ethos that we wish to maintain at Russian School Abu Dhabi.

The Values contained in the policy fully reflect our desire to encourage and maintain the highest standards of self-discipline amongst our pupils. Practice Standards of behaviour are set and monitored primarily through the work of the Class Teacher.

The Principal has overall responsibility for the Behaviour Management of children in all grades from Pre KG to Grade 10. However, children, parents, teaching and non-teaching staff all share a collective responsibility for encouraging good behaviour. Moreover, the teachers will also set the highest possible standards in their professional duties.

In our Code of Conduct at Russian School Abu Dhabi we aim to foster compassion, tolerance, honesty and integrity in our pupils. The children are expected to respect the rights, feelings and property of classmates, teachers and others and to be cooperative, courteous, considerate and well-mannered.

## 2. Policy

Our school behaviour code serves to ensure that all of our pupils follow these principles at all times and are aware of their responsibilities and rights as part of our school community, even from a very young age.

The Code of Conduct will be displayed throughout the school and represents the ethos of the school and reflects the values within the school.

We treat each other with care and kindness.

We take pride in ourselves and our school.

We are honest and trustworthy,

We show respect at all times,

We are ready and willing to learn.

## 3. Purpose

To set out measures to proactively encourage positive behaviour and to prevent and address behaviors of concern.

Clarify expectations for student behaviour through a code of conduct with a unified set of minimum expectations.

Instigate bullying prevention through targeted school level policy

Support students who are finding it challenging to meet behavioral expectations through appropriate intervention.

Outline requirements for dealing with student misconduct through a staged approach.

## 4. Terminology

Absence	The state of not being physically present at school.
Absence rate	The proportion of absences to school days as per the school calendar. If the student was admitted mid year the rate is calculated as so.
Additional learning needs	Individual requirements for additional support, modifications or accommodations within school on a temporary or permanent basis in response to a specific context.
Behaviour of concern	A significant change in behaviour (observed in relation to academic performance, interests, social activities or ability to perform familiar activities) with the potential to negatively affect an individual's wellbeing or that of others.
Bullying	Repeated physical, social or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived



	as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts others.
Code of conduct	The principles, standards and expectations for students behaviour and conduct at school during school related activities inclusive of extra curricular events, trips and excursions.
Documented Learning Plan	A plan which outlines any personalised learning targets, modifications, additional support, which the student may require.
Misconduct	Conduct that is not in line with behavioural expectations or the school code of conduct
Tiered model of support	An approach to meeting the different needs of the students which acknowledge that most needs can be met by the teacher (Tier 1) while some require more support (Tier 2) and specialized intervention (Tier 3).
Positive behaviour	The expected standards of student behaviour as set out in the school's student code of conduct. Such behaviour is conducive to learning, wellbeing and safety.
Positive handling	An approach to using the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others.
Student behaviour	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, manners, attitudes and actions.

## 5. Positive Behaviour Model

It is our intention to reinforce good behaviour using a positive approach by focusing on what is expected rather than what is not;

Reinforcing appropriate actions and behaviour with praise and rewards.

Making it clear what are the consequences of inappropriate behaviour.

Stickers, stars, smiley faces given in books or on uniforms (KG & Primary)

Verbal praise given to highlight good behaviour by Class teacher or more senior members of staff.

Positive comments and feedback given in books Excellent work shown to Heads of Department or Principal.

Display of excellent work in the Classroom or Shared areas.

Certificates.

Dojo Points for work and behaviour (KG & Primary)

House points (Secondary)

Being chosen to do special jobs or errands.

Being chosen for responsibilities within the class or the school.

Sharing good work or achievements with parents.

Reward charts for individuals or whole class achievements.

Positive feedback to parents of achievements.

We encourage good behaviour in a positive, constructive way. We believe that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it. To further promote positive behaviour and ensure that there is a collective, whole school responsibility for behaviour, each week one child from every class will be chosen to receive the 'Star of the Week' award at assembly. This award is chosen by the class teacher and reflects high achievement, particular effort or good behaviour throughout the week. The children may be encouraged to show their work at the assemblies, so that the other children and staff can celebrate their achievements with them.

The underlying approach and principles in creating a culture of high standards of behaviour are in alignment with the school values

UAE National Identity and Culture-Respect for religion, local culture, values and traditions in line with ADEK School Values and Ethics policy and ADEK School Culture and consideration Policy

School wide strategies that educate all students on positive relationships and behaviours such as social- emotional development, self management, emotional regulation, respect diversity, anti-bullying and intervention.



Training for Staff on the school Student Behaviour and code of conduct Policy and the Positive management of student behaviour.

Clear and comprehensive communication on the role and obligations of parents in promoting positive behaviour.

Mechanisms and procedures to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviours of concern.

Support, interventions and procedures in cases of misconduct and behaviours of concern set out in the section **Misconduct and Procedures**

## 6. Misconduct Policy and Procedures

RSAD Behaviour team is committed to finding positive solutions when handling student misconduct. This includes reviewing the incident with the student and giving them an opportunity to take ownership and accountability for their behaviour. We will seek to analyze the root cause of the behaviour and engage with the student in creating behaviour management strategies to provide the student with the necessary social, emotional and educational support to encourage positive behaviour as much as possible prior to resorting to disciplinary measures.

The misconduct policy shall be applicable to students starting in **Grade 5/Year 6**. Disciplinary measures for students below Grade 5/Year 6 shall be subject to the Positive Behaviour for Children in Early Childhood Education.

Levels of misconduct: RSAD will follow the following guidelines when dealing with student misconduct.

<b>Level 1 offenses</b>	<ol style="list-style-type: none"> <li>1. Being repeatedly late to the morning assembly or failing to participate without excuse</li> <li>2. Failing to attend classes on time repeatedly without an acceptable excuse</li> <li>3. Non-compliance with the school Uniform (regular or PE) without an acceptable excuse</li> <li>4. Not bringing books or other school resources without an acceptable excuse</li> <li>5. Not following the school's rules as stated in the Student code of conduct policy both inside and outside classrooms (breaktime, clubs, trips) not staying calm/disciplined during class, making inappropriate sounds inside or outside lessons and classes, not dressing modestly and following UAE Culture including Hair, nails and jewelry.</li> <li>6. Sleeping or eating during class or in areas where it is not approved</li> <li>7. Not complying with the completion of homework in a timely manner</li> <li>8. Misuse of digital devices in school without permission</li> </ol> <p>Any other forms of misconduct similar to the above as per the discretion of the Behaviour committee.</p>
<b>Level 2 offenses</b>	<ol style="list-style-type: none"> <li>1. Leaving or entering the classroom during class without permission</li> <li>2. Not attending mandatory school activities and events without an acceptable excuse</li> <li>3. Physical fighting, inciting quarrels, threatening, or intimidating peers in the school</li> <li>4. Acting or appearing in a manner that contradicts the ADEK School Cultural consideration Policy</li> <li>5. Causing minor damage to school property (writing on desks and furniture, sticking gum under tables, tampering with school furniture and resources)</li> <li>6. Taking out and or using a Mobile phone in school without permission or in the case of an emergency</li> <li>7. Verbally abusing or insulting any member of the school community including visitors</li> <li>8. Using, promoting, possessing smoking devices or tobacco including Vapes, shisha, lighters, cigarettes</li> <li>9. Refusing to follow any reasonable safety instructions in line with the school Health and Safety policy and ADEK School Health and Safety Policy</li> </ol>



<b>Level 3 offenses</b>	<ol style="list-style-type: none"> <li>1. Bullying, intimidation, harassment of any member of the school community. Including online or through social media.</li> <li>2. Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).</li> <li>3. Leaving the school premises without permission.</li> <li>4. Seizure, destruction, and/or vandalism of school property.</li> <li>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.</li> <li>6. Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.</li> <li>7. Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.</li> <li>8. Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.</li> <li>9. Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>
<b>Level 4 offenses</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Making racial comments, sharing, viewing or eliciting racial material and views.</li> <li>3. 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.</li> <li>4. Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.</li> <li>5. Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.</li> <li>6. Premeditated theft and/or engaging in its cover-up.</li> <li>7. Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).</li> <li>8. Leaking exam questions or engaging in related activities.</li> <li>9. Setting fire to the school premises.</li> <li>10. Insulting political, religious, or social figures in the UAE.</li> <li>11. 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.</li> <li>12. 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.</li> <li>13. Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).</li> <li>14. Trespassing on school premises after school hours.</li> <li>15. Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.</li> </ol>

RSAD has a Behaviour Management Committee comprising;

School Principal

Vice Principal

Head of Inclusion

Head of Pastoral care

Psychologist

The committee meets monthly to review and discuss student behaviour concerns. Decisions made by the Behaviour Committee must be fair and equitable to all students without exception. All



disciplinary actions shall be appropriate to the students age and ability and the severity of the misconduct as per the levels identified.

The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of each situation.

Before any disciplinary action is taken the school ensures that the student has had mechanisms and opportunities to identify the motivation behind their actions and rectify any negative behaviour.

## 7. Disciplinary Action

RSAD Committee will ensure that the student behaviour policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out. The following procedures will be used in a Disciplinary Action;

Discussion with the student and or parents

Formal recorded meetings with students or parents

Verbal warning

Written warning to parents

Loss of school privileges

Temporary or permanent confiscation of personal items belonging to the student if inappropriate (mobile phone, music player, watch) with a resolution by the behaviour committee.

Supervised restorative community work

In school suspension

Temporary Off-site suspension

Permanent exclusion of the student from school via withdrawal or cancellation of their enrolment.

## 8. Stages of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than 3 Times
<b>Level 1</b>	<b>Verbal warning</b>  Discuss the expected behaviour with the student.  <b>Responsible: Teacher</b>	<b>Written Warning</b>  Notify the parent and homeroom teacher in writing about the student's misconduct.  <b>Responsible: Teacher</b>	<b>Written Warning</b>  Notify the parent and home room teacher in writing- host a meeting to agree a reasonable joint home-to-school strategy.  The parent is required to sign an undertaking to support the strategy. <b>Responsible: Teacher</b>	<b>Written Warning</b>  Notify the parent in writing and summon the parent together with the Behaviour committee to agree on how to implement a set of strategies aiming at reducing the negative behaviours. <b>Responsible: Teacher &amp; Behaviour Committee</b>
<b>Level 2</b>	<b>Written Warning</b>  Instruct the student to sign an undertaking not to repeat the offense	<b>Onsite Suspension</b>  Temporarily suspend the child for up to <b>2 days</b> and assign the student	<b>Onsite Suspension</b>  Temporarily suspend the child for up to <b>3 days</b> and assign the student	<b>Off-Site Suspension</b>  Immediately suspend the student from being on-site until the end of the





	<p>Summon the parent, who is required to sign an undertaking to support their child in reforming their behaviour.</p> <p><b>Responsible: Teacher</b></p>	<p>supervised study assignments in school.</p> <p>Notify the student and parent of a second written warning.</p> <p>Notify the Behaviour committee to agree a final set of action for reforming the behaviour</p> <p>The parent is required to sign an undertaking to support what is agreed.</p> <p><b>Responsible: Behaviour Committee</b></p>	<p>supervised study assignments in school.</p> <p>Notify the student and parent in writing of a final warning.</p> <p>Notify the Behaviour committee to agree a final set of action for reforming the behaviour</p> <p>The parent is required to sign an undertaking to support what is agreed.</p> <p><b>Responsible: Behaviour Committee</b></p>	<p>investigation for a maximum of <b>5 days</b> with a notification to the parent.</p> <p>The Behaviour Committee shall evaluate the evidence and agree a set of final disciplinary actions which might include Expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school will apply to ADEK to expel the student.</p> <p><b>Responsible: Behaviour Committee</b></p>
<b>Level 3</b>	<p><b>On-site Suspension</b></p> <p>Immediately suspend the student on-site for 5 days.</p> <p>The behaviour committee shall evaluate the evidence and determine the disciplinary actions.</p> <p>The school shall summon the parent immediately to inform them of the disciplinary actions and the parents are required to sign an undertaking to support the strategy.</p>	<p><b>Off-Site Suspension</b></p> <p>Immediately suspend the student from being on-site until the end of the investigation for a maximum of <b>5 days</b> with a notification to the parent.</p> <p>The Behaviour Committee shall evaluate the evidence and agree a set of final disciplinary actions which might include Expulsion.</p> <p>After following the prior steps, if the student continues to repeat the</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student from being on-site until the end of the investigation for a maximum of <b>5 days</b> with a notification to the parent.</p> <p>The Behaviour Committee shall evaluate the evidence and agree a set of final disciplinary actions which might include Expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the</p>	



	<p><b>Responsible: Behaviour Committee</b></p>	<p>offense, the school will apply to ADEK to expel the student.</p> <p><b>Responsible: Behaviour Committee</b></p>	<p>school will apply to ADEK to expel the student, the school shall include all the evidence of misconduct, including proof that the stages have been followed and sufficient support has been given as per the Behaviour Policy.</p> <p><b>Responsible: Behaviour Committee</b></p>	
<p><b>Level 4</b></p>	<p><b>Off-Site Suspension</b></p> <p>Immediately suspend the student from being on-site until the end of the investigation for a maximum of <b>5 days</b> with a notification to the parent.</p> <p>The Behaviour Committee shall evaluate the evidence and agree a set of final disciplinary actions which might include Expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school will apply to ADEK to expel the student.</p> <p><b>Responsible: Behaviour Committee</b></p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student from being on-site until the end of the investigation for a maximum of <b>5 days</b> with a notification to the parent.</p> <p>The Behaviour Committee shall evaluate the evidence and agree a set of final disciplinary actions which might include Expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school will apply to ADEK to expel the student, the school shall include all the evidence of misconduct, including proof that the stages</p>		





		<p>have been followed and sufficient support has been given as per the Behaviour Policy.</p> <p><b>Responsible: Behaviour Committee</b></p>		
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Throughout the disciplinary process RSAD will monitor, document and provide students with ongoing support to focus, through counseling, or in school specialists and other forms of support. Staff will deal with misconduct that can be categorised as maltreatment (eg: physical abuse, bullying, sexual abuse) in line with the schools Student Safeguarding and Student Protection Policies. RSAD will involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable UAA Laws.

### 9. Disciplinary Action for Students of Determination

Where disciplinary procedures are being exercised in relation to Students with additional learning needs the Head of Inclusion shall be consulted to determine appropriate action.

Underlying special educational needs affecting behavioral regulation will be considered in determining the appropriate disciplinary action

A documented learning plan and or At Risk plan will be utilized for a student with additional learning needs who cannot regulate their behaviour in a similar manner to their peers due to the underlying need.

RSAD will provide sufficient guidance to students and families to ensure continued learning during periods of supervised detention or suspension.

During re-enrolment the school can apply to ADEK to block registration based on prior behavioral concerns, in this case it is classified as exclusion.

Receiving schools cannot deny a child a place in school based on previous behavioral concerns.

### 10. Appeals Procedure

RSAD has an appeals procedure in place;

Timeline for the appeal

To appeal the school's decision to suspend the child, parents have 1 working day.

To appeal a school's decisions to expel a child the parents have 10 working days.

Modes of appeal (via email, telephone or face to face meeting)

### 11. Restrictive Physical Intervention

'Restrictive Physical intervention' is the term used to include interventions where bodily contact using force is applied in a safe manner.

It refers to any instance in which a teacher or another member of school staff authorized by the Principal to, in specific circumstances, use 'reasonable force' to control or restrain a child. There is no legal definition of 'reasonable force'. However, there are two relevant considerations:

-The use of force can be regarded as reasonable only if the circumstances of an incident make it necessary to intervene.

-The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequence it is intended to prevent.

The UAE Law allows for teachers and other persons authorized by the Principal to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do the following:-

-Committing a criminal offence

-Injuring themselves or others

-Causing damage to property

Engaging in any behaviour that is prejudicial to maintain the good order and discipline at school



Restrictive Physical Intervention will be used when all other strategies have failed and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency.

**Acceptable forms of intervention (non-restrictive):**

Providing comfort for a distressed student  
When a student is being congratulated or praised (On shoulder)  
Demonstrating how to use a musical instrument/hold a pencil  
Demonstrating a physical exercise or movement in PE  
To give first aid  
Toilet accidents-Cleaning and dressing a younger child

**Pre-K and Young students**

First school experiences can be very upsetting for some children. Occasionally children may feel like they want to go home. They may try to leave the classroom. Physical intervention may be necessary.

The main aim of the teacher is it:

Protect the child from harm  
Provide comfort (if the child accepts this)

**Important reminders for class teachers**

Never assume the a child will accept touch as a friendly gesture  
Children come from different backgrounds and cultures with different sensitivities to touch and physical space  
Inappropriate physical contact is never permitted  
Never hold or pull a child by their arm  
If possible, contain rather than restrain (eg: put a barrier in the child's way rather than physical intervention)  
Restrictive Physical Intervention is an act of care and control, not punishment  
Force is used when necessary, as a last resort  
The age, understanding and competence of the individual student will always be taken into account  
As soon as it is safe, the restrictive physical intervention will be relaxed  
Immediately release or modify the restraint to reduce the risk if any warning signs appear  
Every effort will be made to secure the presence of other staff, and these staff may act as assistants and or witness  
Students with a Behavioral Intervention Plan will have a written consent from parents to use Physical intervention, as necessary.

**12. Possible Unsafe/ Crisis Situations**

There may be the need to intervene physically to stop someone putting themselves or others in danger. Examples of these could be:

A child running towards a busy road  
An angry child about to hurt someone  
A serious fight  
A child damaging school property  
Running out of class in the corridor, risk of hurting themselves or others  
Hitting/hurting another child  
Hitting/hurting a staff member  
Screaming, abusive language, disruptive behaviour  
Unsafe behaviour-Running in the parking area, not following instructions on a school trip  
Child with SEN

**13. Positive Handling Plan:**

In an escalating or dangerous situation, reasonable, calm and considered responses could be:  
Blocking a students path  
Lock the room door in case of a runner



Use calm corners in nearest corridor

Verbal de-escalation strategies such as STOP signal

Using visuals for deep breathing or calming

Use distraction with different activities/ resources

Telegram: Ms Dasha, Ms Stacy & Mr Valerii

Telegram: Ms Marina

Head of Inclusion (Ms Stacy) create a Risk Assessment plan for if this behaviour occurs regularly

Restraint.

Single person restraint.

Two person restraint.

Seated restraint.

#### **14. Social Media and Mobile phones:**

At RSAD we seek parental permission to take photographs of students for use on the school Social Media.

Students are not allowed under any circumstance to have a Mobile phone in school. If they are found to have a mobile device on them it will be confiscated by a teacher and handed in to the Senior leadership team who will secure it until hometime. It will then be handed to the parents of the student.

Students who walk to school may bring a phone into school but they hand it in to the reception desk where it will be stored securely until hometime.

#### **15. Russian School Abu Dhabi Code of Conduct**

##### **At RSAD We are :**

##### **Respectful**

Be tolerant and care for each other

Include everyone and show empathy

Be honest

Be polite and trustworthy

##### **Responsible**

Come to school on time

Always wear the correct uniform

Be prepared for the day

Take pride in ourselves and our school

##### **Well Behaved**

Always follow the teachers instructions

Walk quietly around school

Be respectful of classes who are working

Be ready and willing to learn

##### **Safe**

Care for ourselves, friends and teachers

Take care of school property

Don't tease or bully others

Play safely

##### **E-Safe**

Use Ipads/ computers for educational apps only

Always keep our devices in the cover and safe

Never bring a mobile phone into school

Always sit while using them

Never drink or eat around electronics

No hitting or banging on the device