



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, and gender and responsive to the needs of the students.
- d. Partnership with the Home - recognizes and enjoins 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, which 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 Parent's 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 make 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 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 applicable).
5. Not bringing books and other resources for school without an acceptable excuse.
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 Behavioural Management Committee.

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 Behavioural 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. 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 Behavioural 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. 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, 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 Behavioural 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 sign an agreement to support their child in reforming their behavior.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with 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</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</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</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 support and counseling as per their behavior strategy.</p>

		required to sign an undertaking to support the agreed strategy.	to support the agreed strategy.	
Level 3	<p>Onsite Suspension</p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence 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>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 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>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 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 4	<p>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>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</p>		

	The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	been followed, including proof of having provided sufficient counseling as per their behavior strategy.
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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.



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ANTI-BULLYING POLICY

Introduction

The Philippine Global School, together with the behavior management team (BMT) implements the anti-bullying policy which serves as a guide to maintain a safe school environment.

1. Definition

Bullying – is a distressing and deliberately hurtful behavior, usually repeated over a period of time in most cases, victims usually have difficulties defending themselves and sometimes may not be able to recover from the physical, verbal, emotional, racism, sexual and other causes of harm caused by bullying behavior.

Bullying includes but is not limited to:

Physical: hitting, kicking, stealing, pinching, hair-pulling, and other forms of violence or threats of violence

Verbal: name-calling, cursing, sarcasm, and other inappropriate remarks

Emotional: seclusion/isolation from school-related activities, ridiculing, and humiliation

Innuendo: spreading rumors/gossiping, persistent teasing, mocking, graffiti

Intrusive: email, text messaging, use of social media, and other forms of technology to abuse

Racism: inappropriate racial remarks/comments, racial taunts, racial graffiti, gestures

Sexual: unwanted physical contact or abusive comments

2. Indicators of Bullying:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

3. Objectives:

- The goal of the policy is to ensure that the students of The Philippine Global School can flourish and be educated in a safe and supported environment.

- To maintain a community where anyone feels valued and respected despite individual differences in terms of race, culture, religion, ethnicity, learning style, and other differences.
- To promote a school environment that is caring, nurturing, and free from any kind of abuse.
- To reinforce and maintain positive behavior inside the school which is beneficial to the student, peers, and the entire school community.
- To diminish emotional, psychological, and mental distress brought about by bullying enabling the students to develop self-worth, self-confidence, and high self-esteem.

4. Strategies:

- The Implementation of the anti-bullying campaign program involves yearly education and awareness among pupils and students through bulletin board posting in each classroom promoting a safe and bullying-free environment.
- The awareness program is integrated through guidance and counseling sessions with pupils and students giving them realization of their own actions and/or situations.
- Ensuring pupils and students in all parties are supported, safe, and protected while investigating and resolving the issues.
- Investigating the incidents involving students as fully as possible to identify the root cause of the problem.
- Promoting and inculcating the school values of “respect” for oneself and others regardless of perceived individuality and differences.
- Identifying and early detection of bullying behavior and modifying it. This serves as a preventive measures to avoid reoccurrence of the unwanted behaviors.
- Working one on one with the discipline officers and conducting parent conferences (if applicable) to help the students in all parties to improve their behaviors.

5. Reporting the Incident:

- The school encourages students, especially victims and witnesses, to speak up regarding their situations. More so, teachers, admin and staff and others who are involved and witnessed a particular casualty of bullying should write an incident report immediately to the proper authority to solve the issue.

6. Responding to the Incident

- Students and witnesses are encouraged to speak up if they are experiencing being bullied or witnessing someone being bullied to their advisers or subject teachers or anyone in authority.
- Teachers will take the problem seriously and make a written/incident report based on the story of the victim or victims.
- The incident will be investigated by the discipline officers.
- Parents of both parties will be informed about the situation of their children for them to be aware of the actions of the school.
- The discipline officers or D.O. will impose sanctions based on the behavior committed by the bully using the school diary as a guide.
- Both parties; the bully and victim will have an individual counseling session with the counsellors to work on the negative behavior of the bully and to

remove the negative impact of bullying among the victims through the use of different approaches in counselling.

- Make a follow-up counselling for both parties to ensure the safety and protection of the students

The Behavior Management Team (BMT)

The Behavior Management Team reviews all recommendations for discipline and is responsible for making recommendations/judgments on any student case. The decision of the team is final in all cases, subject to the principal's confirmation.

The team is composed of the Guidance Counselors, the Discipline Officers, the Inclusion Coordinator, the key Teacher, the Adviser, the Grade-Level Leader (GLL), and the OSAS head Academic Heads. They convene together to review, interpret, and decide on any student case recommended for dismissal. The team submits the decision to the School Principal for final review and approval. The latter has the power to modify the sanction to be given based on the results of the review made from the offenses committed. The members of the group will make the vote regarding the status of the student to be dismissed except the Guidance Counselor.

Note: Recommendation for suspension, dismissal and expulsion will be subject to the approval of the Abu Dhabi Department of Education and Knowledge (ADEK) before its implementation.

Support and Interventions

The school shall provide appropriate, focused, and supportive student-centric interventions to students who have been identified as either engaging in behaviors of concern, misconduct or deemed to be at risk of engaging in behaviors of concern.

- There is a provision of professional support to address the specific needs of the student, including counseling, in line with the *ADEK Student Mental Health Policy*. This support shall involve engagement with parents and other relevant stakeholders (e.g., teachers) where appropriate, as well as ongoing monitoring of student progress.
- Referral to external specialists to provide intensive, individualized, and long-term support. Where such support is provided, parents shall monitor the student's progress and periodically update a staff member nominated by the school. The staff member is authorized to share this information with relevant stakeholders on a need basis.