The purpose of this document is to establish clear expectations for student behavior and

MGIS STUDENT BEHAVIOR & DISCIPLINARY POLICY

(Aligned with Saudi Ministry of Education Regulations & IB PYP Standards)

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.

1- Purpose

The purpose of this policy is to establish clear expectations for student behavior that foster a safe, respectful, and positive learning environment in accordance with the Saudi Ministry of Education regulations and the MGIS mission, vision, and values. It also outlines the procedures for handling misbehavior in a consistent, fair, and developmentally appropriate manner.

2- Policy Statement

MGIS is committed to promoting a culture of respect, responsibility, and integrity. All students are expected to demonstrate behavior that reflects:

- Islamic values and Saudi cultural norms

- The IB Learner Profile attributes

- Respect for others, property, and the learning environment

- Responsibility for actions and choices

- Safe, positive, and cooperative conduct

Any behavior that disrupts learning, threatens safety, or goes against school or Ministry guidelines will be addressed promptly using clear and appropriate disciplinary procedures.

3- Guiding Principles

- **Respect for Saudi MOE laws and regulations** regarding discipline, safety, and conduct.

- **Consistency and fairness** in handling behavior incidents.

- **Child protection and safeguarding** in all disciplinary actions.

- **Developmentally appropriate responses**, especially for KG and young learners.

- **Positive reinforcement** is the foundation of discipline.

- **Restorative practices** that teach responsibility rather than punish.

- **Communication with parents** is essential for student growth.

4- Expected Student Behavior

Students are expected to:

- Follow school rules and staff instructions

- Demonstrate polite, respectful language and manners
- Maintain appropriate behavior in classrooms, hallways, playgrounds, buses, and school facilities
- Respect Islamic values and adhere to Saudi norms
- Take care of school property and avoid vandalism
- Behave safely and avoid physical or verbal aggression
- Complete academic responsibilities honestly (no cheating or plagiarism)
- Use digital devices responsibly and safely
- Stay within school boundaries and follow dismissal procedures

5- Types of Misbehavior (Aligned with MOE Categories)

5.1 Minor Misbehaviors (Level 1)

Examples include:

- Disrupting lessons or talking without permission
- Not following class routines
- Running in hallways
- Lack of materials or uniform violations
- Inappropriate language (non-offensive)
- Not completing classwork
- Minor disrespect or non-compliance

5.2 Moderate Misbehaviors (Level 2)

Examples include:

- Repeated disruptions
- Defiance or refusal to follow instructions
- Disrespect towards peers or staff
- Intentionally damaging school property (minor)
- Bullying (first incident)
- Using a device inappropriately
- Pushing, rough play, or unsafe physical behavior

5.3 Major Misbehaviors (Level 3)

Examples include:

- Physical aggression/fighting
- Threatening behavior

- Repeated bullying
- Significant damage to property
- Stealing or dishonesty
- Academic dishonesty (cheating, plagiarism)
- Leaving class or school premises without permission
- Inappropriate digital use (harassment, harmful content)

5.4 Critical Misbehaviors (Level 4 – MOE Serious Violations)

Examples include:

- Possession of prohibited items (weapons, harmful objects)
- Severe physical assault
- Severe vandalism
- Ethical or legal violations
- Any behavior threatening safety, security, or values
- Any violation listed as serious misconduct by the Saudi MOE

6- Discipline Procedures

6.1 For Minor Misbehaviors

Handled within the classroom using:

- Verbal reminders or redirection
- Positive reinforcement
- Reflection time
- Seating adjustments
- Classroom restorative conversations
- Teacher–student conference

Documentation: Recorded in social worker's notes if repeated.

6.2 For Moderate Misbehaviors

Escalation to Principal or Social Worker:

- Parent notification
- Written behavior note/incident form
- Short supervised reflection time
- Logical consequences (e.g., repairing damage, apology letter)
- Temporary loss of privileges
- Behavior improvement plan

Documentation: Formal incident report filed by the social worker in school records.

6.3 For Major Misbehaviors

Escalation to Academic Head or Deputy Head:

- Parent meeting required
- Behavior contract
- Mandatory counseling with social worker
- Community service inside school
- Temporary suspension in accordance with MOE regulations (if applicable)
- Restorative conference

Documentation: Social worker writes an immediate report; parents sign acknowledgment.

6.4 For Critical Misbehaviors (MOE Level 4)

Handled according to MOE regulations with full administrative and legal compliance:

- Immediate removal from class
- Investigation by social worker and school leadership
- Mandatory parent conference
- Documentation submitted to MOE if required
- Suspension or other disciplinary actions as per Saudi MOE policy
- Behavior rehabilitation plan

Documentation: Official MOE reporting template (if mandated).

7- Positive Behavior Support (PBS)

MGIS promotes positive behavior through:

- IB Learner Profile recognition
- Class points or reward systems
- Certificates, praise notes, and monthly awards
- Restorative circles and conflict-resolution strategies
- Social-emotional learning (SEL) sessions
- Counseling and skill-building support

8- Roles & Responsibilities

Students

- Follow all rules and behave respectfully
- Take responsibility for actions
- Demonstrate the Learner Profile attributes

Teachers

- Establish a positive classroom climate
- Teach expectations clearly
- Manage minor misbehavior in class
- Document incidents and inform parents when required

Principals & Social Worker

- Provide support, mediation, and behavior coaching
- Oversee moderate behavior cases
- Writes and compiles all related reports and documents

Principals & Academic Head

- Oversee implementation of the policy
- Manage major and critical incidents
- Communicate with MOE when required

Parents

- Reinforce school expectations at home
- Attend meetings when behavior concerns arise
- Support intervention plans

9- Communication With Parents

Communication will be clear, timely, and documented through:

- Educore
- Email
- Phone calls
- Parent meetings
- Incident reports
- Behavior contracts (if needed)

10- Prohibited Items (MOE-Compliant)

Students must not possess:

- Weapons or sharp objects
- Tobacco, vapes, or any prohibited substance
- Matches or lighters
- Any item threatening safety or morality
- Unauthorized digital devices or content

11- Restorative Practices

To repair harm and rebuild relationships, the school uses:

- Guided reflection
- Apology letters
- Restorative circle meetings
- Peer mediation
- Counseling sessions

12- Record Keeping

All behavior incidents must be:

- Logged in the school's digital platform
- Stored securely per MOE and school data compilation strategy
- Attached to the student's file when required

13- Policy Review

This policy will be:

- Reviewed annually by the Technology Committee
- Updated to reflect curriculum changes, software updates, safety requirements, and school needs
- Communicated to all staff and parents after each revision

Policy prepared by: School Policies Committee and Student Well-being, Health, Safety, & Child Support Committee

Date of Last Review: September 2025

Policy reviewed by: School Leadership & Improvement Team (SLT)

Policy Approved by: Director of Operations