



## Student Conduct and Discipline Policy

### 1. Preamble and Philosophy

Northview International School (NVIS) is steadfast in its commitment to fostering a learning environment where every student is nurtured to achieve academic excellence and develop into a person of character. This Student Conduct and Discipline Policy is a cornerstone in creating and sustaining a safe, respectful, and positive atmosphere essential for optimal learning and **holistic** growth for all members of our community.

Our disciplinary approach at NVIS is intentionally **proactive, restorative, and educational**. We view behavioral challenges as meaningful opportunities for students to learn, reflect, and grow. This philosophy is deeply rooted in our core **NVIS Student Development Goals (SDGs)** (see Appendix A) and informed by the **Positive Behavioral Interventions and Supports (PBIS)** framework- a schoolwide model that promotes positive behavior through proactive teaching, clear expectations, and restorative practices.

We endeavor to cultivate students who are:

- **Empathetic:** Keenly understanding and sharing the feelings of others, recognizing the profound impact of their actions on individuals and the wider school community.
- **Collaborative:** Working constructively and harmoniously with peers and adults, making positive contributions to group efforts, and navigating conflicts with a view towards mutual resolution.
- **Thinkers (Critical & Reflective):** Engaging in deep analysis of situations, discerning the cause-and-effect relationships of their behavior, and actively participating in thoughtful problem-solving.
- **Adaptable:** Demonstrating the ability to learn from diverse experiences, appropriately modifying their behavior across varied contexts, and embracing change with flexibility.
- **Resilient:** Overcoming adversities and setbacks with fortitude, learning from mistakes without succumbing to discouragement, and cultivating inner strength and the capacity for self-correction.
- **Respectful:** Consistently showing high regard for themselves, their peers, all staff members and families, diverse cultures and perspectives, school



property, and the established rules and ethical expectations of our NVIS community.

- **Ethical:** Making sound moral judgments rooted in integrity, acting with unwavering honesty, upholding the highest standards of academic integrity, and demonstrating a robust commitment to fairness and justice.
- **Communicators:** Sharing ideas clearly and confidently, listening actively to others, and using respectful dialogue to solve problems and build understanding.

## 2. Guiding Principles

As previously outlined, emphasizing NVIS Student Development Goals, Fairness and Equity, Transparency and Clarity, Age-Appropriateness & Individual Consideration, Restorative Justice, Progressive Discipline, Parental Partnership.

## 3. Student Rights and Responsibilities

As previously outlined, framing these as integral to developing as an **Ethical** and **Respectful** individual who is a **Thinker** about their role in a community.

## 4. Scope of the Policy

As previously outlined.

## 5. Understanding Levels of Misbehavior and Disciplinary Responses

This section details categories of misbehavior to ensure a consistent, fair, and proportionate response. It is crucial to understand the following:

- **Non-Exhaustive Lists:** The lists of specific infractions provided below are illustrative and comprehensive but not exhaustive. Behaviors not explicitly listed but which violate the spirit of NVIS policies, disrupt the educational environment, or compromise safety will be addressed by the school administration.
- **Administrative Discretion and Context:** The NVIS administration reserves the right to determine the appropriate level of an infraction and the corresponding disciplinary response based on a thorough assessment of all contextual factors. These factors include, but are not limited to: the student's age and developmental level, intent, prior disciplinary record,



the severity and impact of the behavior, the student's willingness to acknowledge responsibility and make amends (**Thinker, Ethical, Empathetic**), and the overall safety and well-being of the school community.

- **Progressive and Educative Approach:** Discipline at NVIS is fundamentally progressive. Responses will generally begin at the lowest effective level to correct behavior and educate the student. Repeated or more severe infractions will warrant more significant consequences. The aim is always to foster student growth in all NVIS Student Development Goals.
- **Restorative Focus:** Whenever appropriate, restorative practices will be prioritized to repair harm, promote **Empathy** and **Collaboration**, and help students become **Resilient** by learning from their mistakes.

## 6. Lower School (KG – Grade 5): Categories of Misbehavior, Definitions, and Examples

The primary goal in Lower School is to teach and nurture positive behaviors, helping students develop foundational NVIS Student Development Goals like **Respect, Collaboration, Communication**, and the ability to be a **Thinker** about their actions.

### Level 1: Minor Misbehaviors (Typically managed by the classroom teacher; focus on guidance and learning)

- 1.1. **Failure to Follow Directions (Minor/Infrequent):**
  - **Definition:** Not adhering to simple, clear instructions or established classroom routines after they have been communicated.
  - **Examples:** Not starting a task when asked, continuing to talk after a quiet signal, not lining up as directed.
  - **NVIS Values Undermined:** Respectful, Thinker (not processing instructions).
- 1.2. **Talking Out of Turn / Unnecessary Noise:**
  - **Definition:** Speaking without permission during instruction, quiet work time, or causing noise that distracts others.
  - **Examples:** Calling out answers, chatting during lessons, making distracting sounds.

- NVIS Values Undermined: Respectful (of others' learning), Thinker (self-awareness).
- **1.3. Off-Task Behavior (Brief/Minor):**
  - **Definition:** Briefly disengaging from learning activities or assigned tasks without permission.
  - **Examples:** Doodling instead of working, playing with objects unrelated to the task, looking out the window for a short period.
  - NVIS Values Undermined: Thinker (focus), Respectful (of learning time).
- **1.4. Unprepared for Class (Occasional):**
  - **Definition:** Occasionally forgetting necessary materials like pencils, notebooks, or completed homework.
  - **Examples:** Not having a reading book for reading time, forgetting a specific supply once.
  - NVIS Values Undermined: Thinker (organization), Adaptable (being ready).
- **1.5. Unsafe Movement/Minor Physical Misconduct:**
  - **Definition:** Moving in a way that could cause minor accidents, or engaging in playful physical contact that is inappropriate for the setting but not intended to harm.
  - **Examples:** Running in hallways or classrooms, leaning back on chairs unsafely, playful tagging that becomes too rough.
  - NVIS Values Undermined: Respectful (of safety rules), Thinker (consequences).
- **1.6. Littering (Minor):**
  - **Definition:** Carelessly dropping or leaving small amounts of rubbish in unauthorized places.
  - **Examples:** Dropping a paper scrap and not picking it up, leaving a wrapper on a table.
  - NVIS Values Undermined: Respectful (of environment).
- **1.7. Misuse of Materials (Minor/Unintentional):**
  - **Definition:** Using school or personal materials in a way they are not intended, without malicious intent but carelessly.
  - **Examples:** Pressing too hard with crayons and breaking them, overusing glue.
  - NVIS Values Undermined: Respectful (of property), Thinker.
- **1.8. Difficulty Sharing / Minor Interference with Others' Property:**

- **Definition:** Reluctance to share communal materials, or briefly taking or touching another student's belongings without asking, but easily resolved with adult guidance.
- **Examples:** Not wanting to take turns with a classroom game, picking up another's pencil without asking but returning it promptly when reminded.
- **NVIS Values Undermined:** Respectful, Collaborative, Empathetic.
- **1.9. Inappropriate Language (Mild/Isolated):**
  - **Definition:** Using words or phrases that are mildly impolite or out of place for a school setting, often due to immaturity or imitation, not intended to be offensive.
  - **Examples:** Using "potty talk" at an inappropriate time, muttering a frustrated but not profane word.
  - **NVIS Values Undermined:** Respectful, Thinker (word choice).

**Level 2: Intermediate Misbehaviors (May require teacher and/or support staff intervention; focus on understanding impact and responsibility)**

- **2.1. Repeated Level 1 Infractions:**
  - **Definition:** Consistent engagement in Level 1 behaviors despite previous guidance and minor interventions, indicating a need for a more structured response to develop **Resilience** and **Adaptable** behavior.
  - **Examples:** Consistently talking out of turn daily after multiple reminders; frequently unprepared for class.
  - **NVIS Values Undermined:** As per the specific Level 1 behavior, plus demonstrates a lack of **Resilience** in changing behavior.
- **2.2. Disrespect Towards Peers:**
  - **Definition:** Words or actions that are unkind, exclusionary, or dismissive of a peer's feelings or contributions, beyond minor/brief incidents.
  - **Examples:** Making fun of a classmate's answer, name-calling (not severe or persistent), intentionally leaving someone out of a game repeatedly after being asked to be **Collaborative**, arguing in a hostile way.
  - **NVIS Values Undermined:** Empathetic, Respectful, Collaborative.
- **2.3. Disrespect Towards Adults (Minor Defiance/Non-Cooperation):**

- **Definition:** Intentionally ignoring or refusing to comply with a reasonable adult directive in a non-confrontational manner, or speaking to an adult in a discourteous way.
- **Examples:** Quietly refusing to do assigned work, rolling eyes or sighing audibly when given an instruction, making a mildly rude comment under breath.
- **NVIS Values Undermined:** Respectful, Ethical.
- **2.4. Disruptive Behavior (Persistent/Impactful):**
  - **Definition:** Behavior that consistently or significantly interferes with the teacher's ability to teach or other students' ability to learn.
  - **Examples:** Making loud noises repeatedly, getting out of seat frequently without permission during instruction, instigating others to be off-task.
  - **NVIS Values Undermined:** Respectful, Collaborative, Thinker.
- **2.5. Leaving Designated Area Without Permission:**
  - **Definition:** Exiting the classroom, playground zone, or other assigned school area without authorization from a staff member.
  - **Examples:** Wandering into another classroom during lesson time, leaving the playground to go to the bathroom without informing the duty teacher.
  - **NVIS Values Undermined:** Respectful (of rules), Thinker (safety).
- **2.6. Minor Physical Contact/Altercation (No Injury, Low Intent to Harm):**
  - **Definition:** Unwanted physical contact such as pushing, shoving, grabbing, or wrestling that is beyond playful interaction, but where there is no apparent intent to cause injury, or no injury occurs.
  - **Examples:** Pushing in line, a brief tussle over an object.
  - **NVIS Values Undermined:** Empathetic, Respectful, Thinker (self-control).
- **2.7. Minor Dishonesty/Misrepresentation of Truth:**
  - **Definition:** Not telling the truth about a minor issue, or blaming others unfairly for small incidents.
  - **Examples:** Denying having talked when asked, saying someone else broke a crayon when they did it.
  - **NVIS Values Undermined:** Ethical, Respectful, Thinker.
- **2.8. Damage to Property (Minor/Careless but Negligent):**

- **Definition:** Causing minor damage to school or another's property due to carelessness, breaking rules, or not following instructions for use.
- **Examples:** Breaking a classroom manipulative by using it improperly, writing on a desk (erasable).
- **NVIS Values Undermined:** Respectful (of property), Thinker.
- **2.9. Misuse of Technology (Minor):**
  - **Definition:** Using school technology for non-educational purposes in a minor way, or violating minor aspects of the acceptable use policy.
  - **Examples:** Playing an unapproved game on a school iPad during learning time, trying to access a blocked website (minor).
  - **NVIS Values Undermined:** Respectful (of rules/resources), Ethical, Thinker.

**Level 3: Major/Severe Misbehaviors (Require senior leadership involvement; focus on safety, significant accountability, and restorative action)**

- **3.1. Physical Aggression (Intentional Harm/Injury):**
  - **Definition:** Deliberate physical actions intended to cause pain, discomfort, or injury to another person.
  - **Examples:** Hitting, kicking, biting, scratching, pulling hair with force, or any action resulting in discernible minor injury or significant distress.
  - **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Thinker (impulse control).
- **3.2. Bullying/Harassment (Pattern of Behavior):**
  - **Definition:** Repeated and/or systematic words or actions by one or more students against another student intended to cause fear, distress, or harm. This includes verbal, physical, or relational bullying (social exclusion). An imbalance of power is often present.
  - **Examples:** Persistent name-calling or teasing about personal attributes, making threats, intentionally and repeatedly excluding a peer from activities to cause distress, spreading unkind rumors, physical intimidation.
  - **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Collaborative (negatively).
- **3.3. Stealing/Theft:**



- **Definition:** Taking property belonging to another person or the school without permission and with the intent to keep it.
- **Examples:** Taking items from another student's desk or bag, taking school supplies meant for communal use for personal keeping without permission.
- **NVIS Values Undermined:** Ethical, Respectful.
- **3.4. Vandalism (Intentional Damage to Property):**
  - **Definition:** Willfully defacing, damaging, or destroying school property or the property of others.
  - **Examples:** Intentionally breaking classroom equipment, writing on walls or furniture with permanent markers, deliberately tearing pages from library books.
  - **NVIS Values Undermined:** Respectful (of property), Ethical, Thinker (consequences).
- **3.5. Significant Dishonesty/Deception:**
  - **Definition:** A serious instance of lying, cheating, or misrepresentation of truth to avoid consequences or gain an unfair advantage.
  - **Examples:** Fabricating a detailed story to cover up serious misbehavior, cheating on a significant assessment (if applicable at upper elementary), trying to get another student into serious trouble through lies.
  - **NVIS Values Undermined:** Ethical, Respectful, Thinker.
- **3.6. Leaving School Grounds Without Permission/Elopement:**
  - **Definition:** Exiting the school campus or supervised school activity area without authorization during school hours.
  - **Examples:** Walking off the playground and out of school gates, leaving a school trip group.
  - **NVIS Values Undermined:** Respectful (of safety rules), Thinker (danger).
- **3.7. Extreme Disrespect/Defiance Towards Adults:**
  - **Definition:** Overt, hostile, and confrontational refusal to comply with adult directives, or using abusive/threatening language or gestures towards staff.
  - **Examples:** Shouting "no" and refusing to move when instructed by an administrator, using swear words directed at a teacher, making a threatening gesture.



- NVIS Values Undermined: Respectful, Ethical, Resilient (in managing frustration).
- **3.8. Possession/Use of a Dangerous Item:**
  - **Definition:** Bringing an item to school that is inherently dangerous or could be used to cause harm or threaten others, inappropriate for the lower school environment.
  - **Examples:** Bringing a knife (even a small pocketknife), matches/lighter, or any replica weapon. (Context is key, e.g., a plastic toy vs. a realistic replica).
  - **NVIS Values Undermined:** Respectful (of safety), Ethical, Thinker.
- **3.9. Endangering the Safety of Self or Others:**
  - **Definition:** Actions that intentionally or with gross recklessness place oneself or other members of the school community at significant risk of harm.
  - **Examples:** Starting a small fire (even if quickly extinguished), encouraging others to engage in a very dangerous activity, misusing science equipment in a dangerous way, severe and uncontrolled tantrums that involve throwing heavy objects.
  - **NVIS Values Undermined:** Empathetic, Respectful (of safety), Ethical, Thinker.

## 7. Middle School (Grades 6-8) & High School (Grades 9-12): Categories of Misbehavior, Definitions, and Examples

Students in Middle and High School are expected to demonstrate increasing levels of responsibility, self-discipline, and an understanding of how their actions impact the community. The NVIS Student Development Goals, particularly **Ethical** conduct, **Respect**, **Resilience**, and being a critical **Thinker**, are paramount.

**Level 1: Minor Misbehaviors (Typically managed by the classroom teacher or staff member present; focus on immediate correction and adherence to expectations)**

- **1.1. Tardiness (to School or Class):**
  - **Definition:** Arriving late to school or a scheduled class without a valid excuse.



- **Examples:** Not being in the classroom when the bell rings, arriving late to school without a note from a parent for a valid reason.
- **NVIS Values Undermined:** Respectful (of time and learning), Adaptable (time management).
- **1.2. Unprepared for Class (Lack of Materials/Homework):**
  - **Definition:** Not having required academic materials (textbooks, notebooks, charged device, PE uniform) or not completing assigned homework regularly.
  - **Examples:** Consistently forgetting a textbook, not submitting homework assignments by the deadline without a valid reason.
  - **NVIS Values Undermined:** Respectful (of learning process), Thinker (organization), Resilient (meeting expectations).
- **1.3. Minor Classroom Disruption:**
  - **Definition:** Behavior that briefly interrupts the flow of instruction or distracts other students in a minor way.
  - **Examples:** Talking quietly to a neighbor during instruction, packing up before class is dismissed, brief, non-disruptive use of a phone if against classroom rules.
  - **NVIS Values Undermined:** Respectful, Thinker (self-awareness).
- **1.4. Dress Code Violation (Minor):**
  - **Definition:** Not adhering to specific aspects of the NVIS dress code that are easily correctable.
  - **Examples:** Untucked shirt if required, inappropriate footwear for a specific activity (e.g., PE), wearing a hat indoors where prohibited.
  - **NVIS Values Undermined:** Respectful (of school policy).
- **1.5. Inappropriate Public Displays of Affection (Minor):**
  - **Definition:** Physical contact between students that is inappropriate for a professional school environment but brief and not overly intimate.
  - **Examples:** Brief hugs that linger, holding hands in a way that causes distraction or discomfort to others.
  - **NVIS Values Undermined:** Respectful (of professional environment), Thinker (awareness of context).
- **1.6. Eating/Drinking in Unauthorized Areas/Times:**
  - **Definition:** Consuming food or beverages in areas or during times where it is not permitted by school rules.



- **Examples:** Eating in the library or a classroom without permission, drinking soda during a formal assembly.
- **NVIS Values Undermined:** Respectful (of school rules).
- **1.7. Littering:**
  - **Definition:** Leaving rubbish or personal belongings in unauthorized places, contributing to an untidy environment.
  - **Examples:** Leaving food wrappers on a cafeteria table, dropping papers in the hallway.
  - **NVIS Values Undermined:** Respectful (of environment and community).
- **1.8. Unauthorized Use of Personal Electronic Devices (Minor/Brief):**
  - **Definition:** Using a personal electronic device (e.g., mobile phone, earbuds) during instructional time or in designated "no-device" zones for a brief period without causing significant disruption, when such use is against established rules.
  - **Examples:** Quickly checking a message in class without permission, listening to music quietly when supposed to be working independently without device permission.
  - **NVIS Values Undermined:** Respectful (of learning environment/rules), Thinker (focus).

**Level 2: Intermediate Misbehaviors (Often require support staff intervention and parental contact; focus on accountability, repairing harm, and changing behavior patterns)**

- **2.1. Repeated Level 1 Infractions:**
  - **Definition:** A pattern of Level 1 behaviors that persists despite previous interventions, indicating a disregard for school rules or an inability to self-correct without more significant support and consequences. Shows a need to develop **Resilience** and **Adaptable** strategies.
  - **Examples:** Chronic tardiness despite warnings and detentions, consistently failing to meet dress code after multiple reminders.
  - **NVIS Values Undermined:** As per the specific Level 1 behavior, plus demonstrates a lack of **Resilience** and **Respect** for school expectations.
- **2.2. Skipping Class / Truancy (Part of a Day):**

- **Definition:** Being absent from one or more scheduled classes without authorization from school staff or a valid parental excuse.
- **Examples:** Deliberately not attending a specific class, leaving school grounds for a period without permission and then returning.
- **NVIS Values Undermined:** Ethical (honesty), Respectful (of educational process), Thinker (consequences).
- **2.3. Disrespect Towards Staff or Students (Verbal/Non-Verbal):**
  - **Definition:** Words, gestures, or actions that are rude, discourteous, demeaning, or uncooperative towards any member of the school community, beyond minor incivility.
  - **Examples:** Talking back to a teacher in a defiant manner, overt eye-rolling and sighing when given instructions, making sarcastic or belittling comments to a peer, using profanity not directed at an individual but clearly audible and inappropriate.
  - **NVIS Values Undermined:** Respectful, Empathetic, Ethical, Collaborative (negatively).
- **2.4. Academic Dishonesty (Minor/Moderate):**
  - **Definition:** Engaging in acts of deceit related to academic work that are not of a major/systematic nature but still violate principles of academic integrity.
  - **Examples:** Copying homework from another student, allowing another student to copy homework, minor instances of plagiarism (e.g., a few sentences without citation), unauthorized collaboration on an individual assignment, possessing unauthorized notes during a minor quiz.
  - **NVIS Values Undermined:** Ethical, Respectful (of intellectual property), Thinker.
- **2.5. Disruptive Behavior (Persistent/Significant):**
  - **Definition:** Behavior that repeatedly or substantially interferes with the educational process, the ability of other students to learn, or the orderly operation of the school.
  - **Examples:** Persistent talking or shouting in class despite warnings, refusal to engage in learning activities leading to distraction of others, horseplay that disrupts a lesson or assembly.
  - **NVIS Values Undermined:** Respectful, Collaborative, Thinker (impact on others).

- **2.6. Leaving Campus Without Permission / Violation of Open-Campus Rules:**
  - **Definition:** Exiting school grounds during the official school day without authorization (for schools with closed campus policies or for underclassmen) or violating specific rules related to open-campus privileges for eligible students (e.g., returning late).
  - **Examples:** A Middle School student leaving campus at lunchtime, a High School student without off-campus privileges leaving, or a senior returning late from an authorized off-campus lunch.
  - **NVIS Values Undermined:** Respectful (of rules/safety), Ethical, Thinker.
- **2.7. Minor Physical Altercations (No Significant Injury/Low Intent):**
  - **Definition:** Mutually consensual pushing, shoving, or brief physical confrontation where there is no clear instigator, no significant injury occurs, and there appears to be no primary intent to cause serious harm.
  - **Examples:** Two students shoving each other during an argument over a game, a brief tussle that is quickly broken up.
  - **NVIS Values Undermined:** Empathetic, Respectful, Thinker (conflict resolution), Collaborative (negatively).
- **2.8. Vandalism (Minor):**
  - **Definition:** Causing minor, non-permanent, or easily repairable damage to school property or the property of others through carelessness or intentional but not malicious action.
  - **Examples:** Writing on a desk with pencil or erasable marker, accidentally damaging a textbook through misuse, minor graffiti that can be cleaned.
  - **NVIS Values Undermined:** Respectful (of property), Ethical.
- **2.9. Theft (Minor Value):**
  - **Definition:** Taking items of small monetary or personal value belonging to another student or the school without permission.
  - **Examples:** Taking a pen or small school supply, taking a small food item from another's lunch without asking.
  - **NVIS Values Undermined:** Ethical, Respectful.
- **2.10. Misuse of School Technology/Network (Moderate):**



- **Definition:** Violating the school's Acceptable Use Policy in ways that are more serious than minor infractions but do not involve major security breaches, illegal activities, or severe harm.
- **Examples:** Accessing inappropriate (but not illegal) websites on school devices despite warnings, attempting to bypass school filters, unauthorized downloading of non-educational software/media, sharing passwords (non-maliciously).
- **NVIS Values Undermined:** Ethical, Respectful (of policy/resources), Thinker.
- **2.11. Insubordination (Moderate/Passive Resistance):**
  - **Definition:** Refusal to comply with reasonable and clearly communicated directives from school staff, or deliberate non-cooperation.
  - **Examples:** Refusing to go to the office when instructed, not participating in a required school activity after being directed to do so, ignoring a staff member's request.
  - **NVIS Values Undermined:** Respectful, Ethical.
- **2.12. Deception/Lying to Staff (Moderate):**
  - **Definition:** Intentionally misleading or providing false information to school staff regarding a situation of moderate importance.
  - **Examples:** Lying about one's whereabouts when skipping a class, providing a false excuse for incomplete work, denying involvement in a rule violation when evidence suggests otherwise.
  - **NVIS Values Undermined:** Ethical, Respectful, Thinker.
- **2.13. Inappropriate Language/Profanity (Not Directed/Offensive but Inappropriate):**
  - **Definition:** Using swear words or offensive slang that is not directed at an individual as an insult but is inappropriate for the school environment and audible to others.
  - **Examples:** Using profanity casually in conversation in the hallway, using offensive terms overheard by staff or students.
  - **NVIS Values Undermined:** Respectful, Thinker (audience/context).
- **2.14. Unauthorized Selling of Items/Goods:**
  - **Definition:** Engaging in the sale or trade of any item or service to other students, staff, or faculty on school property or during school-sponsored events without explicit, prior authorization from the



school administration. This includes, but is not limited to, food, beverages, merchandise, and digital goods.

- **Examples:** Selling snacks or drinks between classes, trading or selling toys or electronic accessories, offering services in exchange for payment on school grounds.
- **NVIS Values Undermined:** Ethical, Respectful, Thinkers

**Level 3: Major/Severe Misbehaviors (Require immediate senior leadership action; often involve suspension or more severe consequences; focus on safety, accountability, legal/ethical obligations, and restorative justice where possible)**

- **3.1. Fighting/Physical Assault (Intentional Harm/Injury):**
  - **Definition:** A physical confrontation between two or more individuals where there is an intent to cause harm, or where harm (minor or significant) occurs. This includes instigating, participating in, or escalating a fight. Assault implies a one-sided attack or a more severe level of aggression.
  - **Examples:** Punching, kicking, choking, slapping, or otherwise striking another person; ganging up on an individual.
  - **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Thinker (conflict resolution).
- **3.2. Bullying/Harassment/Intimidation (Severe/Persistent/Targeted):**
  - **Definition:** Systematic, severe, or persistent actions, words, or electronic communications (cyberbullying) by an individual or group that are intended to intimidate, threaten, demean, or harm another person, creating a hostile environment. This includes actions based on protected characteristics (race, religion, gender, nationality, etc.) which constitutes discriminatory harassment. Sexual harassment falls under this category.
  - **Examples:** Repeatedly sending threatening messages online, creating a defamatory webpage/social media account, persistent and severe verbal abuse targeting a specific individual, physical intimidation or threats of violence, extortion, sexual advances or remarks that are unwelcome and create a hostile environment.

- **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Collaborative (negatively), Resilient (for the victim).
- **3.3. Academic Dishonesty (Major/Systematic):**
  - **Definition:** Significant acts of fraud, deceit, or misrepresentation in academic work to gain an unfair advantage, demonstrating a serious breach of ethical conduct.
  - **Examples:** Cheating on major examinations or standardized tests, extensive plagiarism from published or online sources in significant assignments, submitting another person's work as one's own, distributing or receiving unauthorized examination materials, falsifying data, systematic or pre-meditated cheating, illicit use of AI to generate entire assignments presented as original thought without proper attribution or in violation of assignment guidelines.
  - **NVIS Values Undermined:** Ethical, Respectful (of intellectual work), Thinker (integrity).
- **3.4. Theft (Significant Value/Pattern):**
  - **Definition:** Stealing items of significant monetary or personal value, or demonstrating a pattern of theft.
  - **Examples:** Stealing electronics, money, expensive personal belongings, school equipment of high value.
  - **NVIS Values Undermined:** Ethical, Respectful.
- **3.5. Vandalism (Major/Malicious):**
  - **Definition:** Causing significant, costly, or malicious damage to school property or the property of others, or creating graffiti that is offensive or widespread.
  - **Examples:** Smashing windows, deliberately destroying school technology or furniture, extensive graffiti with offensive content, damaging a staff member's vehicle on campus.
  - **NVIS Values Undermined:** Respectful (of property), Ethical, Thinker (consequences).
- **3.6. Possession, Use, Distribution, or Being Under the Influence of Alcohol, Tobacco, E-cigarettes/Vapes, Illegal Drugs, Controlled Substances, or Associated Paraphernalia:**
  - **Definition:** Any involvement with prohibited substances on school grounds, at school-sponsored events, or in a manner that impacts the school environment. "Distribution" includes selling, giving, or sharing.

- **Examples:** Smoking/vaping in the bathroom, possessing marijuana or alcohol in a locker or bag, being intoxicated at school, selling any prohibited substance.
- **NVIS Values Undermined:** Ethical, Respectful (of law/health/safety), Thinker (risks).
- **3.7. Possession, Use, or Transfer of Weapons, Fireworks, Explosives, or Any Item Intended/Adapted to be Used as a Weapon or That Poses a Serious Threat:**
  - **Definition:** Bringing to school, possessing, displaying, or using any object that is designed to inflict harm, or any object that is used to threaten or cause harm, or any replica that could be perceived as a real weapon.
  - **Examples:** Knives, firearms (real or replica), brass knuckles, pepper spray, fireworks, homemade explosive devices, using a heavy object to threaten someone.
  - **NVIS Values Undermined:** Ethical, Respectful (of life/safety), Thinker.
- **3.8. Arson or Attempted Arson:**
  - **Definition:** Intentionally setting or attempting to set a fire on school property or at a school-related event.
  - **Examples:** Igniting materials in a trash can, setting fire to notices on a board.
  - **NVIS Values Undermined:** Ethical, Respectful (of life/safety), Thinker.
- **3.9. Making Threats of Violence (Terroristic Threats, Bomb Threats, School Shooting Threats, etc.):**
  - **Definition:** Communicating, directly or indirectly, a serious expression of intent to commit an act of violence against other persons or school property, whether or not the person has the immediate ability to carry out the threat. This includes threats made verbally, in writing, or electronically.
  - **Examples:** Threatening to "shoot up the school," making a bomb threat, threatening to bring a weapon to harm someone.
  - **NVIS Values Undermined:** Empathetic, Respectful (of life/safety), Ethical, Thinker.
- **3.10. Extreme Insubordination/Persistent Defiance of Authority:**

- **Definition:** Flagrant, hostile, and ongoing refusal to comply with legitimate directives from school personnel, creating a serious challenge to school authority and order.
- **Examples:** Openly refusing to leave an area when directed by an administrator during a disciplinary situation, cursing at or making abusive statements directly to staff members when being addressed for behavior, storming out of an office or class in direct defiance of instruction.
- **NVIS Values Undermined:** Respectful, Ethical, Resilient (in managing authority).
- **3.11. Gambling for Money or Items of Value:**
  - **Definition:** Participating in games of chance or skill where money or items of value are wagered or exchanged.
  - **Examples:** Playing card games or dice for money, betting on sports events on school grounds.
  - **NVIS Values Undermined:** Ethical, Respectful (of school rules).
- **3.12. Hazing:**
  - **Definition:** Any act committed against a student, or coercing a student into committing an act, that creates a risk of emotional or physical harm for the purpose of initiation, admission into, affiliation with, or continued membership in a group or team.
  - **Examples:** Forcing younger students to perform demeaning tasks for a sports team, physically or emotionally abusive initiation rituals.
  - **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Collaborative (negatively).
- **3.13. Creating a Hostile or Unsafe Environment (Serious/Pervasive):**
  - **Definition:** Behavior that is so severe, pervasive, or persistent that it significantly interferes with another student's ability to learn or participate in school activities, or creates an intimidating, threatening, or abusive educational environment.
  - **Examples:** A sustained campaign of severe bullying that makes a student afraid to come to school, pervasive discriminatory language that makes targeted groups feel unsafe.
  - **NVIS Values Undermined:** Empathetic, Respectful, Ethical, Collaborative (negatively).
- **3.14. Serious Misuse of Technology/Cybercrime:**



- **Definition:** Using technology to engage in illegal activities, cause significant harm, or seriously breach security or privacy.
- **Examples:** Hacking into school systems, identity theft, distributing viruses or malicious software, sexting (creating/distributing sexually explicit images of minors), unauthorized recording and distribution of individuals in private settings (e.g., bathrooms), engaging in online threats or severe cyberbullying.
- **NVIS Values Undermined:** Ethical, Respectful (of privacy/law/safety), Thinker.

## 8. Disciplinary Procedures and Sanctions

The NVIS discipline model follows a **tiered approach consistent with the principles of Positive Behavioral Interventions and Supports (PBIS)**:

- **Tier 1 – Universal Supports:** All students receive proactive teaching of behavioral expectations, classroom routines, and **Student Development Goals** through consistent modeling and school-wide norms.
- **Tier 2 – Targeted Supports:** Students who require additional support beyond Tier 1 receive structured interventions, that may include behavior reflection sheets, behavior support plans, Check-In/Check-Out systems, and small group counseling.
- **Tier 3 – Intensive Supports:** For students with persistent or serious behavioral needs, individualized interventions may include counseling referrals, a formal behavior contract, or face more serious consequences such as suspension, and- in serious cases- alternative placement decisions.

Disciplinary actions at NVIS are designed to **support student growth, promote accountability, and ensure community safety**. Wherever possible, **restorative approaches** are prioritized to repair harm, rebuild relationships, and reinforce learning.

All **Level 3 incidents must be documented** using the **NVIS Incident Report Form** and age-appropriate **restorative reflection forms** (see Appendices C-F). These tools support student reflection, ownership, and re-integration, and form part of Tier 2 and Tier 3 intervention processes.

### PBIS Tiered Support at NVIS

- **Tier 1:** Proactive, school-wide teaching of expectations and routines



- **Tier 2:** Targeted support for students who need more frequent feedback or structured interventions
- **Tier 3:** Individualized interventions for students with ongoing behavioral challenges

For a step-by-step summary of staff roles and procedures across behavior levels and PBIS tiers, refer to the **NVIS Behavior Management Staff Reference Guide (Appendix B)**.

#### **A. Lower School (KG – Grade 5): Sanctions and Methods of Delivery**

Sanctions include:

- Verbal Guidance
- Reflective Conversation
- Loss of Privileges
- Restorative Chat
- Parent Communication
- Behavior Reflection Sheet
- Parent-Teacher Conference
- Behavior Support Plan
- Referral to Counselor
- Supervised Detention
- In-School Suspension
- Out-of-School Suspension

All responses are delivered with the aim of fostering NVIS Student Development Goals and are developmentally appropriate.

#### **B. Middle School (Grades 6-8) & High School (Grades 9-12): Sanctions and Methods of Delivery**

Sanctions include:

- Teacher-Student Conference
- Parental Contact
- Detention
- Behavioral Reflection/Restorative Assignment
- Loss of Privileges



- Restorative Justice Practices
- Behavioral Contract/Probation
- In-School Suspension
- Out-of-School Suspension
- Disciplinary Hearing/Referral for Expulsion.

Each consequence is applied with consideration for fairness, consistency, and the opportunity for student reflection and growth of the NVIS Student Development Goals.

## 9. Data-Informed PBIS Implementation

NVIS employs a data-informed approach to Positive Behavioral Interventions and Supports (PBIS) to promote a safe, inclusive, and responsive school culture. This enables us to provide consistent, equitable behavioral support for all students.

Behavioral data is gathered from multiple sources, including **MyConcern reports, incident logs, and teacher referrals**, and is used to:

- Identify students in need of Tier 2 or Tier 3 interventions
- Monitor school-wide behavior patterns and emerging behavior trends
- Evaluate the impact and effectiveness of behavioral strategies
- Inform professional learning, staff coaching, and policy development

This structured use of data strengthens our commitment to fairness, transparency, and proactive intervention. It ensures that behavioral decisions are grounded in context and guided by our Student Development Goals—particularly our commitment to being **Ethical and Thinkers** within a just and supportive community.

## 10. Use of Class Dojo as a Behavior Tool

At NVIS, ClassDojo is used as a school-wide digital platform to:

- Reinforce positive student behaviors aligned with NVIS SDGs
- Support proactive behavior expectations under our PBIS Tier 1 framework
- Facilitate home-school awareness in a professional, timely, and appropriate manner



### Expectations for Use:

- Teachers use ClassDojo points to recognize positive behaviors that reflect NVIS values (e.g., Respectful, Empathetic, Thinker)
- ClassDojo will not be used to publicly display negative behaviors or shame students
- Communication via ClassDojo must remain professional- urgent concerns should be escalated through official school communication channel

**In Lower School (KG – Grade 5),** ClassDojo must be used only to reinforce positive behavior. **Point deductions or punitive tracking are not permitted,** in recognition of the developmental stage of younger learners and our **focus on growth.**

- Emphasis is placed on fostering **intrinsic motivation** by reinforcing positive patterns already developing. Teachers help students understand and value their actions through **reflection, student ownership, and values-linked language**, rather than reliance on external rewards.

**In Middle and High School,** point deductions may be used with discretion to reflect repeated or significant behavioral concerns, as part of a documented behavior support process.

### Parent Engagement:

Parents are encouraged to monitor ClassDojo to view updates and insights into their child's behavior. Any academic or behavioral concerns should be discussed in person, via scheduled meetings, or through official school communication platforms to ensure clarity, context, and appropriate student support.

## 11. Role of Parents and Guardians

NVIS views parents and guardians as essential partners in reinforcing behavioral expectations and supporting student development.

Parents/guardians are expected to communicate concerns directly with staff, model respectful engagement, and uphold the NVIS Student Development Goals at home.



Concerns should never be directed toward other students or families- these matters must be addressed with school personnel who are trained and qualified to respond constructively. This helps maintain a respectful, safe environment and ensures a unified approach to conflict resolution and student support.

## **12. Alignment with Ministry of Education and Higher Education (MoEHE) Qatar Regulations**

As previously outlined, ensuring all procedures, especially for severe sanctions, are ethical and legally compliant.

This highly detailed policy aims to provide maximum clarity for students, parents, and staff, ensuring that disciplinary processes at NVIS are predictable, fair, and consistently aligned with our mission to develop students who embody all NVIS Student Development Goals. It is understood that the application of this policy requires wisdom, discernment, and a commitment to the individual growth of each student.

## **13. Policy Review**

As previously outlined, ensuring the policy remains adaptable and effective.

| Policy Approved By         | Date |
|----------------------------|------|
| Principal- Sheldon Smith   |      |
| Executive Governance Board |      |

Appendix A: NVIS Student Development Goals

**BE A COLLABORATOR**

- I can be a team player.
- I can show fairness by giving everyone a chance to participate.
- I can listen to everyone's ideas.
- I can help my team reach a goal.
- I can be a good teammate, even when it's hard.



**BE A THINKER**

- I can try to solve problems in smart ways.
- I can think before I act.
- I can ask "why" and "what if" questions.
- I can learn from my mistakes.
- I can try different ways to do something.



**BE A COMMUNICATOR**

- I can share my ideas clearly.
- I can listen when others are speaking.
- I can ask questions when I don't understand.
- I can find ways to solve problems.



**BE ADAPTABLE**

- I can try new things, even if they feel different.
- I can be okay when plans change.
- I can find new ways to solve problems.
- I can work with different people.
- I can stay calm when things don't go as expected.



**BE RESPECTFUL**

- I can treat others the way I want to be treated.
- I can take care of things in our school.
- I can make others feel heard by listening thoughtfully.
- I can respect different ideas and feelings.
- I can follow rules that help everyone feel safe.



**BE EMPATHETIC**

- I can try to understand how others feel.
- I can be kind, even when someone is having a bad day.
- I can ask if someone needs help.
- I can include others in games and activities.



**BE ETHICAL**

- I can tell the truth.
- I can do what is right, even when no one is watching.
- I can take responsibility for my actions.
- I can follow rules that keep everyone safe and happy.
- I can treat others fairly.



**BE RESILIENT**

- I can keep trying, even when something is hard.
- I can ask for help when I need it.
- I can learn from my mistakes.
- I can bounce back when things don't go my way.





## Appendix B: NVIS Behavior Management Staff Reference Guide

| <b>Behavior Occurs</b>   |
|--|
| Teacher/Staff observes misbehavior   |
| <b>Level 1</b>   |
| Minor: Teacher-managed (e.g., reminder, reflection)  |
| <b>Level 2</b>   |
| Intermediate: Teacher-collaboration (e.g., parent contact, consultation with other teachers, counselor, section leader to plan a parent meeting or support plan) |
| <b>Level 3</b>   |
| Major: Requires Senior Leader (e.g. restorative conference, suspension)  |
| <b>PBIS Tiered Response</b>  |
| T1: Universal   T2: Targeted   T3: Intensive   |
| <b>Data Collection</b>   |
| Log incident (MyConcern, behavior log, etc.)   |
| <b>Parent Partnership</b>  |
| Inform parent/guardian where appropriate   |
| <b>Follow-up</b>   |
| Monitor, support, and re-teach expectations  |



Appendix C: Incident Report Form



## Student Incident Report / Written Statement Form

**This form helps you share what happened in your own words.**

| <b>1. About You</b>  |  |                   |  |
|----------------------|--|-------------------|--|
| Your Name:           |  | Grade/Class       |  |
| Date of Incident:    |  | Time of Incident: |  |
| Where did it happen? |  |                   |  |

| <b>2. Who else was there?</b>   |
|---|
| <i>(Students, teachers, or other people who saw or were involved)</i> |

| <b>3. What happened?</b>   |
|--|
| <i>(Tell us what happened. Use facts, not opinions. Start from the beginning.)</i> |

---



**4. How did you feel during and after the incident?**

Happy

Sad

Angry

Worried

Confused

Hurt

Other: \_\_\_\_\_

**5. Did an adult help you?**

*(If yes, write their name and what they did to help.)*

**6. What do you think should happen next?**

*(What would help you feel better or fix the situation?)*

**7. Your Signature\*:**

**Date:**

\*If PreK-KG: adult can write student's name with verbal permission

**For School Use Only**

Reviewed by:

Date:

Appendix D: Restorative Reflection (KG)

**Restorative Reflection- KG**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**1. How are you feeling right now?**

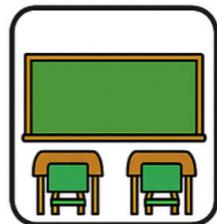
|  |          |
|--|----------|
|  | Happy    |
|  | Sad      |
|  | Angry    |
|  | Upset    |
|  | Confused |
|  | Calm     |

**2. What happened?**





**3. Who was affected?**







---



## Restorative Reflection- KG

### 4. Which Student Development Goal will help you next time?

**BE A COLLABORATOR**

- I can be a team player.
- I can show fairness by giving everyone a chance to participate.
- I can listen to everyone's ideas.
- I can help my team reach a goal.
- I can be a good teammate, even when it's hard.



**BE A THINKER**

- I can try to solve problems in smart ways.
- I can think before I act.
- I can ask "why" and "what if" questions.
- I can learn from my mistakes.
- I can try different ways to do something.



**BE A COMMUNICATOR**

- I can share my ideas clearly.
- I can listen when others are speaking.
- I can ask questions when I don't understand.
- I can find ways to solve problems.



**BE ADAPTABLE**

- I can try new things, even if they feel different.
- I can be okay when plans change.
- I can find new ways to solve problems.
- I can work with different people.
- I can stay calm when things don't go as expected.



**BE RESPECTFUL**

- I can treat others the way I want to be treated.
- I can take care of things in our school.
- I can make others feel heard by listening thoughtfully.
- I can respect different ideas and feelings.
- I can follow rules that help everyone feel safe.



**BE EMPATHETIC**

- I can try to understand how others feel.
- I can be kind, even when someone is having a bad day.
- I can ask if someone needs help.
- I can include others in games and activities.



**BE ETHICAL**

- I can tell the truth.
- I can do what is right, even when no one is watching.
- I can take responsibility for my actions.
- I can follow rules that keep everyone safe and happy.
- I can treat others fairly.



**BE RESILIENT**

- I can keep trying, even when something is hard.
- I can ask for help when I need it.
- I can learn from my mistakes.
- I can bounce back when things don't go my way.



Student Support Staff Signature: \_\_\_\_\_

 Parent/Guardian Signature: \_\_\_\_\_



## Appendix E: Restorative Reflection (Elementary)



### **Restorative Reflection- Elementary**

| <b>1. About You</b> |  |                   |  |
|---------------------|--|-------------------|--|
| Your Name:          |  | Date of Incident: |  |
| Grade/Class:        |  | Time of Incident: |  |
| Teacher             |  |                   |  |

#### 1. How are you feeling right now?

- 😊 Happy
- 😞 Sad
- 😡 Angry
- 😢 Upset
- 😕 Confused
- 😌 Calm

#### 2. What happened?

- I hurt someone
- I broke a rule
- I did not follow instructions
- I used unkind words or actions
- Other: \_\_\_\_\_

#### 3. Who was affected?

- Another student
- A teacher or adult
- Myself
- The classroom or school



4. Which Student Development Goal will help you next time?

- Thinker – Try to solve problems in a smart way.
- Communicator – Use words or pictures to share.
- Collaborator – Work with others as a team.
- Respectful – Be kind and follow rules.
- Ethical – Make good choices, even when alone.
- Empathetic – Care about others' feelings.
- Resilient – Try again when it's hard.
- Adaptable – Be okay when things change.

5. What do you need from us?

- A quiet space
- To talk to someone
- A break
- Help fixing the problem
- Other: \_\_\_\_\_

Student Support Staff Signature: \_\_\_\_\_

 Parent/Guardian Signature: \_\_\_\_\_



Appendix F: Restorative Reflection (Upper School)



**Restorative Reflection- Upper School**

|                     |  |                   |  |
|---------------------|--|-------------------|--|
| <b>1. About You</b> |  |                   |  |
| Your Name:          |  | Date of Incident: |  |
| Grade/Class:        |  | Time of Incident: |  |
| Teacher             |  |                   |  |

|  |
|--|
| <b>2. What happened?</b><br><i>(Describe the incident in your own words)</i> |
|--|

|   |
|---|
| <b>3. What were you thinking and feeling at the time?</b> |
|---|

|  |
|--|
| <b>4. How did your actions affect others?</b><br><i>(Think about classmates, teachers, and yourself)</i> |
|--|



**5. Which Student Development Goal(s) could have helped you make a better choice?**

- Thinker - I can think before I act.
- Communicator - I can share my ideas clearly and listen to others.
- Collaborator - I can be a team player, even when it's hard.
- Respectful - I can treat others the way I want to be treated.
- Ethical - I can do what is right, even when no one is watching.
- Empathetic - I can try to understand how others feel.
- Resilient - I can bounce back and learn from my mistakes.
- Adaptable - I can stay calm when things don't go as expected.

**Explain your choice:**

**6. What can you do differently next time?**

**7. How can you repair the harm or rebuild trust?**

*(List steps you will take to make things right)*

 **Student Signature:** \_\_\_\_\_

 **Parent/Guardian Signature:** \_\_\_\_\_