



INVENTO
THE UZBEK INTERNATIONAL SCHOOL

STUDENT CODE OF CONDUCT

RESPONSIBILITY:

Senior Leadership Team
(the Principal, The Executive Director,
IB Coordinators)

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School Mission

At Invento the Uzbek International School, we strive to empower each child to grow its unique personality and inclinations with self-confidence. Invento education instils the skills to build healthy relationships by imparting a deeper and meaningful understanding of their immediate environment. We help Inventors build solid academic foundations combined with life-long learning habits in order to develop international-mindedness through a carefully crafted bilingual student-centred program.

School Vision

Invento students will serve their community with an open mind, knowledge, empathy and purpose. They will be equipped with 21st century skills to adapt effectively to the challenges and find a meaningful role to play as agents of positive changes. They will value their cultural identity and others' in a spirit of collaboration and inclusion.

Our Objectives:

- Define acceptable, age-appropriate standards of behaviour.
- Foster an environment which encourages and reinforces acceptable behaviour.
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships.
- Ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- Encourage the involvement of both home and school in the implementation of this code of conduct.

At the beginning of the school year, parents and students must sign an agreement stating they have read the parents' handbook and the Code of Conduct.

Safety is paramount to IUIS:

- To ensure students and staff safety at all times the school;
 - 24/7 security team
 - Medical staff on campuses
 - SOLT Buttons
 - 24/7 video recording (which will be used as evidence in face-to-face meetings only)
 - Regular fire drills
 - Official first aid training from RED Crescent Uzbekistan for all staff members
 - Child protection and safeguarding training for the whole school community

Rationale of our school code of conduct

Our School recognises that it has a central role in the social and emotional development of young learners, just as it does in their academic development. The expectations outlined in this Student Code of Conduct are for the development and guidance of the students and families in the Invento IUS community. These expectations are meant to enhance student social, emotional and academic values and promote appropriate behaviour during their time at School and beyond.

The IUIS community thrives on providing and promoting a positive school environment that is safe and stimulating for all students, parents, and staff. We endeavour to prevent all forms of discrimination, harassment (including religious discrimination and racism) and bullying.

We recognise that students bring to our IUIS a wide variety of behaviour patterns based on differences in home values, attitudes and styles; hence, we actively work towards common standards of behaviour based on the basic principles of honesty, respect, consideration, and responsibility. We believe in positive reinforcement and promoting positive behaviour rather than focusing on the negative.

Our school code of conduct lays on school motto “Every moment is a learning opportunity at Invento” and three principles that apply to all community members:

Engage:

IUIS students are expected to interact mindfully and respectfully with their learning, peers, adults and their environment

Enhance:

IUIS students, with the support of parents and teachers thrive to display positive attitudes and to develop the skills to build healthy relationships with others.

Empower:

Parents and teachers empower students to make the right choices and to stand for fairness and equity. Gradually, IUIS students become agents of positive change and make a tangible difference in their environment.

Expectations for parents as educational partners

1. Actively adhere to reinforcing the school rules for students' Code of Conduct
2. Respond in a timely manner to communication from the school, mainly through Toddle or emails and direct phone calls.
3. Attend school events and teachers- students events
4. Attend and arrive on time to specific meetings called by the school to discuss academic, emotional or social progress.
5. Collaborate with the school to seek the best possible outcome for students in case of social, academic or emotional challenges.
6. Actively follow the school's recommendation for external professional testing to support academic growth.

EARLY YEARS CODE OF CONDUCT

Rationale:

- Preserving a safe environment for all members of Invento The Uzbek International School (Invento UIS) is paramount for the operation of the school.
- From an early age all members need to learn to consider the views and feelings, needs and rights of others and the impact that their behavior has on people, places and objects.
- As an institution we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behavior.
- Corporal Punishment is never used or threatened with at Invento UIS.

Procedures

The Principal and the EYPYPC and all teachers are responsible for monitoring how behavior is managed by all staff (teachers, teaching assistants, classroom supports, school psychologist, pediatrician). We are all responsible for supporting personal, social and emotional development, including behavioral issues.

All Early Years staff are expected to:

- Keep up-to-date with Uzbek legislation and thinking on promoting positive behavior and on handling children's behavior where it may require additional support.
- Seek out internal sources to promote positive behavior within the programme for supporting personal, social and emotional development. This can be done accessing relevant documents or colleagues.
- Attend in-school training twice once per month on promoting positive behavior dispensed by the school psychologist
- Provide a positive model of behavior by treating children, parents and one another with friendliness, care and courtesy.
- Keep to the guidelines in the Code of Conduct, requiring these to be applied consistently.
- Work in partnership with children's parents. Parents are regularly informed in writing via Toddle about their children's behaviour. Teaching staff on duty work with parents to address recurring inconsiderate behaviour, using our observation records to help us understand the cause and to decide jointly how to respond appropriately. Meetings with parents are to be followed by a written memo on Toddle

Strategies with children who engage in inappropriate behavior (occasional misbehavior which does not lead to any harm)

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behavior, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and Early Years educators supporting children to start to gain control of their feelings, so that they can learn a more appropriate response.
- In the Early Years, staff will use diversion and positive praise to encourage positive behavior.
- Age-appropriate language and reasoning will be modeled and encouraged to develop self regulation and emotional control. Boundaries and consistency in routine enable children to understand what is acceptable behavior on campus.
- If a child demonstrates a poor choice, the Early Years Code of Conduct will be followed which may include a 'Time Out', where the child will have the opportunity to reflect with an adult and think about how they could have made a better choice.

At all times, we provide a positive learning environment with diverse activities and resources to direct the kids' attention towards meaningful inquiry even during their quiet or free time. Watching TV or cartoon series that are not related to childrens' learning is NOT considered acceptable quiet/free time activities.

We acknowledge appropriate behavior such demonstrating the learner profile attributes to share using verbal praise that is specific (e.g. Munisa is principled by cleaning up without being asked, Aslan you are very caring helping your classmates today).

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return for inappropriate behavior. It is important for the child to understand why the behavior is unacceptable and suggest alternatives.

When children behave in inappropriate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

Physical intervention is only used to prevent physical injury to children or adults and/or serious damage to property. Staff will call the security guards to handle the situation via SOLT.

Details of such events are recorded on the incident report and to be submitted to the Principal/EYPYPC for documentation. The student's parents/carers are informed on the same day via Toddle and phone call.

In cases of serious misbehaviour based on any type of discrimination, we immediately make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We maintain a positive attitude, keeping a level tone of voice to respond to children's inappropriate behavior. Staff are calm and patient, offering comfort to intense emotions, helping children manage their feelings and help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, teaching teams try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behavior may be the result of 'separation anxiety'.

We focus on ensuring a child's attachment to his/her key person (homeroom teacher, teaching assistant, etc) to build a strong relationship and provide security to the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear preoccupied with these themes, but their behavior is not necessarily a precursor to hurtful behavior or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed upon with the children, and understood by them, with acceptable behavioral boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of good and bad choices.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behavior

Examples of hurtful behaviour:

- Biting other people (children or adults)
- Threatening behaviors (hair pulling, getting into physical fights with classmates and staff members)
- Name calling and using coarse language

We take hurtful behavior very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

It is our duty to support by:

Acknowledging and naming what is happening

We will help young learners manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed. Students need guidance to identify and label what they are feeling. E.g. "Ali took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalize their feelings better, talking through themselves the feelings that motivated the behavior.

We understand that students need guidance to learn strategies to self regulate.

Therefore, we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behavior.

We do not engage in punitive responses to a young child's rage as that will have the opposite effect. We respond to anger fairly and calmly.

Our way of responding to pre-verbal and verbal children is to calm them with reassuring age appropriate support. Verbal children will also be given a chance to reflect on their actions and their effect on others.

We provide equal reassurance and support to those directly affected by hurtful behaviors.

We help young children to learn to empathize with others, understanding that they have feelings too and that their actions impact others' feelings. "When you hit ... it hurt him and he didn't like that and it made him cry."

We help young children develop social skills such as resolving conflict over who has the toy. "I can see you are feeling better now and Ali isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

Being proactive together to better support each child.

We understand children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills by modeling behavior, activities, role plays and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behavior has had on another child.

We actively and timely work with parents to identify the causes of problematic behavior in order to find and implement solutions together.

Working as a team

Our professional psychologist conducts individual activities to support emotional, social, communication and behavioral needs of individual students. She also collaborates with individual teachers to provide extra support when planning individualised activities.

The school psychologist liaises with teaching teams and families to seek further information and to develop a common approach.

Teaching strategies are provided by our psychologist and academic leadership team to children with learning needs.

The above are all of the measures put in place to ensure that all students are provided a safe and healthy learning environment.

PRIMARY & MIDDLE YEARS

General School rules:

According to Uzbek law, all students have the right to be schooled and IUIS obeys to national regulations regarding attendance, assessment and passing grades.

From the age of 7 (seven) onwards, school is compulsory in Uzbekistan.

All IUIS students are expected to:

1. Engage and participate in all learning opportunities in a positive and productive manner.
2. Wear the school uniform correctly to and from school..
3. Arrive to school on time (as stipulated in each campus)
4. Attend all classes as per given timetable and arrive on time to each class with the appropriate equipment
5. Listen and follow senior management, all teachers, teaching assistants , non-teaching staff's instructions respectfully.
6. Respect the right of all students to learn in a peaceful and conducive environment
7. Complete all given homework tasks as required
8. Respect each other's space and belongings
9. Respect the school's property
10. Respect rules outside of the classroom (in the canteen, the library,the bathrooms, corridors, inside and outside play areas.

Expectations for parents

1. Actively reinforcing the school rules for students' Code of Conduct
2. Respond in a timely manner to communication from the school, mainly through Toddle or emails and direct phone calls.
3. Attend school events and teachers- students events
4. Attend and arrive on time to specific meetings called by the school to discuss academic, emotional or social progress.
5. Collaborate with the school to seek the best possible outcome for students in case of social, academic or emotional challenges.
6. Actively follow the school's recommendation for external professional testing to support academic growth.

Expectations for teachers

Things to keep in mind about behaviour

It is essential to guide all students in the right direction. Being transparent and consistent helps students build their civic and moral compass. If adults ignore or tolerate inappropriate behaviour, they are implicitly condoning it. Adults must model respect for students to know how to demonstrate it.

Acknowledge positive behavior : Everyone needs to hear praise and encouragement without comparing or stigmatising students. Focus on positives when guiding students, addressing 'do' rather than 'do not, including developing and implementing The Class Essential Agreements.

Active brains need to be kept meaningfully engaged. Teaching students age-appropriate independence, and ensuring they are continuously developing their learning. Recognizing different skill levels and interests through differentiated instruction is the core of our pedagogy.

Welfare

The school acknowledges its responsibility to safeguard the student's social and emotional well-being and development within our care. Therefore, we work to build a supportive partnership between students-parents-teachers to meet the needs of our students.

Through a comprehensive and supportive support network which includes senior management team, teachers, teaching assistants, psychologist, school doctor, Special Educational Need teacher and the wider school community, IUIS aims to foster positive behavior to meet the social, emotional and academic needs of our students. Class essential agreements between teachers and students are established collaboratively at the beginning to engage students with their welfare, enhance their self-management skills and empower them to make informed decisions. The skills to empower students and help them see themselves as positive contributors are embedded into the IB curriculum through the Approaches to Learning (ATL) skill set. They are gradually developed throughout all IB programmes

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

Rewards and Intrinsic Motivation

An inclusive classroom uses intrinsic motivation to help guide students' behaviour to succeed in their endeavours and to promote integrity. Through goal setting, accessing students' prior knowledge, and developing an environment for lifelong learners, students are empowered to make better judgments for themselves. For this policy, a reward is defined as anything tangible given in recognition of a student's behaviour, achievement, or effort.

When students know how to earn a reward, that reward is considered a planned reward. However, planned rewards are extrinsic motivators and therefore have limited utility within a system that teaches intrinsic motivation. Furthermore, they send mixed messages about our Core Values, suggesting that students need to be "rewarded" to meet basic expectations about behaviour, effort and achievement. Therefore, at IUIS, we should not use planned rewards to motivate students to behave, conform or complete work.

Examples of planned rewards, and **therefore not to be used:**

- Telling students that "good" work will get a sticker
- Promising a pizza party for a class that makes total attendance for a week
- Agree with a class request that if they work hard this morning, they will get free time
- A system where students earn (or lose) tickets, points, etc. in exchange for behaviour, effort or achievement.

As an alternative to planned rewards, teachers are asked to recognise students' behaviour, effort and achievement through regular use of Constructive Feedback. For example, saying, *"Wow, you are working hard today. Great effort!"*. Or *"Try to focus a little longer, and you'll soon be done with this task."*

A celebration may be appropriate when a class or an individual student has exceeded expectations or shown tremendous improvement. Celebrations are decided only after the fact - they are not planned, and students are not aware in advance that they may "earn" a celebration. Potential celebrations include, for example, playing a class game, a small amount of free time, stopping the class for a moment to praise a student or group publically, or being a class leader in some capacity. If something is worthy of a celebration, it is also worthy of constructive feedback; please communicate with students and parents about this significant achievement or growth. Teachers have the discretion to implement small celebrations. Please speak with the Principal or IB coordinator before proceeding with more significant celebrations involving more than a few minutes of class time. The school assembly is an excellent way to publicly celebrate the success or improvement of individuals or groups of students.

No food items should be used as part of a celebration (or at any other time).

When considering constructive feedback, celebrations and rewards, it is essential to remember what message is being sent and its potential long-term impacts. We endeavour to empower students to engage with their peers healthily, enhance their self-management skills and act ethically.

Consequences

It is expected that students follow the IUIS Values and school rules. However, the school realises that there will be moments when a student deviates from what is appropriate and has created a system that outlines breaches and natural and logical consequences.

When determining how to respond to inappropriate behaviour, it is essential to consider the difference between Natural, Logical and Disciplinary Consequences. IUIS prefers using natural consequences and logical consequences. Disciplinary consequences are used solely in more challenging situations and when students repeat similar behaviours without responding to natural or logical consequences.

Natural Consequences

Natural consequences are the inevitable result of a student's actions; they will happen automatically without an adult taking action. For example:

- If a student refuses to eat their food, the natural consequence is that the student feels hungry.
- If a student throws a block at another student, the natural consequence is that the other student will not want to play together.
- If a student does not prepare for class by doing the assigned reading, the natural consequence is that the student will find it hard to understand the next lesson.

It is often a good idea to allow natural consequences to happen as long as there is no danger to the student. It teaches students the clear connection between their choices and what happens next. It teaches critical and sequential thinking and independence.

Students may get upset or angry as they experience natural consequences. The adults must remain firm and calm when helping students see the connection between their choices and the results. For example, "I'm sorry Timur doesn't want to play with you. This is because you threw a block at her," or "I'm sorry you are finding this lesson difficult. Next time, it will be easier if you complete the assigned reading on time."

In some cases, natural consequences are too risky, and adults must intervene/interfere. For example, if a student attempts to run into the street or if a secondary student never completes any homework.

Logical Consequences

Logical consequences happen as a result of a child's actions but are designed by the teacher; they do not happen automatically. They are a rational response to the student's behaviour and allow the student an opportunity to learn from their mistakes. Logical consequences should indicate what will happen (or what the student is required to do) and when the logical result will be complete. For example:

- If a student throws a block at another child, a logical consequence could be that the teacher requires the student to apologise and removes the student's privilege to use the blocks for the rest of the day.
- If a student does not complete a homework task, the teacher can require the student to attend academic detention as a logical consequence until the task is complete. (Applies only to Secondary students)
- If a student plays with FIFA cards during class, the logical consequence is that they will be confiscated so the student cannot use them; repeat offences will result in longer confiscations.

Logical consequences are a good choice when natural consequences are too remote for a student to understand, too dangerous, or there is not enough time to let the natural consequences take effect.

Disciplinary Consequences

Natural and logical consequences result from choices students make about their behaviour. They teach students about the impacts of their choices. They separate the deed from the doer and do not shame or punish the student.

Disciplinary consequences impose sterner consequences than logical consequences while remaining in proportion to and with as much logical connection as possible to the student's behaviour.

When students repeat similar behaviours without responding to natural or logical consequences, disciplinary consequences are used in more challenging situations. Disciplinary consequences convey a severe message to students that they must not repeat these unacceptable behaviours. Disciplinary consequences are not usually a tool for teaching new behaviours; instead, they are a clear indicator to the student that it is time for them to make better choices and apply what they already know about good behaviour.

Bullying

Bullying is a serious matter that is tolerated at our school. Invento, the Uzbek International School, defines bullying using Trudy Ludwig's model:

- When someone says or does something unintentionally hurtful and does it once, that's **RUDE**.
- When someone says or does something intentionally hurtful, and they do it once, that's **MEAN**.
- When someone says or does something intentionally hurtful, and they keep doing it - even when you tell them to stop or show them that you are upset - that is **BULLYING**.

IUIS treats any case of bullying seriously and aims to instil new behaviours that are more appropriate for learners. Because bullying, by definition, is chronic, consequences begin further down the list than those for mean behaviour.

Behaviour breaches

Though deemed inappropriate by a faculty member, will address behaviour not explicitly listed below is under the most appropriate category. Support from parents is expected as only when home and school work together can a solution be found for the benefit of our students and community. As a school, our priority is safety. Every child under our care has the right to a safe place to learn and grow.

Behaviour breaches will be analysed regularly to determine why breaches are occurring and to develop plans to make positive changes in the school environment. One possible response to the analysis would be to look at how intentional direction in specific ATL skills could improve behaviour and reduce or eliminate the breach.

PRIMARY SCHOOL

Category One Breaches

These are relatively minor situations. Examples include:

- Breaking Class Essential Agreement
- Mildly unsafe behaviour which puts others at risk
- Mildly disruptive behaviour
- Mildly rude or disrespectful behaviour
- Misuse of electronic devices
- Playing computer games
- Accessing non-educational websites

Who gets involved

Includes the adult who witnessed the situation, the Homeroom Teacher, the Teaching Assistant and, when necessary, the Principal and the parents.

Consequences

Immediate consequences:

- The teacher addresses the issue directly with the student, away from their peers.
- The teacher who witnessed the situation informs the parents via Toddle.

Additional consequences, depending on the exact situation, may include one or more of the following:

- Brief timeout in the classroom
- Breaktime timeout:
 - Student remain assigned to a teacher throughout playtime.
 - If the assigning teacher is on duty, the child remains at their side during this time.
If the assigning teacher is teaching during the student's playtime, they will have to arrange an alternative
 - supervisor for the timeout.
- Loss of Privilege, for example:
 - line leaders
 - teacher helpers
 - door holders
- Counselling
- Meet with student parents.

Category Three Breaches

These severe cases demonstrate a lack of respect for the school community. Examples include:

- Habitual repetition of Category Two Offenses
- A multitude of Category Two Offenses
- Deliberate damage to property
- Any form of bullying
- Theft
- Physical violence
- Refusal to follow instructions of any IUIS staff member

Who gets involved

Includes the adult who witnessed the offence, the Homeroom Teacher, the Principal and the parents when necessary.

Consequences

Immediate consequences:

- The teacher addresses the issue directly with the student, away from their peers.
- The teacher who witnessed the offence informed the parents via email, copying the Homeroom Teacher and Principal

Additional consequences, depending on the exact situation, may include one or more of the following depending on the age of the student:

- Loss of Privilege, for example:
 - representing IUIS at external events
- In-School Suspension
- Suspension from School
- Counselling
- Meeting with parents
- Behavioural Probation

Category Four Breaches

These include situations deemed severe enough that the student is at risk of expulsion. Examples include:

- Possession, use, sale, or provision of alcohol or illegal drugs on campus
- Making a bomb threat
- Possession of a weapon
- Starting a fire
- Causing serious bodily harm to any member of the IUIS community

Who gets involved

The Principal is notified immediately and takes responsibility for managing the situation. In addition, the Senior Leadership Team is kept informed and provides support throughout the process.

Consequences

The Principal decides on expulsion from the school. The student is suspended from school until a decision has been reached.

SECONDARY SCHOOL - MIDDLE YEARS PROGRAMME (MYP)

Category One Breaches

Examples include:

- Mildly unsafe behaviour which puts others at risk
- Mild disruptive behaviour
- Mildly rude or disrespectful behaviour
- Littering
- Chewing gum and eating candy
- Misuse of electronic devices
 - Playing computer games
 - Accessing non-educational websites

Who gets involved

The teacher who witnessed the situation.

Consequences

The teacher follows these guidelines:

- First instance:
 - Address the issue directly with the student, away from their peers.
 - Apply a logical consequence if needed.
 - Inform the Principal/MYPC.
- Second instance:
 - Address the issue directly with the student, away from their peers.
 - Apply a Logical Consequence.
 - Inform the parents via Toddle.
 - Inform the Principal/MYPC .
- Third instance:
 - Address the issue directly with the student, away from their peers.
 - Apply a Logical Consequence.
 - Inform the parents via Toddle
 - Inform the Principal/MYPC.

If a student refuses to attend a class on three (3) occasions, the parents are called to a meeting at the school to reiterate the purpose of schooling, the student's education, legal local regulations and duty of care. IUIS implements IB frameworks incorporating Uzbek curriculum and regulations, therefore students or parents cannot decide to refuse to attend any of the subjects provided at our school. Parents will be consulted as to the best way forward, with a possible shadow teaching being suggested/introduced for the student who continuously refuses to attend certain classes.

THE COST OF A SHADOW TEACHER WILL NEED TO BE COVERED BY THE PARENTS.

- If there is a fourth instance with the same teacher, it is determined to be habitual and is dealt with as a Category Two Breach.

Category Two Breaches

These are more severe cases. Examples include:

- Habitual repetition of Category One and Specific Misconducts.
- A multitude of Category One Breaches
- Unsafe behaviour with a high probability of harm
- Behaviour which is disruptive to others' learning, e.g. yelling, insulting class members.
- Possession, use, sale, or provision of food brought from outside
- Inappropriate language with peers and staff anywhere on campus
- Leaving supervised areas without permission
- Skipping class

Who gets involved

Includes the adult who witnessed the situation, the Teacher, and when necessary, the MYP Coordinator.

Consequences

Immediate consequences:

- The teacher addresses the issue directly with the student, away from their peers.
- The teacher who witnessed the offence informs the parents via Toddle
- Inform the MYP Coordinator .
- Students who are involved in the incident will lose the privilege to attend ASA and will be assigned to community service within the school for 5 (five) consecutive days. The MYP Coordinator is responsible to arrange and confirm with the Facilities Manager and The Principal.

Additional consequences, depending on the exact situation, may include one or more of the following

- Loss of Privilege
- In-School Suspension
- Counselling
- Meeting with student parents
- Behavioural Probation

Category Three Breaches

These severe cases demonstrate a lack of respect for the school community.

Examples include:

- Habitual repetition of Category Two Breaches
- Possession, use, sale, or provision of tobacco or vaping products
- Deliberate damage to property
- Any form of bullying verbally, physically and digitally
- Theft
- Physical violence toward students or any adults in the IUIS community
- Refusal to follow instructions of any IUIS staff member
- Deliberate misuse of electronic devices
 - Accessing someone's account without authorisation
 - Accessing non-age-appropriate material

Who gets involved

Includes the adult who witnessed the situation and the MYP Coordinator/Principal.

Consequences

Immediate consequences:

- The teacher addresses the issue directly with the student, away from their peers.
- The teacher who witnessed the offence informs the parents via Toddle
- The meeting with parents should be called immediately by the responsible adult may it be a Teacher, the MYP Coordinator and the Principal.

Additional consequences, depending on the exact situation, may include one or more of the following:

- Loss of Privilege, including but not limited to participating in school field trips or representing the school at external events
- In-School Suspension
- Suspension from School for degrading, insulting, sexist, racist repeated instances
- Counselling
- Meeting with student's parents
- Behavioural Probation
- Conditional enrollment for the following academic year

Category Four Breaches

These include offences deemed severe enough that the student is at risk of expulsion. Examples include:

- Possession, use, sale, or provision of alcohol or illegal drugs
- Making a bomb threat
- Possession of a weapon
- Starting a fire
- Causing severe bodily harm to any member of the IUIS community

Who gets involved

The School Principal, the IB Coordinators and the Chief Executive Officer are notified immediately to deal with the situation. In addition, the whole Senior Leadership Team is kept informed and provides support as needed throughout the process.

Consequences

The Chief Executive Officer decides on expulsion from the school. The student is suspended from school until a decision has been reached.

Specific Violations

Dress code violations, tardiness, and misuse of electronic devices are categorised as Specific Misconduct. Consequences are:

Uniform violations

- After three warnings, students out of uniform will wait at reception until a correct uniform is brought in or parents give written consent to purchase a uniform item from the uniform shop.

Tardiness

- Primary:
 - *Tardiness marked in Toddle.*
 - *Habitual lateness, Homeroom Teacher communicates with parents via Toddle.*
 - *After three messages to parents, the IB Coordinator contacts the parents for review.*
- Secondary:
 - Tardiness marked in Toddle.
 - When a student reaches three tardies for the same teacher, that teacher contacts the parents to discuss this matter and may implement personal consequences to minimise learning disruption.

Bringing unauthorised electronic devices to campus

- Primary:
 - The device will be taken from the student and placed with reception for safekeeping during the day.
 - Teacher will inform the parents via Toddle.
 - Parents/guardians collect the device at the end of the day.
- Secondary:
 - The device will be taken from the student and placed with reception for safekeeping during the day.
 - First time the student collects the device at the end of the day.
 - Second and subsequent times, parents/guardians have to come to collect the device
 - * The school and no member of the school community can be held responsible for any loss or damage of any personal valuables (jewellery or device)

TERMINOLOGY

In-School Suspension

A potential consequence for Category Two Breaches is In-School Suspension. The student is removed from classes to work in isolation for a day or more, taking breaks and lunch at different times than the rest of the school. Subject teachers provide work for the student during the suspension, and the student is marked as present for the duration. Only the Principal may assign an In-School Suspension.

Suspension from School

A potential consequence for Category Three Breaches is Suspension from School. The student is not allowed to attend classes for a day or more. In addition, subject teachers provide work for the student via the online platforms during the time of suspension, and the student is marked absent for the duration. Only the Principal may assign a Suspension from School.

Behavioural Probation

A potential consequence for Category Two and Three Breaches is Behavioral Probation. The student is on probation during a set time, with clear expectations outlined in an accompanying Behavior Contract, covering general and specific requirements during the probationary period. Only the Principal may assign a Behavior Probation.

Conditional Enrollment

A potential consequence of Category Three Breaches is Conditional Enrollment. The student's enrollment is under observation for a period equivalent to an academic semester, with clear expectations outlined in an accompanying Behavior Contract, covering general and specific requirements during the period in question. Only the Principal may assign a Conditional Enrollment.

Expulsion

A potential consequence for Category Four Breaches - is an action/decision taken/made by the principal removing a student from IUIS for disciplinary purposes shown in Category Four Breaches.



Code Development

This Code of Conduct was initially developed by the Senior Leadership Team (SLT) in August 2021 and is to be shared with the staff during induction week and then with parents in December 2021 and reviewed by all stakeholders in August 2022, August 2023.

Responsibility: Senior Leadership Team
(the Principal, The Executive Director, IB Coordinators)

Initial issue Date: December 2021

Review Date: August 2023