

**SHEIKH KHALIFA BIN ZAYED ARAB  
PAKISTAN PRIVATE SCHOOL  
ABU DHABI, UAE**



**STUDENT BEHAVIOR  
MANAGEMENT POLICY  
(KG – GRADE 4)**

Effective Date	APRIL 2025
Scheduled Review Date	APRIL 2026

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Date: April 2025

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Date: April 2025

#	DESCRIPTION OF CHANGES	DATE OF ISSUE
1	First Issue	April 2025-26

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## 1. Purpose and Scope

This policy aims to promote positive behavior, social-emotional development, and a respectful school culture among students from Kindergarten to Grade 4. It is aligned with the ADEK Education Evaluation and Inspection (EEI) Behavior Management Policy, ensuring compliance with regulatory expectations while maintaining a child-centered and inclusive approach.

## 2. Vision and Guiding Principles

Our vision is to create a safe, caring, and inclusive environment where all children learn to make responsible choices, express their emotions constructively, and show empathy and respect for others. The guiding principles are:

- Positive reinforcement over punitive measures.
- Respect for each student’s developmental stage and individual differences.
- Collaborative partnership among school, home, and community.
- Restorative approach to resolving conflicts and repairing harm.
- Consistent, fair, and transparent behavioral expectations across all classrooms.

## 3. Behaviour management committee

It aligns with ADEK’s expectations for student well-being, safety, and behavior policy implementation across all grade levels.

Purpose of this Committee is to review and discuss student behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students with exceptions. All disciplinary actions shall be appropriate to the student’s age and ability and the severity of the misconduct as per their levels identified. The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

ROLE	MEMBER	KEY DUTIES	DOCUMENTATION RESPONSIBILITY
<b>Chairperson</b>	Principal	Oversee all disciplinary and behavior management decisions. Ensure compliance with ADEK Behavior Policy. Approve major disciplinary actions and Level 4 cases. Monitor consistency of policy implementation.	Final approval on inquiry reports and behavior summary. Sign-off on Level 4 decision reports. Maintain copies of BMC meeting minutes.
<b>Deputy Chairperson</b>	Vice Principal	Assist the Principal in leading BMC meetings. Supervise implementation of disciplinary measures. Review case investigations for procedural accuracy. Coordinate with Section Heads for follow-up actions.	Maintain reviewed case files. Record corrective action follow-ups. Ensure documentation consistency across sections.
<b>Social Worker / Counselor (Anti-</b>	Social Worker	Serve as key case manager for all behavior referrals. Conduct student interviews, mediation, and counseling. Identify underlying	Maintain Behavior Referral Register. Record counseling session notes. Keep parent meeting records and

<b>Bullying Champion)</b>		causes of misconduct. Coordinate with Inclusion and Class Teachers for support plans. Lead anti-bullying, prevention, and awareness programs.	follow-up documentation. Archive BIP (Behavior Intervention Plan) and case closure forms.
<b>Section Heads (Grades KG-12)</b>	Section Heads (for their respective sections only)	Monitor daily discipline in sections. Review teacher referrals before forwarding to Social Worker. Implement low-level interventions and student mentoring. Liaise with teachers and parents regarding behavior updates.	Keep section-level discipline logs. Maintain teacher referral forms. Submit summary reports to the Social Worker monthly.
<b>Discipline In-Charges</b>	Designated Teachers (for their respective section only) <ul style="list-style-type: none"> <li>• Ms.Hina Aneel</li> <li>• Ms.Saba Naz</li> <li>• Ms.Umul-Kulsoom</li> <li>• Mr.Barkat Ali</li> <li>• Mr.Ibaad</li> <li>• Ms.Taybba Firdous</li> </ul>	Monitor student discipline in corridors, assemblies, and breaks. Report repeated offenses or serious incidents to Section Head. Support investigation by gathering factual statements. Participate in committee discussions when required.	Maintain daily discipline reports. Submit written statements and student warning records. File evidence during investigations.
<b>Inclusion Head</b>	Inclusion Department Head	Support cases involving Students of Determination or at-risk learners. Ensure appropriate accommodations and behavioral strategies. Collaborate with the Social Worker on BIPs and teacher guidance. Monitor SEN students' emotional regulation and inclusion support.	Keep IEP and BIP documentation aligned. Maintain progress monitoring records. Store evidence of inclusive behavior strategies.

## SUPPORT TEAM

ROLE	MEMBER	KEY DUTIES	DOCUMENTATION RESPONSIBILITY
<b>Safety Officer (HSE)</b>	Health & Safety Representative	Ensure safety protocols during incidents. Support behavior-related emergencies or safety violations. Liaise with school nurse in case of physical altercations. Maintain records of incidents posing safety risks.	Maintain HSE incident reports and logs. Record student injury or property damage reports. File safety incident summary reports for ADEK compliance.
<b>School Nurse</b>	School Nurse	Provide medical assistance during behavior-related incidents. Assess students' physical and emotional condition after altercations. Support Social Worker in identifying potential neglect or health-linked behaviors.	Maintain medical incident logs. Keep confidential health reports linked to behavior cases. Submit summaries for BMC review when relevant.

<b>Class Teachers</b>	All Class Teachers	Observe, record, and refer misbehavior to Section Heads. Communicate with parents regarding early-stage misconduct. Implement classroom-level interventions (warnings, reflection time, etc.).	Keep classroom behavior records. Maintain communication notes with parents. Submit referral and follow-up documentation.
<b>Inclusion Teachers</b>	Each teacher for their respective cycle <ul style="list-style-type: none"> <li>• Ms.Ayesha Nauman</li> <li>• Ms.Asma Rani</li> <li>• Ms.Saba Naz</li> <li>• Ms.Jasmeen Khattak</li> </ul>	Observe, record, and refer misbehavior to Inclusion Head. Communicate with parents regarding early-stage misconduct and Behavioral challenge. Implement classroom-level interventions (warnings, reflection time, etc.).	Keep classroom behavior records. Maintain communication notes with parents. Submit referral and follow-up documentation.
<b>Student Council Representative</b>	Selected Senior Student	Participate in awareness campaigns and positive behavior initiatives. Represent student perspective in promoting respect and cooperation. Support peer mentoring initiatives.	Record peer mentoring activities. Maintain minutes of student council behavior discussions.
<b>Coordinator</b>	Miss Sidra Bibi	Maintain all official BMC documentation and case archives. Ensure secure storage of behavior files (digital and hard copy). Prepare evidence folders for ADEK inspections. Track document submission timelines for all sections.	Maintain BMC master register. Archive inquiry reports, parent communication, and disciplinary logs. Prepare inspection-ready evidence portfolio.

#### 4. Roles and Responsibilities

MEMBER	ROLE
<b>TEACHERS</b>	Model positive behavior, reinforce expectations, document incidents, and collaborate with the social worker and parents for intervention.
<b>STUDENTS</b>	Follow the class rules, show kindness and respect, take responsibility for actions, and seek help when needed.
<b>PARENTS</b>	Support behavior expectations at home, attend meetings/workshops, and maintain communication with the school.
<b>SOCIAL WORKER/ COUNSELOR</b>	Lead implementation, conduct behavior sessions, support staff with interventions, and monitor student cases.
<b>SENIOR LEADERSHIP</b>	Ensure policy compliance, monitor reports, and facilitate professional development.

## 5. Positive Behavior Support Framework

The school adopts a proactive framework focusing on teaching expected behaviors, recognizing positive conduct, and supporting emotional regulation. Students are guided through Social Emotional Learning (SEL) lessons, circle time, and reinforcement programs.

Key strategies include:

- Daily use of positive language and encouragement.
- Recognition systems such as 'Star of the Week', 'Kindness Certificates', and 'Helper of the Day'.
- Use of visual rules and behavior charts for KG–Grade 2.
- Peer leadership opportunities for Grade 3–4 students.
- Morning assemblies and story sessions to reinforce school values.

### 5.1 POSITIVE BEHAVIOUR MODEL – WHAT IS EXPECTED STUDENTS' CODE OF CONDUCT

All students are required to adhere to the school's Code of Conduct, which clearly outlines expected standards of behavior and identifies actions that are deemed unacceptable. This ensures a safe, respectful, and inclusive learning environment for all members of the school community.

Area	Expected Student Behaviour			
<b>AT SCHOOL</b>				
<ul style="list-style-type: none"> <li>- Follow all school rules</li> <li>- Act safely and responsibly</li> <li>- Respect school property and others' belongings</li> </ul>				
<b>CLASSROOM</b>	<b>CORRIDORS</b>	<b>PLAYGROUNDS</b>	<b>ONLINE</b>	
<ul style="list-style-type: none"> <li>✓ Attend on time; explain absences/lateness</li> <li>✓ Follow instructions</li> <li>✓ Participate respectfully</li> <li>✓ Complete classwork honestly and with effort</li> <li>✓ Be positive and willing to learn</li> <li>✓ Don't disrupt others</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk quietly</li> <li>✓ Be respectful of others' space</li> <li>✓ Don't touch the Display/Bulletin/ Notice board</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play safely</li> <li>✓ Include others</li> <li>✓ Resolve conflicts peacefully</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice digital etiquette</li> <li>✓ Protect personal information</li> <li>✓ Avoid cyberbullying</li> </ul>	
<b>Representing the School</b>	<ul style="list-style-type: none"> <li>- Be a positive ambassador during events or in school uniform</li> <li>- Promote a good image of the school through your behaviour</li> </ul>			
<b>In Learning</b>	-Participate in extracurricular activities			

<b>In Behaviour Toward Others</b>	<ul style="list-style-type: none"> <li>- Be polite and respectful (e.g., say “please” and “thank you”)</li> <li>- Wait your turn; respect personal space</li> <li>- Ask before using others’ things</li> <li>- Avoid and report bullying</li> <li>- Show sportsmanship</li> <li>- Consider the impact of your words/actions</li> <li>- Follow hygiene rules</li> <li>- Be a role model to younger students</li> <li>- Support environmental sustainability</li> <li>- Collaborate and include others</li> <li>- Dress modestly</li> <li>- Respect UAE national and cultural values</li> <li>- Respect diversity in all forms</li> </ul>
<b>Outside the Classroom &amp; Off-Campus</b>	<ul style="list-style-type: none"> <li>- Follow school rules during: <ul style="list-style-type: none"> <li>• School bus rides</li> <li>• Walking to/from school</li> <li>• School trips or events</li> </ul> </li> <li>- Behave responsibly even outside school if wearing the uniform</li> </ul>

<b>EXPECTED STUDENT BEHAVIOUR</b>	
<b>Take pride in your school uniform and follow the dress regulations.</b>	Fighting with other members of the school community and causing injury.
<b>Follow the instructions of staff promptly.</b>	Persistent bullying, intimidation, and/or harassment of members of the school community.
<b>Stay within the bounds of the school.</b>	Possessing, using, or selling weapons or objects used as weapons.
<b>Arrive at school and at lessons on time and justify any poor punctuality and absence.</b>	Using, promoting, or distributing alcohol, drugs, or controlled medicines.
<b>Demonstrate a positive attitude toward your studies and high expectations of what you can achieve.</b>	Using, promoting, or distributing tobacco to students.
<b>Complete homework to the best of your ability and on time.</b>	Inappropriate intentional sexual behaviour (e.g., exposure, harassment, or violence).
<b>Behave responsibly, without endangering the safety or welfare of yourself and others.</b>	Possessing, viewing, or distributing unlawful content (e.g., pornography, extremist videos).

<b>Take good care of your possessions and make sure they are named.</b>	Intrusive/illegal use of digital devices (e.g., hacking, inappropriate photos).
<b>Respect and care for school facilities and the property of others.</b>	Trespassing on school premises after hours.
<b>Promote a positive school community by being courteous, kind, and respectful to everyone.</b>	Any behaviour that results in danger to others or violates UAE laws.
<b>Behave responsibly to avoid disrupting others' learning.</b>	Subject to investigation and potential removal from school if confirmed.

## **6. STUDENT REWARD SYSTEM:**

### **Objective**

To recognize and reinforce positive behaviour, discipline, and respectful conduct, as outlined in the Student Code of Conduct, through a structured monthly and annual appreciation system.

A **comprehensive implementation plan for a Classroom Student Behavior Board** using **Red Star, Golden Star, and Silver Star** as a behavior management and reward system.

### *Student Behavior Board System Plan*

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#### **Main Objectives:**

- Promote positive behavior consistently across classrooms.
- Encourage self-discipline, responsibility, and respect.
- Reduce Unkind or hurtful actions and disruptive behavior.
- Provide a fair and transparent reward system
- Provides immediate and consistent feedback.
- Reinforces positive behaviour through visible recognition.
- Strengthen the school's well-being and behavior policy framework.

### *System Components*

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<b>Star Type</b>	<b>Purpose</b>	<b>Points</b>	<b>Symbolic Meaning</b>
<b>✳ Golden Star</b>	Excellent behavior, leadership, kindness, consistent responsibility, or visible improvement in attitude and effort	<b>+5 points</b>	Role model behavior

☆ <b>Silver Star</b>	Good participation, cooperation, teamwork, and positive attitude in class and school activities	<b>+3 points</b>	Improving/ consistent positive behaviour
● <b>Red Star</b>	Disruptive or harmful behavior such as disrespect, unkind or hurtful actions, being untruthful, or repeated non-compliance after warnings	<b>-5 points</b>	Unacceptable behaviour/ needs intervention

*Prerequisites for a Student Behavior Board in Classes*

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**STEP 1: Clear Behaviour Expectations**

- Define and communicate the specific behaviours that are expected in the classroom.
- These expectations should be consistent, age-appropriate, and understandable for all students.

**STEP 2: Classroom Rules and Consequences**

- Establish clear classroom rules aligned with behaviour expectations.
- Have consistent, fair consequences for positive and negative behaviours.

**STEP 3: Teacher Training and Buy-In**

- The teacher (or staff) must understand how to use the behaviour board effectively.
- Training on monitoring, recording, and responding to behaviours.

**STEP 4: Student Understanding and Agreement**

- Students should know how the behaviour board works.
- Explain the purpose and benefits, so students buy into the system.

**STEP 5: Appropriate Materials**

- Have the physical board ready.
- Materials can include charts, magnets, sticky notes.

**STEP 6: System for Monitoring and Recording**

- Decide how and when behaviours are recorded (e.g., immediately, end of class).
- Make sure it doesn't interrupt teaching flow.

**STEP 7: Parental/Guardian Communication**

- Inform parents about the behaviour system so they can support it at home.
- May include permission or feedback systems.

**STEP 8: Positive Reinforcement Plan**

- Plan how positive behaviours will be rewarded or acknowledged (e.g., term wise, yearly).
- Reinforcements can be verbal praise, tokens, privileges, etc.

**STEP 9: Consistency in Application**

- Ensure all staff involved apply the behaviour board fairly and consistently.

*Materials Needed*

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- Star cards or tokens (can be laminated cards or printed icons)
- Display board or wall chart
- Record-keeping sheets or Google Forms
- Certificates, small prizes, badges

### Positive Promotion of Behavior in the Classroom

S/N	Strategy	Description / Application
1	<b>Clear Expectations</b>	Display and discuss rules and behavioural expectations regularly.
2	<b>Positive Reinforcement</b>	Use praise, rewards (stickers, certificates), and verbal encouragement to highlight good behaviour.
3	<b>Consistent Routines</b>	Establish predictable routines to reduce anxiety and increase self-discipline.
4	<b>Student Voice and Choice</b>	Involve students in setting rules or choosing activities to foster responsibility.
5	<b>Catch Them Being Good</b>	Acknowledge and praise positive behavior immediately and specifically: <i>"I noticed how respectfully you waited your turn – great job!"</i>
6	<b>Student Leadership Roles</b>	Assign roles like Line leader, classroom assistant, tech helper, etc to promote responsibility and engagement.
7	<b>Recognition Programs</b>	"Star of the Month," certificates, and assemblies to celebrate kindness, honesty, helpfulness, etc.
8	<b>Growth Mindset Language</b>	Encourage effort over outcome like You worked hard on this, and it shows!, Mistakes help us grow.
9	<b>Positive Framing of Corrections</b>	Redirect behaviour gently by stating expectations instead of focusing on the negative.
10	<b>Social-Emotional Learning (SEL)</b>	Integrate SEL activities to build empathy, self-awareness, and respectful communication.
11	<b>Inclusive and Culturally Responsive Practices</b>	Ensure all students feel valued, respected, and safe. Reflect students' cultures and identities in classroom displays and examples.
12	<b>Parent Involvement</b>	Communicate positive feedback regularly to parents, not just concerns.

### How It Works

#### **Step 1: Classroom Display**

- Create a **Student Behavior Board** with columns for each student.
- Each student has a pocket or section to collect **star tokens/cards** (physical).
- Stars are updated **daily or weekly** based on behavior log by Teacher.

#### **Step 2: Behavior Scoring System and Star System**

**Purpose:**

To recognize, encourage, and track students' behavior through a clear, motivating, and equitable system that promotes responsibility, respect, and empathy in line with ADEK's Positive Behavior and Wellbeing Framework.

### Behavior–Star Mapping Chart

BEHAVIOR / ACTION	STAR AWARDED	POINTS	NOTES / APPLICATION
Helping a peer, showing kindness	✨ Golden Star	+5	Encourage as “Kindness Leader”
Consistently following class rules	✨ Golden Star	+5	Role model for others
Outstanding participation or leadership in class/group work	✨ Golden Star	+5	Recognize publicly during assembly
Improvement in behavior or effort after feedback	✨ Golden Star	+5	Reinforces growth mindset
Supporting school initiatives (cleanliness, volunteering, etc.)	✨ Golden Star	+5	Promotes citizenship
Working hard despite challenges / showing perseverance	✨ Golden Star	+5	Acknowledge effort and resilience
demonstrated exceptional sustainability leadership (e.g., initiated or led a recycling, gardening, or energy-saving action, or participating in project)	✨ Golden Star	+5	Highlight as “Eco-Leader”; recognize during assembly.
Completing homework consistently and neatly	☆ Silver Star	+3	Reinforces responsibility
Participating positively in discussions / activities	☆ Silver Star	+3	Active contribution
Showing respect towards peers and teachers	☆ Silver Star	+3	Maintain consistently
Following classroom routines independently	☆ Silver Star	+3	Builds discipline
Responding to correction positively / apologizing sincerely	☆ Silver Star	+3	Encourages accountability

Consistently practiced eco-friendly habits (using reusable bottle/lunchbox, proper waste segregation, switching off lights/AC)."	☆ Silver Star	+3	Reinforce as "Eco-Responsible"; encourage continued consistency
Interrupting teacher repeatedly	● Red Star	-3	Verbal warning before entry
Disrespect to staff or peers (verbal or non-verbal)	● Red Star	-5	Immediate reflection / report to Section Head
Unkind or hurtful actions, exclusion of peers	● Red Star	-5	Report to Social Worker immediately
Being untruthful,	● Red Star	-5	Requires reflection & counselling
Damaging school property / vandalism	● Red Star	-5	Replacement cost + reflection
Ignoring safety instructions (running, rough play, etc.)	● Red Star	-5	Record in class log; review by Section Head
Repeated lateness / missing materials intentionally	● Red Star	-5	After 3 warnings — parent contact
Student repeatedly engaged in non-sustainable behaviour (littering, wasting water, leaving lights/AC on)	● Red Star	-3	Record pattern; provide guidance; if repeated, refer to Section Head/Social Worker

### Monitoring & Recording

ACTION	RESPONSIBLE PERSON	FREQUENCY
Record stars and points in <b>Class Behavior Log and Classroom Behaviour Board</b>	Class Teacher in coordination with Subject Teachers	Daily
Review totals and trends	Section Head	Weekly
Recognize top students (Golden Star earners) Top 3 students with the highest points (100 POINTS) get recognition in class or assembly.	Section Head / Social Worker	Monthly
Share summary with parents	Class Teacher	Monthly
Refer chronic Red Star cases	Social Worker / Behavior Committee	Ongoing

### Integration with School Systems

- **Displayed in Classrooms:** Star color chart and point scale visible to students.

- **Linked with Wellbeing & Inclusion Records:** For early intervention.
- **Term-End Recognition:** Top 3 “Kindness Ambassadors” from each section recognized in assembly.
- **Communication to Parents:** Shared through email / Letter to encourage collaboration.

### **Example Teacher Dialogue (Positive Reinforcement Language)**

- “I love how you helped your friend — that’s a Golden Star moment!”
- “You worked so hard on your project today; you’ve earned a Silver Star.”
- “That behavior doesn’t meet our classroom expectations — a Red Star today, but we’ll work together to improve.”

### **Note:**

1. *Each teacher gives stars immediately and fills in the classroom Log for transparency.*
2. *If a student receives a Red Star for a particular behavior, they will be provided with support, guidance, and an opportunity to improve.*
3. *When the student demonstrates clear improvement and consistently corrects that specific behavior, the Red Star and its negative points will be removed from the record.*
4. *If the student maintains positive behavior and continues to follow expectations in that area for a sustained period (minimum one week), the student will be awarded a Silver Star and corresponding positive points (+3) to acknowledge growth, responsibility, and self-correction.*

*This approach ensures that the focus remains on learning from mistakes, promoting reflection, and rewarding improvement, not punishment.*

### **STEP 4: Discipline & Counseling Integration**

Students with **3 or more Red Stars** in a term must:

- Attend a **Behavior Reflection Session** with the counselor.
- Create a **Behavior Contract** with parent and teacher collaboration.
- Positive behavior post-intervention earns Silver Stars as encouragement

## *Rewards & Recognition Plan*

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### Reward & Consequence Cycle

TOTAL POINTS (MONTHLY)	RECOGNITION / CONSEQUENCE
40+ points	Certificate of Excellence + Golden Star Badge + assembly mention
25-39 points	Silver Star Certificate + Class display recognition
10-24 points	Encouragement letter home + small reward
0-9 points	Counseling session + behavior goal sheet
Below 0 points	Meeting with Social Worker + Individual Behavior Plan (IBP)

### Month-Wise Incentives:

Star of the Month – In class recognition (name to be pasted on notice(soft) boards)

### Term-Wise Incentives (2 terms):

Category	Reward Example
Top 10% of class (points)	Certificate, parent praise note, small gift
100+ Points (Term Total)	Entry into school-wide “Golden League”
Most Improved Behavior	“Silver Transformer” badge and story shout-out

### End of Year Awards:

Award Name	Criteria	Prize
Golden Star Champion	Student with highest points in the year	Trophy & Certificate
Behaviour Ambassador Award	Based on peer nomination and star performance	Certificate
Positive Role Model Medal	Minimum 200 points (average) and no Red Stars in the year	Medal & Certificate
<b>The Helping Hand Hero</b>	Based on peer nomination who is always ready to lend a hand and support classmates	Certificate

The Attendance Ace	For 100% attendance	Certificate
Sustainability Ambassador Award	Represent the school in any eco-events, Lead a sustainability Club/Campaign/ Project.	Medal & Certificate

*Expected Outcomes & Benefits of the Behavior Board*

S/N	Category	Expected Outcomes
1	<b>Improved Student Behaviour</b>	Reduction in classroom disruptions as students become more aware of behavioral expectations.
2	<b>Enhanced Accountability</b>	Students learn to take responsibility for their actions through visible feedback and consequences.
3	<b>Motivation and Engagement</b>	Positive reinforcement (stars, praise, recognition) encourages consistent good behaviour and effort.
4	<b>Consistent Discipline</b>	Structured system allows for fair and predictable consequences, which students find easier to follow.
5	<b>Student Self-Regulation</b>	Visual cues help students reflect and correct their behaviour independently before escalation.
6	<b>Stronger Teacher-Student Relationships</b>	Transparent and fair management builds trust between teacher and students.
7	<b>Parental Involvement</b>	Behaviour logs and summaries provide parents with clear, regular updates, encouraging collaboration.
8	<b>Recognition of Positive Behaviour</b>	Regular celebrations (weekly stars, monthly awards) build student morale and classroom community.
9	<b>Early Intervention</b>	Students with frequent negative behaviour (e.g., black stars) are identified early and referred for counselling or support.
10	<b>Improved Learning Environment</b>	Fewer disruptions and increased student focus create a more productive and respectful classroom culture.

INCLUSION CRITERIA	DISQUALIFICATION CRITERIA
To be eligible for monthly/yearly awards, a student must:	Students will not be considered for rewards for that cycle who involved in:
<ul style="list-style-type: none"> <li>• Have no major disciplinary violations</li> <li>• Show consistent effort and good attitude</li> <li>• Respect peers, staff, and school property</li> <li>• Follow school rules on punctuality, uniform, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated bullying or aggression</li> <li>• Violations of UAE law or school safety rules</li> <li>• Academic dishonesty or property damage</li> </ul>

## ROLES AND RESPONSIBILITIES

Role	Responsibility
Teachers	Maintain conduct records and submit monthly nominations.
Section Heads	Oversee nominations, coordinate award decisions.
Social Worker	Monitor fairness, ensure inclusion, and support implementation.
Leadership Team	Approve top-level awards and lead assemblies.

### 7. Ground Rules by Grade Band

Ground rules are age-appropriate, simple, and reinforced daily through modeling, visuals, and class routines.

#### KG–Grade 1

- We share and take turns.
- We use walking feet.
- We raise our hand to speak.
- We use kind words like please and thank you.
- We clean up after playing or working.

#### Grades 2–3

- Speak kindly to others.
- Respect personal space.
- Follow classroom and playground rules.
- Take care of books and supplies.
- Be a good friend and listener.

#### Grade 4

- Be respectful in speech, body language, and actions.
- Be a leader—set a good example for younger students.
- Respect diversity and include everyone.
- Use digital tools responsibly.
- Ask for help when you need it, and help others when you can.

### 8. Preventive Approaches

- Circle time discussions on emotions, empathy, and friendship.
- Emotion charts to help students identify and express feelings.
- Class responsibilities (line leader, materials monitor) to encourage accountability.

- Visual and sensory regulation corners in classrooms.
- Incorporating mindfulness activities and screen-free moments during the day.

## 9. Managing Challenging Behavior

Challenging behaviors are addressed through a structured and empathetic approach emphasizing understanding, support, and reflection. Teachers will apply the following stepwise procedure:

1. Calm verbal redirection and reminder of expectations. Teacher can use Visual Schedules or Emotion Charts to help children identify and label their feelings using visuals.
2. Provide time for self-regulation. (cool-down corner or sensory space).
3. Restorative conversation using visual aids or structured questions. Praise and Positive reinforcement by catch them being good, highlight desired behavior with stickers, stars, or verbal praise.
4. Documentation of incident in Behavior Log.
5. Gentle Consequences for repeated minor behaviors: loss of turn, moving a clip-on behavior chart, or short time out 1 min.
6. Parent Collaboration: communicate patterns early and suggest reinforcement strategies at home.
7. Social Worker intervention if behavior repeats or escalates.

## 10. Bullying Prevention and Response

Bullying is addressed through prevention, education, and restorative intervention. Staff are trained to respond promptly and constructively. No form of physical punishment, isolation, or humiliation is permitted.

Response Protocol:

- Private discussion with the student involved to understand triggers.
- Restorative conversation focusing on empathy and accountability.
- Support for the affected student with reassurance and safety planning.
- Engagement of bystanders through role-play and discussions.
- Parental involvement and documentation of actions taken.

## 11. Central Reporting Mechanism

Student or Staff identifies a concern.

2. Report immediately to Section Safeguarding & Child Protection Lead / D.I

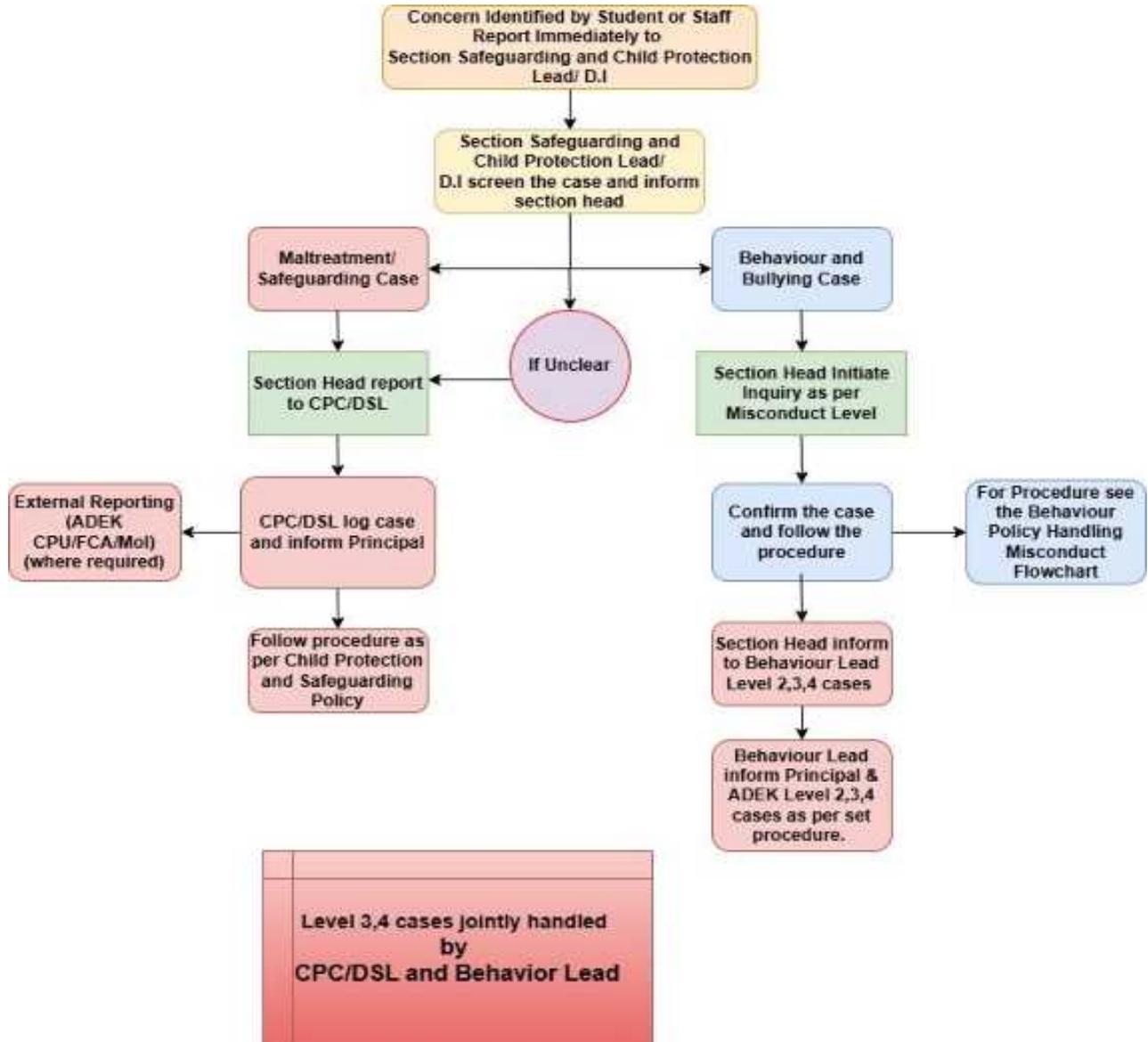
3. Section Safeguarding & Child Protection Lead / D.I screens:

- If maltreatment/danger → Section Head → CPC/ DSL
- If behavior-only → Follow Behaviour Misconduct Procedure

- If unclear → CPC/ DSL

4. CPC/ DSL logs protection cases and inform Principal and reports externally if needed.

5. Section Safeguarding & Child Protection Lead / D.I follow the Behaviour Misconduct Procedure to log incidents and manages discipline procedures.



10.

## 12. Behavior Misconduct and Interventions

It outlines common behavior misconduct observed in KG1 – Grade 4 students along with school-based interventions and actions to support positive development and behavior management.

These are divided into 3 categories.

### 1. KG1 and KG2 Behavior Misconduct and Interventions

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2. Grade 1,2, 3 Behavior Misconduct and Interventions
3. Grade 4 Behavior Misconduct and Interventions

## KG1- KG-2 BEHAVIOR MISCONDUCT AND INTERVENTIONS

- These behaviors are not misconduct in the traditional sense but are signals that requires structured interventions.
- The frequency, intensity, and context of the behavior determine whether it requires structured intervention.

BEHAVIOR	POSSIBLE INTERVENTION/ACTION	SCHOOL'S ROLE
<b>Hitting or Biting</b>	<ul style="list-style-type: none"> <li>- Use immediate redirection</li> <li>- Teach 'gentle hands' using visuals</li> <li>- Social stories on emotions and boundaries</li> <li>- Praise non-aggressive behavior</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Teacher logs incidents</b></li> <li>- <b>Inform parents if repeated</b></li> <li>- <b>Section Head conducts a mini circle on personal space</b></li> </ul>
<b>Tantrums / Meltdowns</b>	<ul style="list-style-type: none"> <li>- Create a calm-down corner</li> <li>- Allow time and space to self-regulate</li> <li>- Use emotion charts to name feelings</li> <li>- Avoid public scolding</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Document frequency</b></li> <li>- <b>Consult social worker if recurrent</b></li> <li>- <b>Adjust routine if behavior is triggered by transitions</b></li> </ul>
<b>Refusing to Share / Take Turns</b>	<ul style="list-style-type: none"> <li>- Use turn-taking visuals (e.g., timer or name wheel)</li> <li>- Model sharing through guided play</li> <li>- Reinforce with praise when sharing occurs</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Teacher monitors behavior</b></li> <li>- <b>Incorporate more cooperative games</b></li> <li>- <b>Parent communication if persistent</b></li> </ul>
<b>Not Following Instructions</b>	<ul style="list-style-type: none"> <li>- Use simple, visual step-by- step directions</li> <li>- Offer choices ("Do you want to clean up blocks or crayons?")</li> <li>- Positive reinforcement for compliance</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Teacher tracks patterns</b></li> <li>- <b>Use classroom behavior chart (behavior chart)</b></li> <li>- <b>Short parent-teacher feedback session</b></li> </ul>
<b>Throwing Objects</b>	<ul style="list-style-type: none"> <li>- Immediate redirection to safe behavior</li> <li>- Teach alternatives (e.g., "Throw bean bags in target bin")</li> <li>- Show visual cue for 'safe hands'</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Incident noted on behavior log</b></li> <li>- <b>Social worker may observe class</b></li> <li>- <b>Safety rules reinforced in circle time</b></li> </ul>
<b>Wandering or Leaving Area</b>	<ul style="list-style-type: none"> <li>- Use visual boundaries</li> <li>- Assign classroom 'jobs'</li> <li>- Teach 'safe walking' routines</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Implement buddy system</b></li> <li>- <b>Alert SLT if safety concern</b></li> <li>- <b>Refer to HOD Inclusion if needed</b></li> </ul>

<b>Verbal Disrespect</b> (e.g., yelling “no”)	- Model appropriate words - Give structured choices (“You can say, ‘I need help’”) - Role-play polite responses	- <b>Track tone and context</b> - <b>Inform parents gently</b> - <b>Include in SEL activity</b>
<b>Destruction of Materials</b>	- Provide fidget tools or sensory breaks - Teach how to handle materials respectfully - Use praise and visuals for “gentle touch”	- <b>Keep broken items documented</b> - <b>Create a repair station to teach responsibility</b> - <b>Alert social worker if linked to frustration issues</b>
<b>Inappropriate Touching/ Personal Space Issues</b>	- Teach personal space through visuals (e.g., "bubble space") - Role-play using puppets or dolls - Reinforce with praise when behavior improves	- <b>Reinforce boundary language daily</b> - <b>Notify parents with sensitivity if needed</b> - <b>Use gentle reminders, not punitive action</b>
<b>Attention-Seeking Behaviors</b>	- Provide planned attention for positive behavior - Assign small helper tasks - Use non-verbal cues to redirect without disruption	- <b>Praise effort, not just outcome</b> - <b>Collaborate with parents for consistent reinforcement</b> - <b>Monitor for underlying needs (e.g., emotional support)</b>

**General School-Wide Actions:**

- Use **Positive Behavior Reinforcement Systems** (e.g., sticker charts, helper badges)
- Integrate **Social-Emotional Learning (SEL)** into weekly lessons.
- Conduct **Classroom Observations** by the social worker for high-frequency cases
- Organize **Parent Guidance Workshops** for managing behaviors at home
- Provide **short counseling sessions** for students with recurring challenges
- Use an **Early Childhood Behavior Monitoring Form** for internal tracking

## GRADE 1 – 3 BEHAVIOR MISCONDUCT AND INTERVENTIONS

It outlines common behavior misconducts observed among Grade 1 to Grade 3 students, along with developmentally appropriate school interventions and actions. It is designed for use by classroom teachers, Discipline In charges, Section Heads, and school leadership as part of a positive behavior management toolkit.

MISCONDUCT	EXAMPLES	INTERVENTION STRATEGIES	SCHOOL ACTIONS
<b>Disruptive Behavior</b>	Talking during class, leaving seat without permission, making noises, interrupting	<ul style="list-style-type: none"> <li>- Use positive reinforcement (e.g., class points, stickers)</li> </ul> Visual behavior charts <ul style="list-style-type: none"> <li>- Clear instructions and routines</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Verbal reminder</b></li> <li>- <b>Teacher-parent communication</b></li> <li>- <b>Behavior log (if repeated)</b></li> </ul>
<b>Aggressive Behavior</b>	Talking during class, leaving seat without permission, making noises, interrupting	<ul style="list-style-type: none"> <li>- Emotion regulation activities</li> <li>- Role-play conflict resolution</li> <li>- Apology and restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Incident report to Section Head</b></li> <li>- <b>Meeting with Social Worker</b></li> <li>- <b>Short reflection tasks</b></li> </ul>
<b>Defiance</b>	Refusing to follow instructions , arguing with teachers	<ul style="list-style-type: none"> <li>- One-on-one discussion to understand triggers</li> <li>- Offer limited choices</li> <li>- Establish reward system</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Parent meeting if repeated</b></li> <li>- <b>Preliminary Behavior Intervention Plan (BIP)</b></li> </ul>
<b>Bullying or Teasing</b>	Name-calling, excluding peers, mocking	<ul style="list-style-type: none"> <li>- Social stories</li> <li>- Empathy-building sessions</li> <li>- Peer inclusion programs</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Formal warning (written if needed)</b></li> <li>- <b>Notify Social Worker</b></li> <li>- <b>Circle time for the class on kindness</b></li> </ul>
<b>Lying/Blaming</b>	- Denying misbehavior or blaming peers	<ul style="list-style-type: none"> <li>- Teach honesty through stories and examples</li> <li>- Praise when truth is told</li> <li>- Explain consequences clearly</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Reflection sheet</b></li> <li>- <b>Behavior discussion with Social Worker if pattern continues</b></li> </ul>
<b>Misuse of Property</b>	- Damaging school supplies or books, or any school property	<ul style="list-style-type: none"> <li>- Clear rules about respect for materials</li> <li>- Teach proper use with demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Compensation or fix/clean task</b></li> <li>- <b>Verbal or written warning</b></li> </ul>

<b>Wandering/Running Indoors</b>	- Running in corridors or not staying in assigned areas	- Clear movement expectations - Use movement breaks to manage energy	- <b>Safety reminder</b> - <b>Involve parents if habitual</b>
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## Notes:

- Maintain documentation (logs/referrals) for repeated behaviors.
- **Start Level 1 Misconduct Inquiry** if behavior persists following school's behavior policy. Before initiate Level 1 Misconduct Inquiry forward whole case to Social Worker for approval.
- Use **positive discipline** strategies that teach rather than punish.
- Maintain documentation for patterns (behavior log, referrals).
- Involve **parents early** and collaborate for consistent home-school approaches.
- Encourage **student voice** through reflection sheets or simple “what I could do better” drawings.

## GRADE 4 BEHAVIOR MISCONDUCT AND INTERVENTIONS

### LEVEL ONE

Any behaviour that results in disruption to the teaching and learning environment, which may include, for example:

<b>LEVEL ONE MISCONDUCT</b>	<p>1.1 Tardiness (lateness/unpunctuality). - Unexplained absences.</p> <p>1.2 Failing to attend class on time.</p> <p>1.3 Not bringing the necessary books and resources/equipment to class.</p> <p>1.4 Not wearing the correct school uniform (regular or PE) without excuse.</p> <p>1.5 Forgetting to bring books or school supplies.</p> <p>1.6 Disruptive behavior in classrooms and in School.</p> <p>1.7 Not following the Student Code of Conduct.</p> <p>1.8 Breaking School rules including in classrooms, hallways, playgrounds and buses (e.g., eating in class, making noise or in appropriate sounds, inappropriate hairstyle, dressing immodestly).</p> <p>1.9 Sleeping or eating in class or assembly without permission.</p> <p>1.10 Not doing homework or class assignments on time.</p> <p>1.11 Defying orders from School management and staff. Mocking others.</p> <p>1.12 Disruptive behavior on School buses.</p> <p>1.13 Not timely submitting homework and assignments</p> <p>1.14 Misuse of digital devices in school (e.g., gaming, using social media, wearing headphones in class without permission).</p> <p>1.15 Any other forms of misconduct like the above as per the discretion of the Behavioral Management</p>
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### STEP-BY-STEP DISCIPLINARY ACTION PLAN

**Objective:** Correct behavior through consistent reminders, positive reinforcement, and student accountability.

OCCURENCE	SCHOOL ROLE	ACTION	DOCUMENTATION / COMMUNICATION
1 <sup>st</sup>	<b>Class Teacher</b>	Give verbal reminder, restate rule calmly. Use positive tone.	Teacher notes incident in <b>Behaviour Log</b> .
2 <sup>nd</sup>	<b>Class Teacher</b>	Provide corrective feedback or redirection (e.g., ask student to correct uniform, tidy desk, complete missing work).	None required unless repeated.
3 <sup>rd</sup>	<b>Teacher</b>	Use <b>Restorative Conversation</b> (What happened? How can we fix it?).	Fill Reflection Log + Initiate Monitoring Form to fill up
4 <sup>th</sup>	<b>Teacher &amp; Parent</b>	If behavior repeats $\geq 3$ times, contact parent (phone or note).	Record in <b>Parent Communication Log and inform D.I., update Monitoring Form</b>
<b>Monitor Student for 3 weeks, if improved then follow Last Step</b>			
5 <sup>th</sup>	<b>Section Head/</b>	Conduct brief student talk; Fill short-term	Behaviour Reflection Sheet +

	<b>D.I</b>	<b>Behavior Reflection Sheet.</b>	update Monitoring Form
<b>6<sup>th</sup> (Last Step)</b>	<b>Teacher / Section Head</b>	Review progress weekly. And after 2 week positive progress send a <b>Follow-up improvement note</b> by teacher after one week and case close.	Give Positive Reinforcement (see Positive Reinforcement options document) Review and update notes attached to Behavior Monitoring Form.

**Possible Consequences**

- Verbal warning
- Written reflection
- Loss of minor privilege (e.g., 5-minute playtime reduction)
- Extra duty (helping tidy class)
- Parental reminder

**LEVEL TWO**

Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

<b>LEVEL TWO MISCONDUCT</b>	<p>2.1 Leaving or entering class without permission.</p> <p>2.2 Missing school events or activities without a valid excuse.</p> <p>2.3 Physical Fighting, inciting quarrels, threatening, or intimidating peers in the school.</p> <p>2.4 Acting in a way that contradicts the ADEK School Cultural Consideration Policy.</p> <p>2.5 Causing minor damage to school property (e.g., scribbling/ writing on desks, sticking gum under tables on bus seats, minor tampering with the alarm bell).</p> <p>2.6 Taking out/using mobile phones without permission or in case of emergency.</p> <p>2.7 Verbally insulting or speaking disrespectfully, insulting to any member of the school, including visitors.</p> <p>2.8 Using, promoting, possessing, and /or distributing tobacco, and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/ vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.</p> <p>2.9 Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.</p> <p>2.10 Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.</p>
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## STEP-BY-STEP DISCIPLINARY ACTION PLAN

### Objective:

Teach accountability through structured intervention, strengthen home-school partnership, and prevent escalation.

STEP	SCHOOL ROLE	ACTION	DOCUMENTATION / COMMUNICATION
<b>1<sup>st</sup> Occurrence</b>	<b>Teacher</b>	Separate student calmly; explain seriousness and expected behavior.	Incident noted in <b>Behavior Referral Log</b> .
<b>2<sup>nd</sup> Occurrence</b>	<b>Teacher → D.I</b>	Initiate <b>Behavior Monitoring Form</b> ; refer to D.I within 24 hours.	Form filed and logged.
	<b>Section Head</b>	Meet student; hold <b>Restorative Conference</b> (section head + student). Identify cause and coping plan.	Record summary in confidential file.
<b>Follow up Coping Plan</b>	<b>After 1 week</b>	Observe and meet the student	Feedback in Coping Plan
<b>4<sup>th</sup> Occurrence</b>	<b>Teacher + D.I + Section Head + Social Worker + Parent</b>	<b>Design 4-week Behavior Intervention Plan (BIP)</b> with clear goals under Social Worker Supervision and Conduct parent meeting; agree on a BIP.	BIP attached to Behavior Monitoring Form.
	<b>Follow-up</b>	Weekly review meetings. If progress, provide verbal praise or reward.	Updates noted.
	<b>Escalation (if no progress)</b>	Refer case to <b>Social worker</b> for Level 3 review.	Full case file submitted.

### Possible Consequences

- Temporary loss of privilege (e.g., trip or activity)
- Written apology or reflection task
- Assigned school service duty (helping librarian, hall monitor)
- **Short behavior contract/ Behaviour intervention Plan** (1-2 weeks)
- Parent conference mandatory

## LEVEL THREE

Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

<b>LEVEL THREE</b>	<b>MISCONDUCT</b>	<p>3.1 Bullying, intimidation, harassment and/or abuse of members of the school community, including defaming them on social media</p> <p>3.2 Fabrication, falsification of documents, and Impersonation</p> <p>3.3 Academic dishonest/ plagiarism (including cheating in exams or falsely taking credit for individual work/ assignments.</p> <p>3.4 Leaving the school premises without permission.</p> <p>3.5 Seizure, destruction, and/or vandalism of School property or the property of others.</p> <p>3.6 Setting off or activating the school’s fire alarm or fire extinguishers.</p> <p>3.7 Seizure, destruction, and/or vandalism of School bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.</p> <p>3.8 Assaulting others in the school, on the bus or during school activities offsite, without causing injury to the victim.</p> <p>3.9 Not following the security and safety instructions.</p> <p>3.10 Capturing, possessing, viewing, or distributing any kinds of media (audio, images, videos, etc.) of staff and students taken without consent.</p> <p>3.11 Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.</p>
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### STEP-BY-STEP DISCIPLINARY ACTION PLAN

**Objective:** Restore safety, rebuild trust, and reinforce consequences while ensuring emotional learning and self-control development.

STEP	SCHOOL ROLE	ACTION	DOCUMENTATION / COMMUNICATION
1 <sup>st</sup>	Teacher / Staff Witness	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure safety; separate involved students; secure scene, administer first aid if required, call for support (Section Head /Security/Safety Officer /Social Worker).</li> <li><input type="checkbox"/> Preserve evidence: secure devices, collect physical evidence (e.g., torn pages), photograph damage (if safe), record initial observations.</li> <li><input type="checkbox"/> Remove bystanders and comfort victims; do not conduct full interviews in front of others.</li> <li><input type="checkbox"/> Report the incident immediately to Social Worker or a member of SLT.</li> </ul> <p>Immediate (same day of incident)</p>	Complete Incident Report Form same day. Attach evidences

2 <sup>nd</sup>	Social Worker / SLT	<p>Conduct investigation (interviews, witness statements, evidence).</p> <p>Begin same day; initial fact-finding within 24–72 hours</p> <p>Offer support (counseling) to victims and distressed witnesses (where required)</p>	<p>Confidential file maintained.</p> <p>Investigation log</p>
3 <sup>rd</sup>	Parent Notification	<p>Parents informed same day; student kept under supervision until pick-up.</p>	<p>Phone + written notice.</p> <p>Parent Communication log</p> <p>Parent Notification</p>
4 <sup>th</sup>	Behavior Management Committee (BMC)	<ul style="list-style-type: none"> <li><input type="checkbox"/> BMC reviews Incident Report, witness statements, and evidence.</li> <li><input type="checkbox"/> BMC considers gravity, intent, student history, mitigating/aggravating factors, safeguarding concerns, and curriculum impacts.</li> <li><input type="checkbox"/> Decide on disciplinary measure and required supports (e.g., temporary suspension, supervised withdrawal, restorative conference, referral for specialized services).</li> <li><input type="checkbox"/> Determine counseling plan and Behaviour Intervention Plan (BIP) duration (4 weeks for Level 3 per school procedure) and measurable targets.</li> </ul>	<p>Record Meeting minutes of BMC</p> <p>Notification to Parent of BMC decision.</p>
	Social Worker	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an <i>Behaviour Intervention Plan (BIP)</i> with SMART objectives (examples below).</li> <li><input type="checkbox"/> Interventions to include: empathy-building sessions, digital safety education, anger management strategies, role-play, restorative conferencing with affected parties, peer mediation if appropriate.</li> <li><input type="checkbox"/> Coordinate classroom accommodations (seating, check-ins with teacher), teaching staff briefed on plan.</li> <li><input type="checkbox"/> If off-site counseling or specialist referral required, arrange parental consent and referrals.</li> </ul>	<p>Attached to Behavior File.</p>

6 <sup>th</sup>	Review (2 weeks)	Evaluate behavior; if repeated, move to Level 4 escalation.	Review log
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**Possible Consequences:**

- Formal written warning
- Temporary in-school suspension (supervised reflection time)
- Mandatory counseling sessions (1–3)
- Restorative action (e.g., repairing or cleaning damaged area)
- Behavior contract with parent signature

**LEVEL FOUR**

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

<b>LEVEL FOUR MISCONDUCT</b>	<p><b>4.1 Misuse of Communication or Technology</b> Using mobile phones, tablets, or computers to:</p> <ul style="list-style-type: none"> <li>• Share hurtful or disrespectful messages about other students or staff.</li> </ul> <p><b>4.2 Possession or Use of Dangerous Items</b> Bringing or showing any object that could <b>hurt someone</b> or make others feel unsafe, such as:</p> <ul style="list-style-type: none"> <li>• Sharp tools, metal rulers, or scissors used in a threatening way.</li> <li>• Pretending to “fight” or scare others using such items.</li> </ul> <p><b>4.3 Inappropriate Physical or Personal Behavior</b> Engaging in <b>touching, comments, or gestures</b> that make others uncomfortable or are <b>inappropriate for school</b>. Examples:</p> <ul style="list-style-type: none"> <li>• Using rude words about another student’s body.</li> <li>• Physical contact that invades personal space or feels uncomfortable to others.</li> <li>• Talking about or joking about private topics in a disrespectful way.</li> </ul> <p><b>4.4 Physical Assault Causing Injury</b> Intentionally <b>hitting, kicking, or attacking</b> another student or staff member, causing <b>physical harm or injury</b>. This includes: ○Fighting that leads to bruises or cuts. ○Throwing objects at someone with intent to hurt.</p> <p><b>4.5 Stealing or Helping Someone Hide Theft</b> Taking things that <b>do not belong</b> to the student, such as:</p> <ul style="list-style-type: none"> <li>• Money, stationery, or classmates’ belongings.</li> <li>• Keeping or hiding stolen items instead of reporting them.</li> </ul> <p><b>4.6 Promoting Inappropriate Ideas or Behaviors</b></p> <ul style="list-style-type: none"> <li>• Sharing ideas or messages that <b>disrespect UAE culture, religion, or community values</b>.</li> <li>• Saying or posting things that could make others feel unsafe or unwelcome.</li> </ul> <p><b>4.7 Entering School Areas Without Permission</b></p> <ul style="list-style-type: none"> <li>• Going into classrooms, labs, or playgrounds <b>after school hours</b> without an adult.</li> <li>• Entering restricted staff areas without permission.</li> </ul> <p><b>4.8 Severe or Repeated Bullying (Including Online)</b></p> <ul style="list-style-type: none"> <li>• Continuing to <b>tease, threaten, or exclude</b> a student after being told to stop.</li> <li>• Posting or sending <b>hurtful messages or pictures online</b> to bully someone.</li> <li>• Repeated or extreme behavior that <b>causes emotional or physical harm</b>.</li> </ul> <p><b>4.9 Other Serious Misconduct</b></p> <ul style="list-style-type: none"> <li>• Any <b>dangerous, harmful, or illegal behavior</b> not listed above but similar in severity, as determined by the <b>Behavior Management Committee (BMC)</b>.</li> </ul>
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## STEP-BY-STEP DISCIPLINARY ACTION PLAN

**Objective:** Ensure safety of all students and uphold UAE values and ADEK regulations while providing necessary emotional and psychological support.

### School Decision:

In accordance with ADEK's Behavior Management Framework and the school's internal safety and discipline standards, it is hereby decided that **Level 4 misconduct cases in Grade 4 shall be handled under the same disciplinary procedure and protocol applicable to Grades 5–12.**

This decision has been approved by the School Leadership Team to ensure **consistency, accountability, and equitable handling of severe behavioral violations** across all upper-grade levels.

Accordingly:

- Grade 4 students involved in Level 4 offenses will be subject to the same **investigation, documentation, committee review, and reporting process** as students from Grades 5–12.
- All procedural steps — including incident reporting, Behavior Management Committee (BMC) hearing, parent communication, ADEK reporting (if applicable), and post-incident counseling — shall follow the **established Level 4 protocol.**
- The **Social Worker** and **Section Head** will ensure that age-appropriate counseling and restorative measures accompany any disciplinary action to support the student's emotional well-being and reintegration.

*This provision aims to maintain procedural uniformity while safeguarding the rights and well-being of all students involved in serious behavioral matters.*

### Possible Consequences

- **Suspension (internal or external)** in line with ADEK procedures.
- **Exclusion / transfer** for safety reasons after due process.
- **Mandatory psychological counseling / referral.**
- **Behavior Rehabilitation Program** (reintegration only after approval).
- **Legal reporting** where applicable.

### **13. Parent Engagement**

Parents are vital partners in behavior management. The school will organize parent workshops on positive discipline, emotional regulation, and home-school collaboration. Behavior reports, reflection sheets, and progress updates will be shared regularly.

### **14. Monitoring and Documentation**

All behavior-related incidents and interventions will be recorded using standardized forms. The Section Heads, Discipline In charges and social worker will maintain confidential behavior files, and teachers will use classroom reflection charts to monitor progress. Regular data analysis will inform interventions and policy improvement.

### **15. Staff Training and Capacity Building**

Training modules will include:

- Orientation on ADEK EEI Behavior Policy requirements and School KG to Grade 4 Policy
- Workshops on positive reinforcement and classroom management.
- Training in restorative conversations and emotional coaching.
- Documentation and communication protocols with parents.
- Annual refresher sessions on child protection and well-being.