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

STUDENT BEHAVIOUR MANAGEMENT POLICY

Effective date	APRIL 2025
Scheduled review date	APRIL 2026

2nd issue Prepared by: Social Worker		**Date:**	**April 2025**
Reviewed by: Vice Principal		Date:	April 2025
Approved by: Principal		Date:	April 2025

#	DESCRIPTION OF CHANGES	DATE OF ISSUE
1	First Issue	April 2022-23
2	Second Issue due to ADEK Revise Behaviour Policy	April 2025-26

TABLE OF CONTENTS

S. NO.	TITLE	PAGE #
1.	POLICY STATEMENT	3
2.	REINFORCING STUDENTS' BEHAVIOUR	
3.	BEHAVIOUR MANAGEMENT COMMITTEE	
4.	STUDENTS' CODE OF CONDUCT	6
5.	REWARD SYSTEM	8
6.	BULLYING PREVENTION	15-16
7.	ABSENCES	
8.	ROLES AND RESPONSIBILITIES	
9.	CENTRALIZED REPORTING MECHANISM	16
10.	DISCIPLINARY ACTION & PROCEDURES & IMPLEMENTATION	17-20
i	LEVEL ONE	
ii	LEVEL TWO	18
iii	LEVEL THREE	
iv	LEVEL FOUR	19
v.	INCLUSIVE SUPPORT PROGRAM FOR (SOD) Level 1-4	32
11.	SUPPORT AND INTERVENTION	37
12.	DISCIPLINARY ACTIONS – STUDENT GUIDE	38
13.	STUDENT MISCONDUCT SHALL BE DEALT WITH AS FOLLOWS	39
14.	APPEALS PROCEDURE – WHAT YOU NEED TO KNOW	
15.	STUDENT & PARENT INVOLVEMENT	40
16.	POLICY REVIEW AND EVALUATION	
17.	DEFINITIONS	41

POLICY STATEMENT:

The school always promotes positive student behaviour including when applying disciplinary actions for students' misconduct. All School-based behaviour management systems are aligned with the "Guidelines of ADEK for Managing Student Behaviour in Abu Dhabi Schools."

REINFORCING STUDENTS' BEHAVIOUR:

The school uses strategies and frameworks that recognize, reward, and reinforce positive behaviour rather than relying on a set of rules and punishments for dealing with student misconduct.

BEHAVIOUR MANAGEMENT FRAMEWORK (KG–12)

Group	Focus Area	Action Plan
KG–Gr4	Social-emotional learning, positive reinforcement	Circle time, visual cues, behaviour charts, reward systems, storytelling for values
Gr5–9	Accountability, peer influence, character building	Student council, house points, reflection sheets, weekly behaviour check-ins
Gr10–12	Leadership, responsibility, restorative justice	Peer mediation, behaviour contracts, mentoring, workshops on empathy & values

NOTE:

Any behavioural/disciplinary offenses and parental involvement from KG to Gr 4 will be dealt according to Behaviour Policy for KG to Grae 4.

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
Chairperson	Principal	Oversee all disciplinary and behavior management decisions. Ensure compliance with ADEK Behavior Policy. Approve major disciplinary actions and Level 4 cases. Monitor	Final approval on inquiry reports and behavior summary. Sign-off on Level 4 decision reports.

		consistency of policy implementation.	Maintain copies of BMC meeting minutes.
Deputy Chairperson	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.
Social Worker / Counselor (Anti-Bullying Champion)	Social Worker	Serve as key case manager for all behavior referrals. Conduct student interviews, mediation, and counseling. Identify underlying causes of misconduct. Coordinate with Inclusion and Class Teachers for support plans. Lead anti-bullying, prevention, and awareness programs.	Maintain Behavior Referral Register. Record counseling session notes. Keep parent meeting records and follow-up documentation. Archive BIP (Behavior Intervention Plan) and case closure forms.
Section Heads (Grades KG–12)	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.
Discipline In-Charges	Designated Teachers (for their respective section only) • Ms.Hina Aneel • Ms.Saba Naz • Ms.Umul-Kulsoom • Mr.Barkat Ali • Mr.Ibaad • Ms.Taybba Firdous	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.
Inclusion Head	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
Safety Officer (HSE)	Health & Safety Representative	Ensure safety protocols during incidents. Support behavior-related emergencies or safety violations. Liaise with school	Maintain HSE incident reports and logs. Record student injury or property damage reports.

		nurse in case of physical altercations. Maintain records of incidents posing safety risks.	File safety incident summary reports for ADEK compliance.
School Nurse	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.
Class Teachers	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.
Inclusion Teachers	Each teacher for their respective cycle • Ms.Ayesha Nauman • Ms.Asma Rani • Ms.Saba Naz • Ms.Jasmeen Khattak	Observe, record, and refer mis-behavior 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.
Student Council Representative	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.
Coordinator	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.

MEETING & REPORTING SCHEDULE

Frequency	Purpose	Participants
Minimum once per month, and additionally as required in case of serious misconduct.	Review of recent misconduct cases. Discussion of ongoing BIPs and outcomes.	BMC

	Identification of at-risk students and preventive strategies. Policy updates and ADEK compliance checks.	

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		
AT SCHOOL **- Follow all school rules** **- Act safely and responsibly** **- Respect school property and others' belongings**			
CLASSROOM	***CORRIDORS***	***PLAYGROUNDS***	***ONLINE***
✓ Attend on time; explain absences/lateness ✓ Follow instructions ✓ Participate respectfully ✓ Complete classwork honestly and with effort ✓ Be positive and willing to learn ✓ Don't disrupt others	✓ Walk quietly ✓ Be respectful of others' space ✓ Don't touch the Display/Bulletin/ Notice board	✓ Play safely ✓ Include others ✓ Resolve conflicts peacefully	✓ Practice digital etiquette ✓ Protect personal information ✓ Avoid cyberbullying
Representing the School	- Be a positive ambassador during events or in school uniform - Promote a good image of the school through your behaviour		
In Learning	-Participate in extracurricular activities		
In Behaviour Toward Others	- Be polite and respectful (e.g., say "please" and "thank you") - Wait your turn; respect personal space - Ask before using others' things - Avoid and report bullying - Show sportsmanship - Consider the impact of your words/actions - Follow hygiene rules - Be a role model to younger students - Support environmental sustainability		

	- Collaborate and include others - Dress modestly - Respect UAE national and cultural values - Respect diversity in all forms
Outside the Classroom & Off-Campus	- Follow school rules during: • School bus rides • Walking to/from school • School trips or events - Behave responsibly even outside school if wearing the uniform

EXPECTED STUDENT BEHAVIOUR	
Take pride in your school uniform and follow the dress regulations.	Fighting with other members of the school community and causing injury.
Follow the instructions of staff promptly.	Persistent bullying, intimidation, and/or harassment of members of the school community.
Stay within the bounds of the school.	Possessing, using, or selling weapons or objects used as weapons.
Arrive at school and at lessons on time and justify any poor punctuality and absence.	Using, promoting, or distributing alcohol, drugs, or controlled medicines.
Demonstrate a positive attitude toward your studies and high expectations of what you can achieve.	Using, promoting, or distributing tobacco to students.
Complete homework to the best of your ability and on time.	Inappropriate intentional sexual behaviour (e.g., exposure, harassment, or violence).
Behave responsibly, without endangering the safety or welfare of yourself and others.	Possessing, viewing, or distributing unlawful content (e.g., pornography, extremist videos).
Take good care of your possessions and make sure they are named.	Intrusive/illegal use of digital devices (e.g., hacking, inappropriate photos).
Respect and care for school facilities and the property of others.	Trespassing on school premises after hours.
Promote a positive school community by being courteous, kind, and respectful to everyone.	Any behaviour that results in danger to others or violates UAE laws.

Behave responsibly to avoid disrupting others' learning.	Subject to investigation and potential removal from school if confirmed.

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

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

Star Type	Purpose	Points	Symbolic Meaning
Golden Star	Excellent behavior, leadership, kindness, consistent responsibility, or visible improvement in attitude and effort	**+5 points**	Role model behavior
Silver Star	Good participation, cooperation, teamwork, and positive attitude in class and school activities	**+3 points**	Improving/ consistent positive behaviour
Red Star	Disruptive or harmful behavior such as disrespect, unkind or hurtful actions, being untruthful, or repeated non-compliance after warnings	**–5 points**	Unacceptable behaviour/ needs intervention

Prerequisites for a Student Behavior Board in Classes

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

- 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	**Clear Expectations**	Display and discuss rules and behavioural expectations regularly.
2	**Positive Reinforcement**	Use praise, rewards (stickers, certificates), and verbal encouragement to highlight good behaviour.
3	**Consistent Routines**	Establish predictable routines to reduce anxiety and increase self-discipline.
4	**Student Voice and Choice**	Involve students in setting rules or choosing activities to foster responsibility.
5	**Catch Them Being Good**	Acknowledge and praise positive behavior immediately and specifically: *"I noticed how respectfully you waited your turn – great job!"*
6	**Student Leadership Roles**	Assign roles like Line leader, classroom assistant, tech helper, etc to promote responsibility and engagement.
7	**Recognition Programs**	"Star of the Month," certificates, and assemblies to celebrate kindness, honesty, helpfulness, etc.

8	**Growth Mindset Language**	Encourage effort over outcome like You worked hard on this, and it shows!, Mistakes help us grow.
9	**Positive Framing of Corrections**	Redirect behaviour gently by stating expectations instead of focusing on the negative.
10	**Social-Emotional Learning (SEL)**	Integrate SEL activities to build empathy, self-awareness, and respectful communication.
11	**Inclusive and Culturally Responsive Practices**	Ensure all students feel valued, respected, and safe. Reflect students' cultures and identities in classroom displays and examples.
12	**Parent Involvement**	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 **Class Behavior Log and Classroom Behaviour Board**	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

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
The Helping Hand Hero	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	**Improved Student Behaviour**	Reduction in classroom disruptions as students become more aware of behavioral expectations.
2	**Enhanced Accountability**	Students learn to take responsibility for their actions through visible feedback and consequences.
3	**Motivation and Engagement**	Positive reinforcement (stars, praise, recognition) encourages consistent good behaviour and effort.
4	**Consistent Discipline**	Structured system allows for fair and predictable consequences, which students find easier to follow.
5	**Student Self-Regulation**	Visual cues help students reflect and correct their behaviour independently before escalation.
6	**Stronger Teacher-Student Relationships**	Transparent and fair management builds trust between teacher and students.
7	**Parental Involvement**	Behaviour logs and summaries provide parents with clear, regular updates, encouraging collaboration.
8	**Recognition of Positive Behaviour**	Regular celebrations (weekly stars, monthly awards) build student morale and classroom community.
9	**Early Intervention**	Students with frequent negative behaviour (e.g., black stars) are identified early and referred for counselling or support.
10	**Improved Learning Environment**	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:
• Have no major disciplinary violations • Show consistent effort and good attitude • Respect peers, staff, and school property • Follow school rules on punctuality, uniform, and behavior.	• Repeated bullying or aggression • Violations of UAE law or school safety rules • Academic dishonesty or property damage

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.

BULLYING PREVENTION

1. Our school follows an official anti-bullying policy based on UAE laws and ADEK guidelines.
2. All students and staff are taught how to recognize and prevent bullying by anti-bullying campaign.
3. Anonymous Reporting Box.
4. The school has a clear program to stop bullying and support vulnerable students (e.g. small group sessions, cyber bullying awareness and response).
5. You'll learn what to do if:
    - You are being bullied
    - You see someone being bullied
    - You are involved in bullying someone
6. All staff are trained to respond quickly and appropriately to bullying behaviour.
7. Students who are bullied or bullying others will get support from the school, including counselling if needed.
8. Serious cases of bullying may lead to disciplinary action, in line with the school's rules.

ABSENCES

1. If your absences become frequent, the school may mark you as a **"cause for concern."**
2. The school will then check:
    - If you're at risk academically

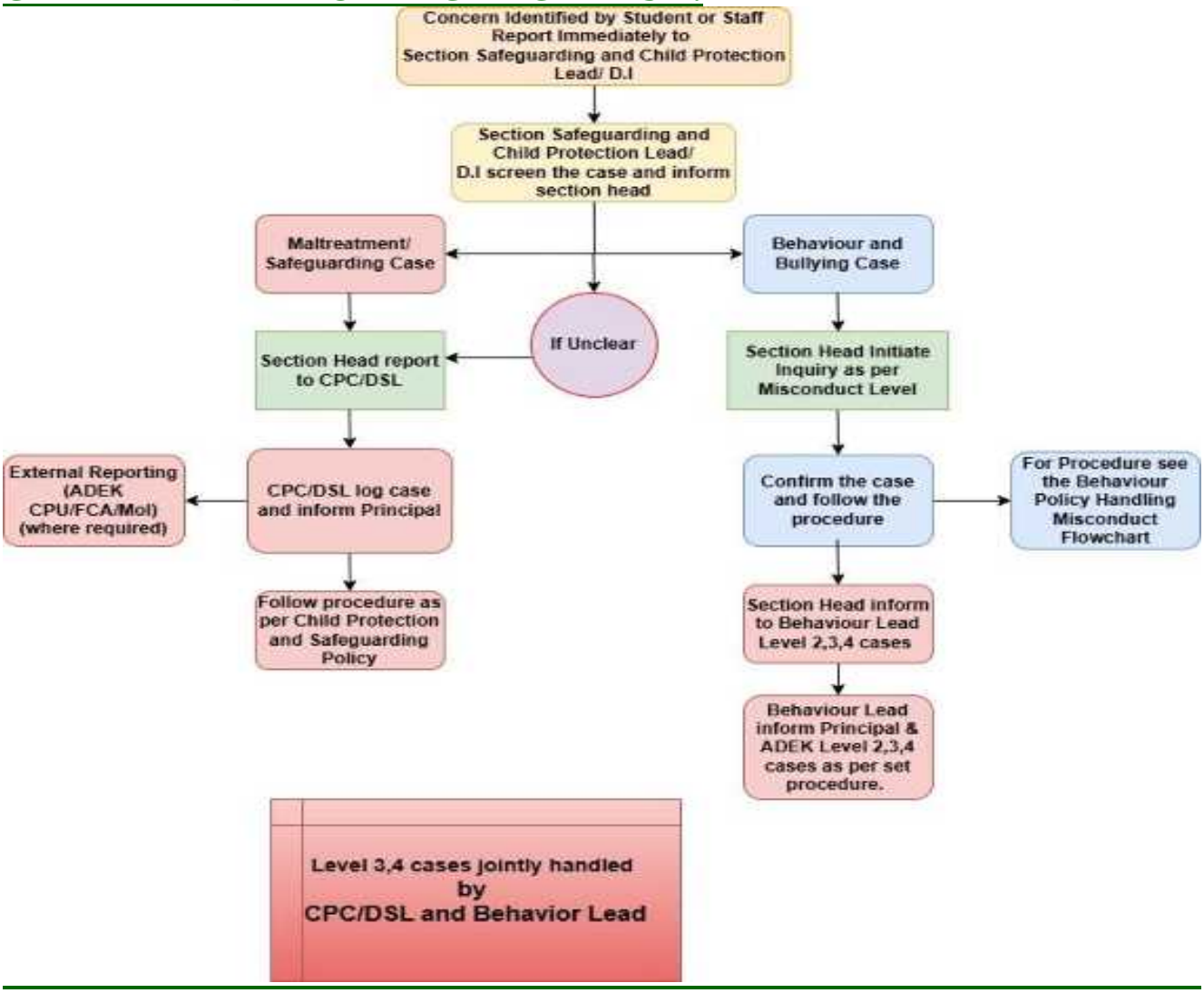
- If you might be experiencing any neglect or mistreatment

3. Based on this, the school will create a support plan to help you catch up and feel safe.

ROLES AND RESPONSIBILITIES:

Stakeholder	Responsibilities
Teachers	Daily classroom management, documentation, early referrals
Parents	Support school expectations, engage in interventions
Students	Follow Code of Conduct, reflect on choices
Social Worker	Lead counselling, interventions, train staff
SLT	Ensure compliance, manage serious behaviour cases

CENTRALIZED REPORTING MECHANISM:



1. 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.

DISCIPLINARY ACTION:

The school conforms to the Abu Dhabi Education and Knowledge Department and categorizes students' misconduct by categorizing misconduct into four levels. Each level is assigned appropriate advised disciplinary action. These categories are as follows:

LEVEL ONE:

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

1.1 Tardiness (lateness/unpunctuality). - Unexplained absences.
1.2 Failing to attend class on time.
1.3 Not bringing the necessary books and resources/equipment to class.
1.4 Not wearing the correct school uniform (regular or PE) without excuse.
1.5 Forgetting to bring books or school supplies.
1.6 Disruptive behavior in classrooms and in School.
1.7 Not following the Student Code of Conduct.
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).
1.9 Sleeping or eating in class or assembly without permission.
1.10 Not doing homework or class assignments on time.
1.11 Defying orders from School management and staff. Mocking others.
1.12 Disruptive behavior on School buses.
1.13 Not timely submitting homework and assignments

1.14 Misuse of digital devices in school (e.g., gaming, using social media, wearing headphones in class without permission).

1.15 Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.

LEVEL TWO:

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:

1.1 Leaving or entering class without permission.

1.2 Missing school events or activities without a valid excuse.

1.3 Physical Fighting, inciting quarrels, threatening, or intimidating peers in the school.

1.4 Acting in a way that contradicts the ADEK School Cultural Consideration Policy.

1.5 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).

1.6 Taking out/using mobile phones without permission or in case of emergency.

1.7 Verbally insulting or speaking disrespectfully, insulting to any member of the school, including visitors.

1.8 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.

1.9 Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.

1.10 Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.

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:

3.1 Bullying, intimidation, harassment and/or abuse of members of the school community, including defaming them on social media

3.2 Fabrication, falsification of documents, and Impersonation

3.3 Academic dishonest/ plagiarism (including cheating in exams or falsely taking credit for individual work/ assignments.

3.4 Leaving the school premises without permission.

3.5 Seizure, destruction, and/or vandalism of School property or the property of others.

3.6 Setting off or activating the school's fire alarm or fire extinguishers.

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.

3.8 Assaulting others in the school, on the bus or during school activities offsite, without causing injury to the victim.

3.9 Driving a vehicle recklessly inside or around the school premises and not following the security and safety instructions.

3.10 Capturing, possessing, viewing, or distributing any kinds of media (audio, images, videos, etc.) of staff and students taken without consent.

3.11 Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.

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:

4.1 Using forms of communication (e.g. social media or digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and member of the school community or harming others or ruin the school member or school's image

4.2 Possessing, using, or distributing dangerous weapons or similar objects used as weapons (e.g. arms, blades) or their equivalent, on the school premises, on the bus, or during school activities offsite.

4.3 Committing Sexual assault (including engaging in sexual harassment) or inappropriate behavior inside the school, on the bus, at school events or during school activities offsite.

4.4 Assaulting others or attacking someone inside the school, on the bus, at school events or during school activities offsite and causing injury to the victim.

4.5 Theft and/ or engaging in its cover-up.

4.6 Capturing, Possessing, viewing, or distributing information/ media (audio, images, videos, etc.) and viewing or sharing illegal content (e.g., pornography, terrorist/ extremist videos).

4.7 Leaking exam questions or engaging in related activities.

4.8 Setting fire to the school premises.

4.9 Insulting political, religious, or social figures in UAE.

4.10 Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.

4.11 Disseminating or promoting or culturally inappropriate **ideas or beliefs that go against UAE laws or values),** with malicious/ harmful intent as per the ADEK School Cultural Consideration policy.

4.12 Intrusive and /or engaging in **illegal digital activity on school IT systems** (e.g., hacking, installing/using banned software, or misusing the school's IT systems).

4.13 **Trespassing** on school premises after school hours without permission.

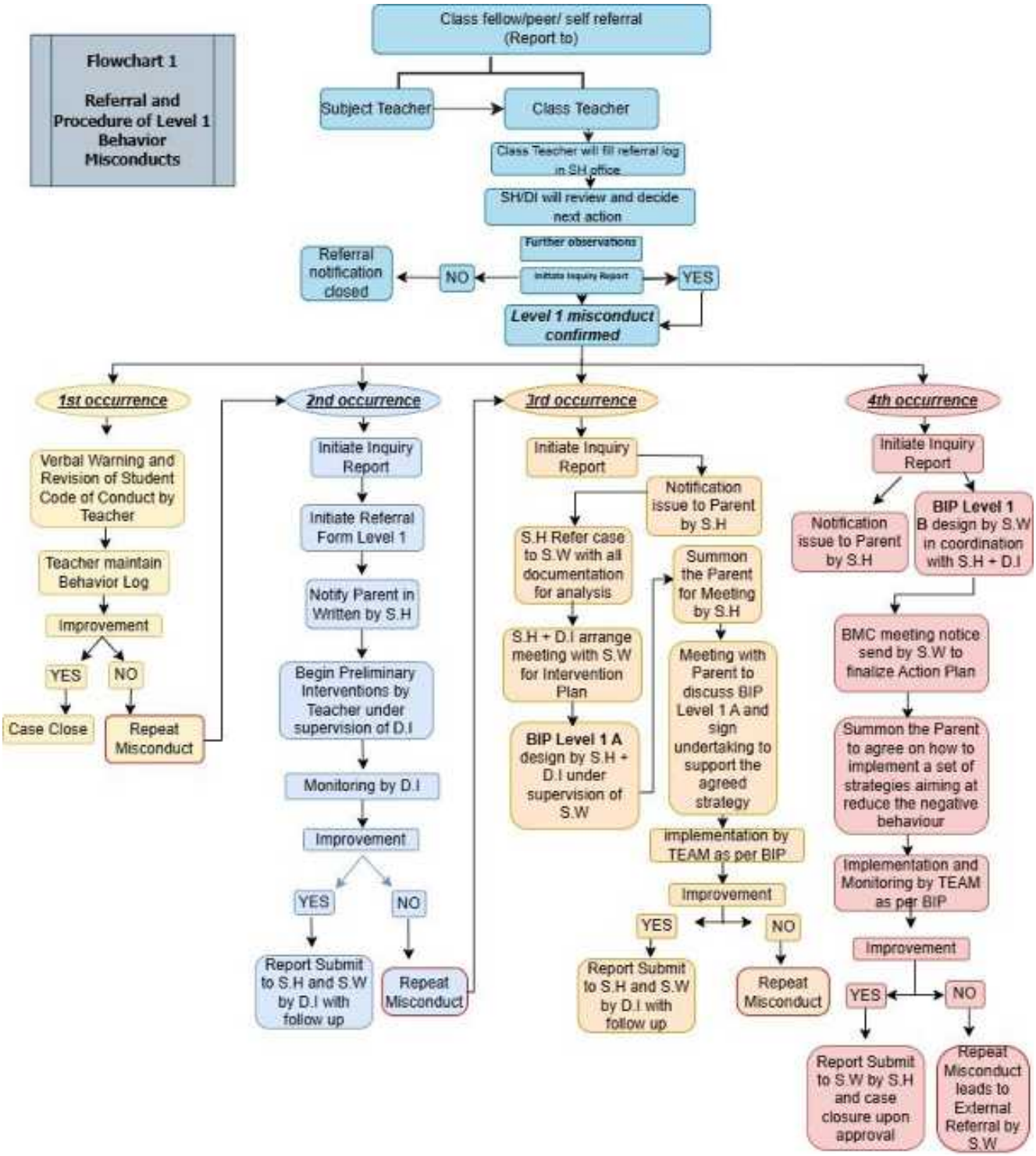
4.14 **Repeated or extreme bullying cyber bullying, harassment, or intimidation**, and/ or abuse of members of the school community, including online attacks or defaming them on social media.

4.15 Any other serious misconduct, as judged by the school's **Behavioral Management Committee**.

IMPLEMENTATION:

Level 1 Misconduct: Referral and Intervention Procedure (Grades 5–12)

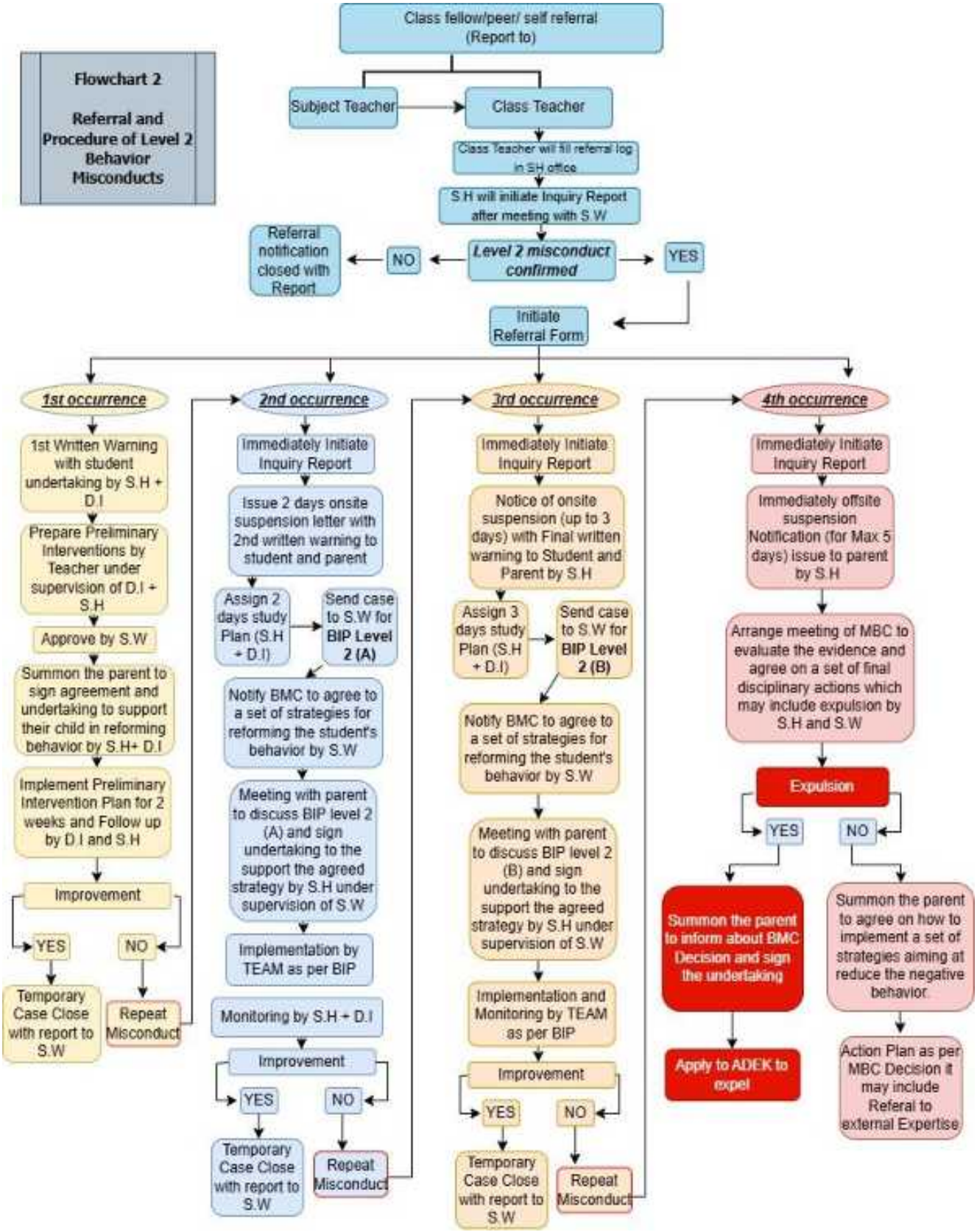
This procedure outlines the step-by-step response to cases of Level 1 misconduct reported by class fellows or peers. The goal is to ensure timely interventions, parental involvement, and the development of tailored Behavior Intervention Plans (BIP) to support student improvement and maintain school discipline.



1. **Referral Initiation**
    - A class fellow or peer reports misconduct to the subject teacher.
    - The subject teacher initiates the case using a referral log and maintains a behavior log.
    - The case is forwarded to the Discipline Incharge and Section Head (BMC member) for review and Initiate Inquiry as Level 1 misconduct. When Inquiry Report proves level 1 misconduct it will proceed further in case it is not approve, it will consider as referral notification close.

2. **1st Instance of Misconduct**
    - The teacher issues a verbal warning and reviews the student code of conduct with the student.
    - A behavior log is maintained.
    - If improvement is observed, the case is closed. If not, misconduct is considered repeated.
3. **2nd Instance of Misconduct**
    - Section Head initiate Inquiry and Referral form upon its approval parents are notified in writing by the Section Head (S.H).
    - Preliminary interventions begin under the supervision of the Discipline Incharge (D.I), implemented by the teacher.
    - Monitoring is carried out by the D.I.
    - If the behavior improves, a report is submitted, and the case is temporarily closed. If not, it proceeds to the next level.
4. **3rd Instance of Misconduct**
    - Section Head initiate Inquiry and after that parents are notified. The case is referred to the school social worker with all documentation.
    - A meeting is arranged by the S.H and D.I, with analysis by the social worker.
    - A BIP Level 1 (A) is designed and implemented by the team.
    - A parent meeting is held to explain the plan and obtain a signed undertaking.
    - Monitoring is conducted by the S.H and D.I.
    - If improvement occurs, the case is temporarily closed. If not, the behavior is considered repeated misconduct.
5. **4th Instance of Misconduct**
    - Section Head initiate Inquiry. Parents are notified again by the S.H.
    - A more intensive BIP Level 1 (B) is designed by the social worker in coordination with the D.I and S.H, and discussed with the School Behavior Management Committee (BMC).
    - The parent is summoned to agree on further strategy implementation.
    - The plan is monitored and implemented by the team.
    - If improvement occurs, a final report is submitted to the social worker and Temporary case closure is approved.
    - If misconduct continues, the case leads to **external referral**.

Level 2 Misconduct: Referral and Intervention Procedure (Grades 5–12)



This procedure outlines the process for addressing Level 2 misconduct. It involves structured disciplinary steps, increasing levels of intervention, collaboration with parents, and possible referral to external authorities if the behavior persists.

1. **Referral Initiation**
    - A class fellow or peer or staff or one own self reports misconduct to the subject or class teacher.
    - The teacher completes a referral log and maintains a behavior log.
    - The case is forwarded to the Discipline Incharge (BMC member) for review and categorization as Level 2 misconduct by the Section Head (S.H) and Inquiry Initiate,
    - Upon approval of inquiry Referral form initiated as considering level 2 misconduct confirmation.
2. **1st Instance of Misconduct**
    - A first written warning is issued, and an undertaking is signed by the student in the presence of the S.H and D.I.
    - The parent is summoned to sign an agreement to support behavior reform.
    - The report is submitted to the Social Worker (S.W).
    - Follow-up is conducted by the S.H and D.I.
    - If improvement is observed, the case is closed. Otherwise, it progresses to the second level.
3. **2nd Instance of Misconduct**
    - Section Head initiate Inquiry, upon its approval a written notice of onsite suspension (up to 2 days) is issued, along with a second written warning to the student and parent by the S.H.
    - A study plan (1) is assigned, and the case is sent to the S.W with the student's behavioral history for the creation of BIP Level 2 (A).
    - The BMC is notified and agrees on strategies to reform behavior.
    - A parent meeting is held to discuss and sign the BIP Level 2 (A) and undertaking.
    - Implementation is carried out by the team and monitored by the S.H and D.I.
    - Upon improvement, the case is temporarily closed and reported. If misconduct continues, the process escalates.
4. **3rd Instance of Misconduct**

- Section Head initiate Inquiry, upon its approval notice of onsite suspension (up to 3 days) and a final written warning is issued by the S.H.
- A study plan (2) is assigned, and the case is referred to the S.W for BIP Level 2 (B).
- The BMC is notified to approve new strategies.
- A parent meeting is held to sign and agree on BIP Level 2 (B).
- Implementation and monitoring continue.
- If improvement is achieved, the case is temporarily closed. If not, further action is taken.

5. **4th Instance of Misconduct**

    - Section Head initiate Inquiry, upon its approval, an immediate offsite suspension (up to 5 days) notice is issued to the parent.
    - The BMC meets to evaluate the case and decide on final disciplinary actions, including the possibility of expulsion.
    - The parent is summoned for final agreement on strategy implementation.
    - If no expulsion is decided, an action plan is created that may include referral to external and implemented.
    - If expulsion is agreed upon, the school proceeds with an expulsion request to ADEK.

Level 3 Misconduct: Referral, Intervention and Disciplinary Procedure (Grades 5–12)

This procedure outlines a structured response to serious student misconduct. It involves immediate suspension, in-depth evidence collection, BMC (Behavior Management Committee) evaluation, creation of individualized intervention plans, and potential expulsion in persistent cases.

Referral and Initial Review

- Misconduct is reported by a class fellow or teacher to the Class/Subject Teacher.
- The teacher initiates the referral log and submits it to the Discipline Incharge (D.I).
- The case is forwarded to the Discipline Incharge (BMC member) for review and categorization as Level 3 misconduct by the Section Head (S.H) and Inquiry Initiate,
- Upon approval of inquiry Referral form initiated as considering level 2 misconduct confirmation.

1st Instance of Misconduct

- **Immediate 3-day onsite suspension** issued and study plan assigned by S.H.
- Evidence is collected (within 1 day), including:
    - Referral form

- Witness statements
- Physical evidence (e.g., damage reports)
- Digital logs (emails, chats, etc.)

- S.H notifies the BMC to evaluate and decide disciplinary action.
- BIP Level 3 is created by the Social Worker (S.W) within 2 days.
- A parent meeting is scheduled; the student is to sign an undertaking.
- A follow-up meeting is held on Day 4 of suspension to finalize strategy.
- Implementation and monitoring of the plan take place for **3–4 weeks**.
- If improvement occurs, the case is temporarily closed. If not, it escalates.

2nd Instance of Misconduct

- Section Head initiate Inquiry, upon its approval, **Immediate 5-day offsite suspension** is issued with written parent notification by S.H.
- Evidence collected and presented to BMC within 2 days.
- BMC meets to evaluate the case and make decisions.
- S.W prepares a final written warning letter, including BMC decisions.
- Parent and student meet to acknowledge the warning and disciplinary action.
- A **Student Behavior Contract** is initiated and monitored for 4 weeks.
- If improvement is observed, the case is temporarily closed and reported. Otherwise, it proceeds to the next level.

3rd Instance of Misconduct

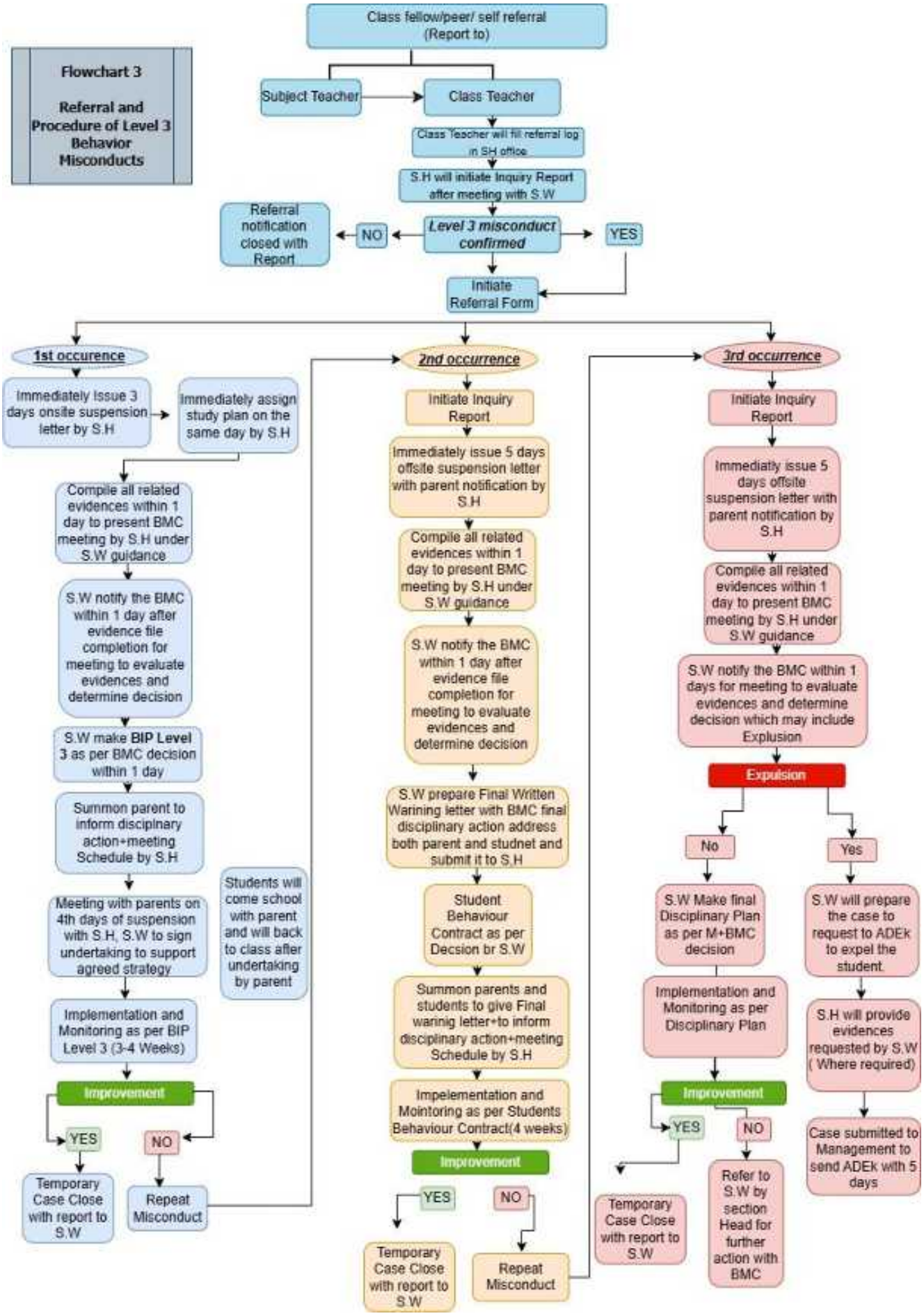
- Section Head initiate Inquiry, upon its approval, A **5-day offsite suspension** is again issued with written parent notification.
- Evidence is collected and BMC is notified to re-evaluate and consider **expulsion**.
- If expulsion is **not approved**, a **final disciplinary plan** is implemented and monitored.
- If improvement occurs, the case is temporarily closed. If not, further steps are taken with BMC support.
- If expulsion is **approved**, the S.W prepares documentation and submits it to ADEK within 5 days.

Types of Evidence Required Throughout the Process

- Referral form and prior case history (if any)
- Witness statements

- Physical evidence (e.g., damaged property, objects)
- Digital logs (emails, messages, social media evidence)
- Other as per Inquiry Report Template

This structured process ensures transparency, consistent documentation, parental involvement, and timely intervention. It promotes accountability and helps maintain a safe and respectful school environment.


Flowchart 3
Referral and Procedure of Level 3 Behavior Misconducts
Class fellow/peer/ self referral (Report to)
Subject Teacher
Class Teacher
Class Teacher will fill referral log in SH office
S.H will initiate Inquiry Report after meeting with S.W
Level 3 misconduct confirmed
NO
Referral notification closed with Report
YES
Initiate Referral Form
1st occurence
Immediately Issue 3 days onsite suspension letter by S.H
Immediately assign study plan on the same day by S.H
Compile all related evidences within 1 day to present BMC meeting by S.H under S.W guidance
S.W notify the BMC within 1 day after evidence file completion for meeting to evaluate evidences and determine decision
S.W make BIP Level 3 as per BMC decision within 1 day
Summon parent to inform disciplnary action+meeting Schedule by S.H
Meeting with parents on 4th days of suspension with S.H, S.W to sign undertaking to support agreed strategy
Students will come school with parent and will back to class after undertaking by parent
Implementation and Monitoring as per BIP Level 3 (3-4 Weeks)
Improvement
YES
NO
Temporary Case Close with report to S.W
Repeat Misconduct
2nd occurrence
Initiate Inquiry Report
Immediately issue 5 days offsite suspension letter with parent notification by S.H
Compile all related evidences within 1 day to present BMC meeting by S.H under S.W guidance
S.W notify the BMC within 1 day after evidence file completion for meeting to evaluate evidences and determine decision
S.W prepare Final Written Warining letter with BMC final disciplinary action address both parent and studnet and submit it to S.H
Student Behaviour Contract as per Decsion br S.W
Summon parents and students to give Final warinig letter+to inform disciplinary action+meeting Schedule by S.H
Impelementation and Mointoring as per Students Behaviour Contract(4 weeks)
Improvement
YES
NO
Temporary Case Close with report to S.W
Repeat Misconduct
3rd occurrence
Initiate Inquiry Report
Immediatly issue 5 days offsite suspension letter with parent notification by S.H
Compile all related evidences within 1 day to present BMC meeting by S.H under S.W guidance
S.W notify the BMC within 1 days for meeting to evaluate evidences and determine decision which may include Explusion
Expulsion
No
Yes
S.W Make final Disciplinary Plan as per M+BMC decision
Implementation and Monitoring as per Disciplinary Plan
Improvement
YES
NO
Temporary Case Close with report to S.W
Refer to S.W by section Head for further action with BMC
S.W will prepare the case to request to ADEk to expel the student
S.H will provide evidences requested by S.W (Where required)
Case submitted to Management to send ADEk with 5 days

Level 4 Misconduct: Referral, Intervention and Disciplinary Procedure (Grades 4–12)

Level 4 misconduct represents the most serious behavioral violations that threaten the safety, order, or integrity of the school environment. This procedure ensures immediate disciplinary action, structured evidence gathering, parental involvement, behavioral intervention, and, where necessary, expulsion in compliance with ADEK regulations.

Referral and Initial Review

- A class fellow or peer or staff or one own self reports misconduct to the subject or class teacher.
- The teacher completes a referral log and maintains a behavior log.
- The case is forwarded to the Discipline Incharge (BMC member) for review and categorization as Level 4 misconduct by the Section Head (S.H) and Inquiry Initiate,
- Upon approval of inquiry Referral form initiated as considering level 4 misconduct confirmation.

1st Instance of Misconduct

- **Immediate 5-day offsite suspension** is issued to the student with written notification sent to the parent by S.H.
- Evidence collection (within 2 days) includes:
  - Referral form
  - Witness statements
  - Physical evidence (e.g., damage reports, broken items)
  - Digital logs (emails, chats, etc.)
- S.W calls a **BMC (Behavior Management Committee) meeting** within 1 day of collecting evidence to evaluate the case and decide on disciplinary action.
- The **Social Worker (S.W)** creates a **Corrective Plan** based on BMC's decision.
- S.H organizes a **meeting with the parent and student** to deliver a final warning letter and explain the corrective plan.
- On the **5th day of suspension**, the student and parent must sign an undertaking to follow the plan.
- The plan is implemented and monitored for **3–4 weeks**.
- If **improvement is noted**, the case is temporarily closed and a report is submitted to S.W.
- If **no improvement**, the misconduct is considered repeated.

2nd Instance of Misconduct

- Section Head initiate Inquiry, upon its approval, Another **5-day offsite suspension** is issued with parent notification.

- S.H collects additional evidence within 2 days and reconvenes the **BMC** for review.
- If the BMC determines that the behavior warrants **expulsion**, the case proceeds accordingly.

If expulsion is NOT approved:

- S.W prepares a final **Disciplinary Plan** based on BMC's decision.
- Implementation and monitoring occur as per **Disciplinary Plan (3–4 weeks)**.
- If **improvement** occurs, the case is temporarily closed.
- If **no improvement**, the case is referred to S.W by S.H for further BMC action.

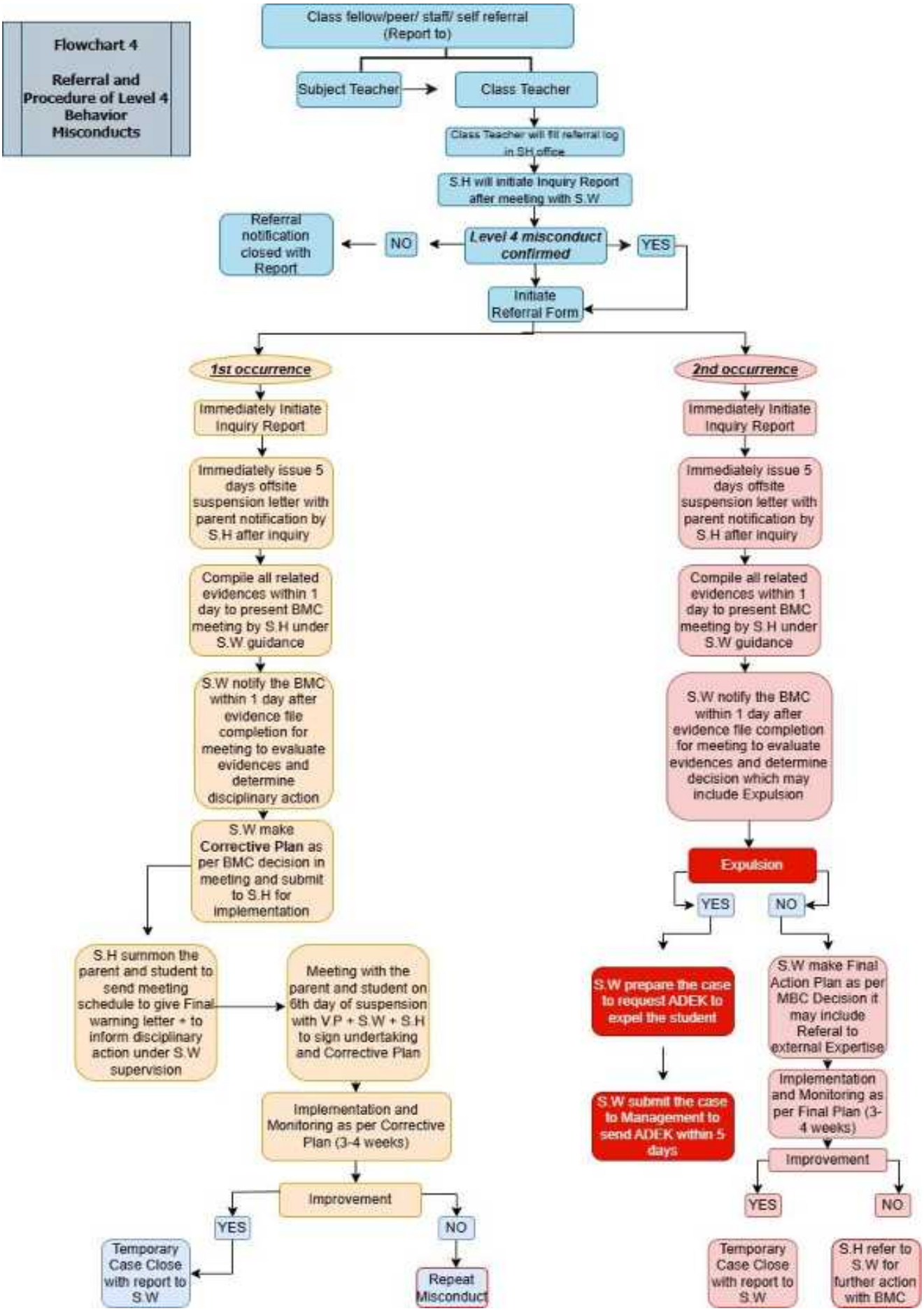
If expulsion IS approved:

- S.W prepares and submits a **request for expulsion to ADEK**.
- S.H provides all required evidence to support the case.
- Case is submitted to school **management for final submission to ADEK within 5 days**.

Types of Evidence Required

- Referral form (current and previous)
- Witness statements
- Physical evidence (e.g., object damage, medical reports, etc.)
- Digital evidence (emails, screenshots, messages)

This protocol provides a rigorous framework for managing the most severe misconduct, ensuring due process, full documentation, and compliance with ADEK policies. It promotes student accountability, parental involvement, and the safety and integrity of the school community.


Flowchart 4
Referral and Procedure of Level 4 Behavior Misconducts
Class fellow/peer/ staff/ self referral (Report to)
Subject Teacher
Class Teacher
Class Teacher will fill referral log in SH office
S.H will initiate Inquiry Report after meeting with S.W
Level 4 misconduct confirmed
NO
Referral notification closed with Report
YES
Initiate Referral Form
1st occurrence
Immediately Initiate Inquiry Report
Immediately issue 5 days offsite suspension letter with parent notification by S.H after inquiry
Compile all related evidences within 1 day to present BMC meeting by S.H under S.W guidance
S.W notify the BMC within 1 day after evidence file completion for meeting to evaluate evidences and determine disciplinary action
S.W make Corrective Plan as per BMC decision in meeting and submit to S.H for implementation
S.H summon the parent and student to send meeting schedule to give Final warning letter + to inform disciplinary action under S.W supervision
Meeting with the parent and student on 6th day of suspension with V.P + S.W + S.H to sign undertaking and Corrective Plan
Implementation and Monitoring as per Corrective Plan (3-4 weeks)
Improvement
YES
NO
Temporary Case Close with report to S.W
Repeat Misconduct
2nd occurrence
Immediately Initiate Inquiry Report
Immediately issue 5 days offsite suspension letter with parent notification by S.H after inquiry
Compile all related evidences within 1 day to present BMC meeting by S.H under S.W guidance
S.W notify the BMC within 1 day after evidence file completion for meeting to evaluate evidences and determine decision which may include Expulsion
Expulsion
YES
NO
S.W prepare the case to request ADEK to expel the student
S.W submit the case to Management to send ADEK within 5 days
S.W make Final Action Plan as per MBC Decision it may include Referal to external Expertise
Implementation and Monitoring as per Final Plan (3-4 weeks)
Improvement
YES
NO
Temporary Case Close with report to S.W
S.H refer to S.W for further action with BMC

INCLUSIVE SUPPORT PROGRAM FOR BEHAVIOR MISCONDUCT

STUDENT OF DETERMINATION:

This Inclusive Support Program aims to provide structured, supportive, and proactive measures to address behavioural misconduct while promoting a positive, safe, and inclusive learning environment for Students of Determination. The program focuses on early identification, individualized intervention, collaboration with stakeholders, and continuous monitoring to ensure the student's emotional and academic success.

1. PURPOSE:

To support the student in developing self-regulation, positive social skills, and responsible behaviour through individualized strategies based on their needs, strengths, and learning profile.

2. KEY AREAS OF SUPPORT:

• ***Behaviour Identification:***
Collect observations from teachers, inclusion staff, and parents to identify triggers, patterns, and contexts of behavioural misconduct.
• ***Individual Behaviour Support Plan (IBSP):***
Create a personalized plan outlining expected behaviours, replacement behaviours, prevention strategies, and reinforcement systems.
• ***Environmental Adjustments:***
Provide sensory tools, structured routines, clear visual schedules, break cards, and reduced distractions where required.

3. INTERVENTION STRATEGIES:

• ***Positive Reinforcement:***
Reward desired behaviours with praise, tokens, or privileges to strengthen positive actions.
• ***Skill Building:***
Teach emotional regulation, turn-taking, communication skills, and problem-solving through structured activities and modelling.
• ***De-escalation Techniques:***
Use calm tone, visual cues, choice options, and safe spaces to reduce escalation and help the student regain control.

4. COLLABORATION:

Regular communication among class teachers, inclusion teacher, parents, and counsellor to ensure consistent implementation at home and school. Weekly check-ins support progress updates.

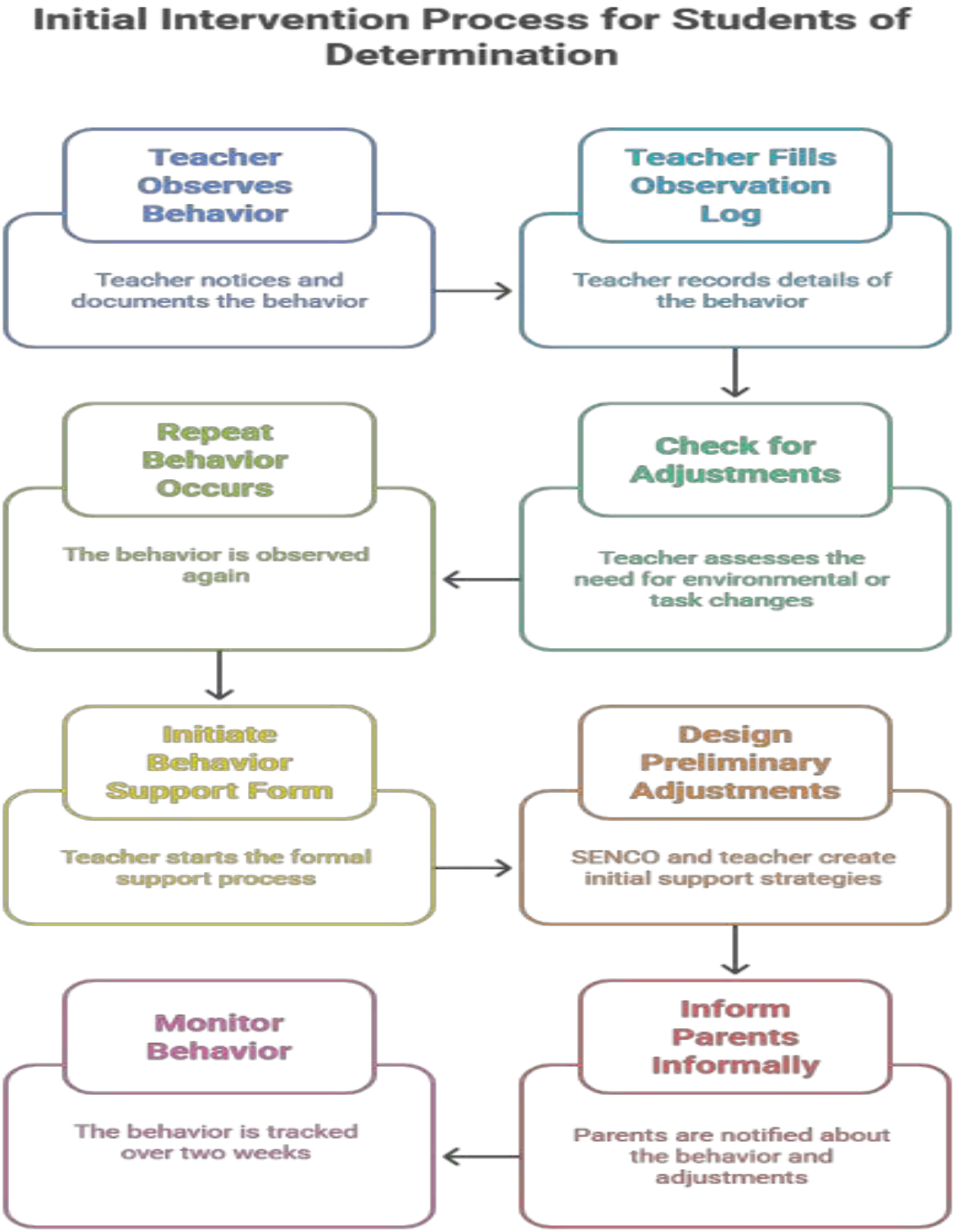
5. MONITORING & REVIEW:

Track behaviour incidents using ABC (Antecedent–Behaviour–Consequence) forms. Monitor progress every 4–6 weeks and adjust strategies as needed to meet the student's evolving needs.

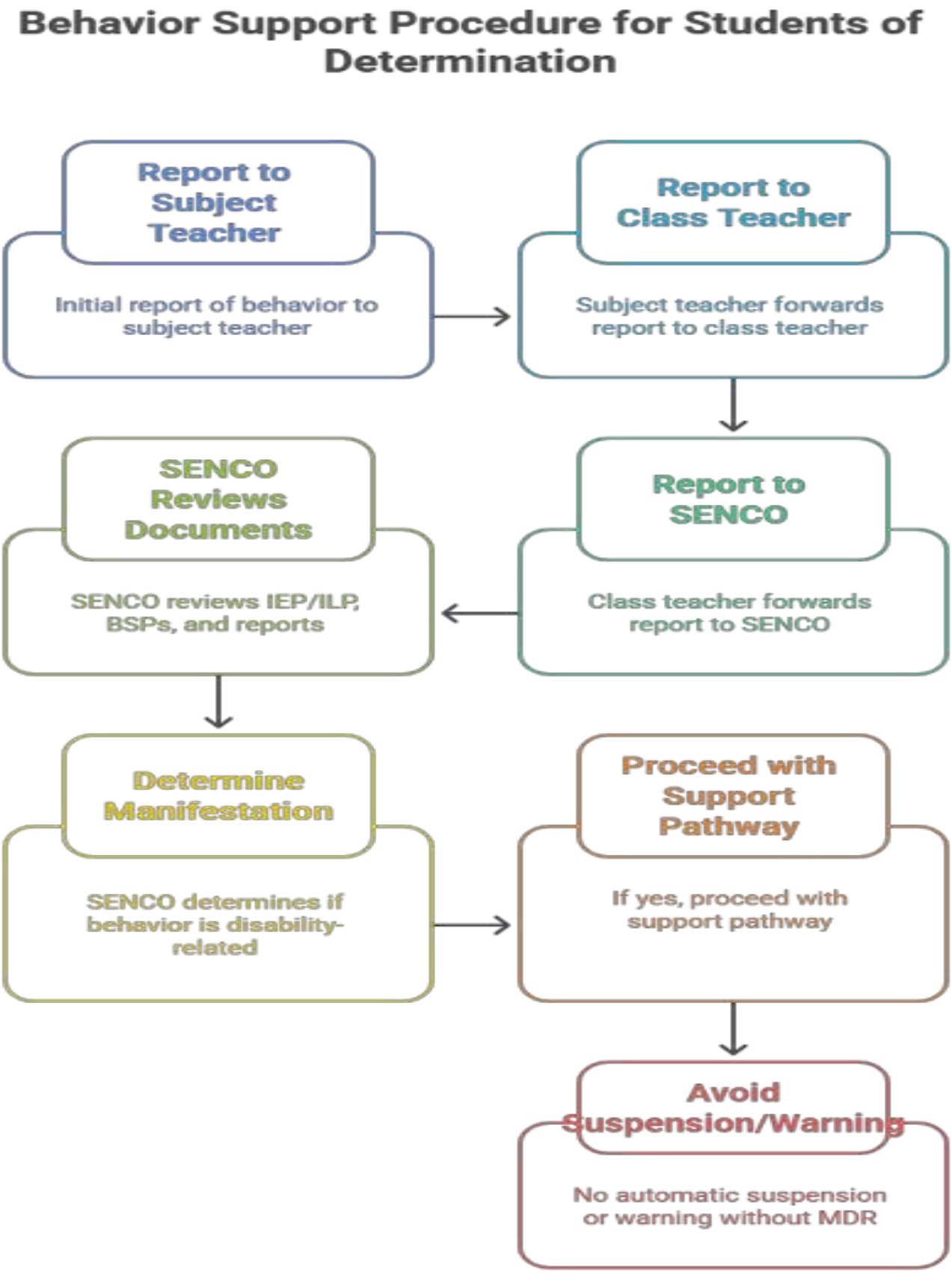
6. EXPECTED OUTCOMES:

• Increased self-control and positive behaviour
• Improved engagement and classroom participation
• Reduced behavioural incidents
• Enhanced emotional well-being and confidence

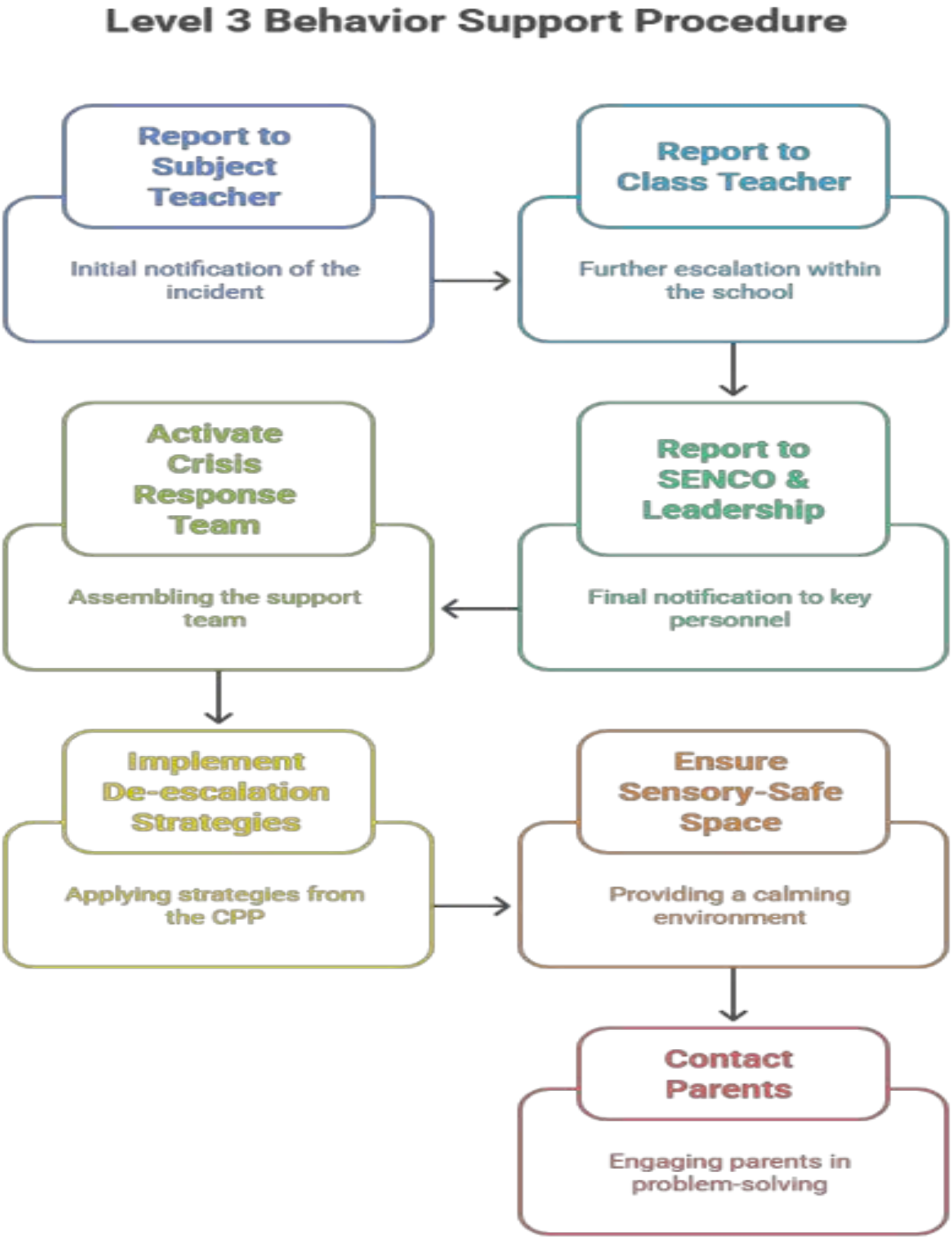
LEVEL ONE BEHAVIOUR MISCONDUCT FLOWCHART(SOD)



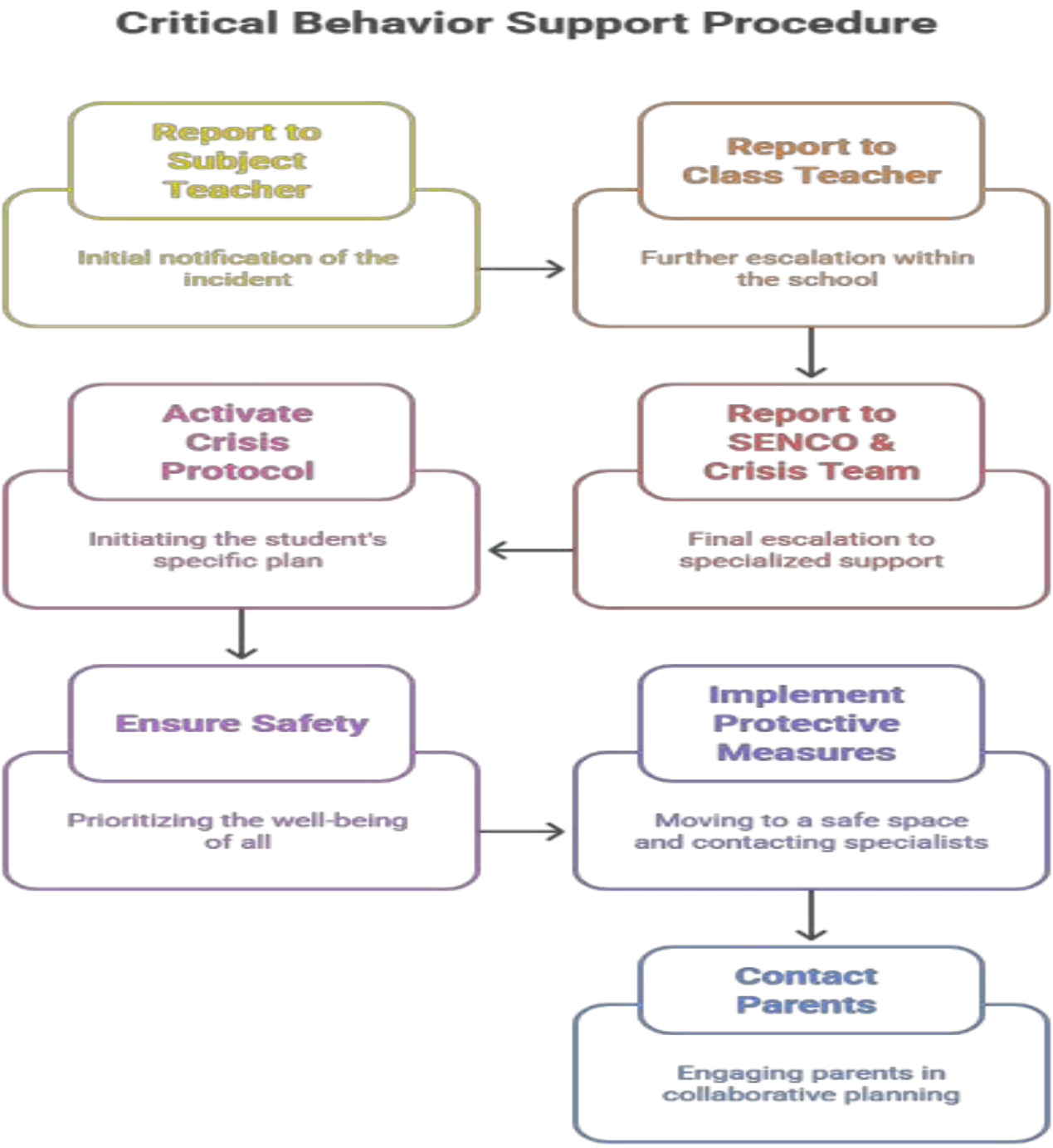
LEVEL TWO BEHAVIOUR MISCONDUCT FLOWCHART(SoD)



LEVEL THREE BEHAVIOUR MISCONDUC FLOWCHART(SoD)



LEVEL FOUR BEHAVIOUR MISCONDUCT FLOWCHART(SoD)



SUPPORT AND INTERVENTIONS

FOR SCHOOL:

1. If student is struggling with behaviour or other issues, the school is here to support.
2. Student will receive help based on needs through a **step-by-step support system.**

Tier	Level	Supports / Interventions
Tier 1	Universal Supports	• School-wide expectations (Respect, Responsibility, Safety) • Clear classroom rules • Positive behaviour recognition (Class points, star of the week, merit cards) • Preventive Interventions by Teacher
Tier 2	Targeted Interventions	• Preliminary Interventions by Teacher • Behaviour Intervention Plans (BIPs) • Small group sessions on anger management, social skills • Parental engagement meetings
Tier 3	Intensive Support	• Individual counselling • Inclusion Support team involvement • External referrals (if needed)

FOR PARENTS:

While the school plays a crucial role in supporting your child's behaviour, **consistent support at home** is essential to creating lasting change. **Behavioural success depends on both school and home working together as a team.** Teachers, counsellors, and staff can provide strategies, but your child's behaviour also needs reinforcement, structure, and guidance at home.

How Parents Can Support at Home

Your support is critical for your child's success. Below are ways you can actively engage in the process:

- **Communicate daily:** Stay in regular contact with the school about any concerns or progress. Frequent communication helps ensure that both home and school are on the same page.
- **Review and reinforce behaviour charts:** Sign off on behaviour reports and reward systems and discuss progress with your child at home.
- **Create a consistent home environment:** Set clear, consistent expectations for behaviour at home, such as routines for chores, homework, and screen time.
- **Model desired behaviours:** Demonstrate problem-solving, anger management, and respectful communication. Your child learns by observing your actions.
- **Ensure structure and consistency:** Kids thrive on routines. Keep regular schedules for bedtime, meals, and family activities to provide a stable environment.

- **Work collaboratively with the school:** Attend parent-teacher meetings and actively participate in creating and adjusting the plan. Consistent follow-up is key!
- **Teach and practice coping strategies:** Help your child practice how to manage frustration, anger, or disappointment at home through breathing exercises, counting to ten, or using words to express feelings
- **Praise and celebrate progress:** When your child demonstrates positive behaviour, even small successes, offer praise and encouragement. Positive reinforcement at home strengthens the behaviour school is trying to promote.
- **Be consistent with consequences:** If your child's behaviour results in consequences at school, ensure that similar consequences are applied at home. This consistency helps your child understand expectations.

DISCIPLINARY ACTIONS – STUDENT GUIDE

At our school, we follow fair and respectful procedures when a student breaks the rules. Disciplinary actions are chosen based on the situation and the student's age. Here's how the process works:

1. Discussion with the student and/or parents to understand the issue and solve it together.
2. Formal meeting with the student and/or parents recorded by the school for documentation.
3. Verbal warning from the teacher or school staff.
4. Written warning sent to the student's parents or guardians.
5. Temporary or permanent removal from class or group with proper supervision (onsite suspension).
6. Loss of school privileges, such as participation in school trips or special events.
7. Confiscation of inappropriate personal items, such as mobile phones or music devices (with the Behavioural Committee involved in resolution).
8. Supervised detention during break, lunch, or after school (only with parent approval).
9. Restorative community work, like helping out around the school under supervision.
10. Temporary suspension from school – student must stay home for a short period.
11. Permanent exclusion from school in serious or repeated cases, based on school and ADEK guidelines.

NOTE: Any electronic device like a cell phone, tab, and iPad if found will be confiscated as these devices are strictly prohibited. However, in the case of a dire need, bringing an analogue cell phone might be allowed, subject to prior approval from the competent authority. It is important to note that parents must personally visit the school to seek approval for an analogue cell phone. Students themselves are not eligible to request such permission.

Additionally, the school is not responsible for any damage or loss of these devices.

STUDENT MISCONDUCT SHALL BE DEALT WITH AS FOLLOWS:

- Firstly, the School shall provide guidance for the student, with a clear explanation, with reasons, for the changes in behavior that are required of the student by the school.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the school shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the school may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to ADEK to transfer the student to another School or to permanently exclude the student concerned.

APPEALS PROCEDURE – WHAT YOU NEED TO KNOW

If a disciplinary decision (like suspension or expulsion) is made, students and parents have the right to appeal. Here's how the process works:

1. **Timeline to Appeal**
   - For a **suspension** decision, parents have **1 working day** to appeal.
   - For an **expulsion** decision, parents have **10 working days** to appeal.
2. **Ways to Submit an Appeal**
   - By **email**
   - Over the **phone**
   - Through a **face-to-face meeting** (by prior arrangement)
3. **Who Handles the Appeal?**
   - An **appeals Committee** reviews the appeal.
   - This committee is made up of different members than those involved in the original decision.
   - The **Principal, Vice Principal, or any staff involved in the original case** will **not** be part of the committee to avoid any conflict of interest.
4. **When Will the School Respond?**
   - For **suspension cases**, a final decision will be made and shared within **2 working days**.
   - For **expulsion cases**, a final decision will be made and shared within **7 working days**.
5. **What if There is No Response or You Disagree with the Decision?**
   - If the school does **not respond within 3 working days**, or if the parent **disagrees with the decision**, the parent has the right to raise a complaint to **ADEK** within **5 working days**.
6. **What Will ADEK Do?**
   - **ADEK** may investigate the matter **after** the school issues its final decision.

- If the school does **not respond within the stated timeframe**, **ADEK** may step in earlier to review the case.

STUDENT INVOLVEMENT:

1. Awareness through extracurricular activities like assemblies and school wide campaigns (where required) by focusing on UAE values and positive behavior as per behavior management framework

PARENTAL INVOLVEMENT:

1. Behavioral expectations shared through handbooks.
2. Parents' signature on behavioral agreement
3. Monthly communication for updates (if any)
4. Workshops/Webinar on behavioral strategies at home

POLICY REVIEW AND EVALUATION:

- End-of-year policy reviews
- SLT- Administration led evaluation of behavior data
- Stakeholder feedback surveys
- Adjustments based on ADEK updates and school needs

Designed by: Social Worker

Anam Saleem _____

Reviewed by: Vice Principal

Waqqas Manzoor Sheikh _____

Approved by: Principal

Dr.Abdur Rashid Bangash _____

DEFINITION

Absence	The state of not being physically present in class/at school
Absence rate	The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
Behavior of Concerns	A significant change in behavior (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and / or engagement in pro-social interaction with peers and adults" (Smith & Fox, 2003) and inclusive risky or illegal habits.
Bullying	Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying).
Code of Conduct	A school's principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Extracurricular Activities	Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Misconduct	Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema).
Positive Behavior	The expected standards of student behavior as set out in the school's Student Code of Conduct. Such behavior is conducive to the learning, wellbeing, and safety of the student and others in the school community.
Positive Handling	An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.
Student Behavior	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.