



SHINING STAR INTERNATIONAL SCHOOL ABU DHABI

SCHOOL BEHAVIOUR POLICY

Rationale

We want school to be enjoyable for every student. Students should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between students or students and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

Introduction

Providing a safe, secure and supportive environment where there is responsible social behaviour is a key priority of the school and discipline is a necessity for the proper functioning of a school.

Good schools start with Good Behaviour and discipline is essential for effective student learning and achievement. In order to enable effective learning and teaching to take place the highest standards of behaviour in all aspects of school life are expected.

The term discipline refers in fact to training given to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement. In other words, discipline is the product of learning and it has to be taught. The ultimate aim is to inculcate self-discipline that reflects positive attitudes and intrinsic values internalised through the process of a holistic education.

It is generally acknowledged that that the school is the mirror of the wider society and that student indiscipline is revelatory of deeper social ills. The education system therefore has to provide the right response to address this societal problem and measures have to be taken to deal with a wide variety of contributory factors ranging from parental responsibility, school leadership and management to teacher personality and style, pedagogical efficiency, teacher-pupil relationship and school culture.

This policy document provides guidelines on the systems to be implemented at the level of schools to promote and encourage students to behave well, work hard and be successful (rewards and incentives) and also explains the actions to be taken in case of non-adherence (consequences) to such guidelines.

1. AIM

This policy exists to provide a framework for ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement. Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

2. PRINCIPLES OF THIS POLICY

- ✓ Each student has the right to learn and to be respected by others;
- ✓ Every teacher has the right to teach without untoward disruption;
- ✓ Children and adolescents cannot be expected to behave like mature adults;
- ✓ Maintaining appropriate student behaviour is an essential condition for teaching and learning;
- ✓ Behaviour is learned and teaching good behaviour is an integral part of the school curriculum;
- ✓ Emphasis must constantly be on self-discipline and responsibility;
- ✓ Sanctions are effective only when used sparingly but consistently;

- ✓ Child protection principles and safeguarding of child rights must remain at all times central to behaviour policies;
- ✓ Students learn constructively from their mistakes and every incident of misbehaviour has to be seen as educative;
- ✓ An approach focused on positive encouragement and praise towards students is likely to developing a sense of well-being and a feeling of belonging for all;
- ✓ The foremost contributor to good student behaviour is a positive, stimulating, encouraging, supportive, friendly and rewarding atmosphere;
- ✓ High quality delivery of teaching is central to positive student behaviour;
- ✓ Heads of Schools have primary and direct responsibility for maintaining the orderly functioning of their institutions and individual safety within the school; and
- ✓ All members of the school community share responsibility for the promotion of high standards of student behaviour.

3. SCOPE OF RESPONSIBILITIES

- ✓ Shining Star International School Management is responsible for ensuring a clear Behaviour Policy is in place in all sections of the schools
- ✓ The Shining Star International School Principal and Vice Principals are responsible for the implementation of the Behaviour policy and for using the guidelines provided to ensure that every member of the school community is aware of the expectations that exist and the procedures that will be followed to ensure there is a positive learning environment
- ✓ School Staff is responsible for ensuring the policy and procedures are followed in school
- ✓ Students are responsible for their personal conduct and for contributing to a positive school environment by maintaining the school defined code of conduct.

4. CODE OF CONDUCT

For a safe and happy school we are expected to...



- Arrive at school on time; corridors;
- Wear our school uniform; school;
- Be truthful, well-mannered and kind;
- Line up quickly and quietly when the bell rings.
- Look after property
- Walk sensibly and quietly in the
- Show respect to everyone in
- Look after our books;
- Set a good example to others;
- Be kind and helpful

5. DEFINITIONS

Behavior assessment agencies

Agencies employed to support the General Education Institutions in addressing the student's behavioral problems and implementing the behavior modification programs, such as the special education support centers of the Ministry of Education, smoking combat clinics, drug addiction combat centers, psychiatric clinics of the Ministry of Health and Prevention, the Department of Community Police and Social Support Centers of the Ministry of Interior, Vocational Education and Development Center, and any other concerned agencies.

Student

A learner enrolled at our educational institution, including those people of determination and those of special needs.

Learner

The one enrolled to the integrated continuing education system.

Educational and administrative staff

All staff of the education institution, who have direct or indirect impact on the student's learning and behavior.

Guardian

The person legally responsible for the student, who enjoys the custody right over him / her or the person entrusted with taking care of him / her.

Behavior management committee

One of the school management committees, which is concerned with discussing the students' problems, in educational and behavioral terms, and taking the proper decision in this regard, in accordance with the provisions hereof.

Kindergarten

Shall mean the preschool stage for the children of 4 to 5 years old, including the KG1 and KG2 stages.

People of determination and those of special needs

Shall mean the category needs a special care, including the talented and overachieving students, students of disorders and learning difficulties. "People of Determination" is the terms used for the handicapped persons.

Educational environment

Shall mean the work environment of the educational community with its material, social, human, psychological, and virtual elements.

Student Integrity

Shall mean the student's mental, physical, moral, and morale integrity.

Behavior

Shall mean every word, deed, practice, or activity made by the student within the context of **his / her interaction with the surrounding educational environment.**

Exemplary behavior

Shall mean the behavior that exceeds the expectations, which should be within the three topics **included herein.**

Positive behavior

Shall mean the behavior expected from the student, which is consistent with the objectives, value, bylaws, educational regulations, and the norms prevailing in the educational community.

Offense

Shall mean any action made by the student that is inconsistent with the expected positive behavior, and consequently has an adverse impact on the student himself / herself, others and on the educational environment.

Behavior modification plan

Shall mean the entire procedures aiming at promoting, guiding, and correcting behavior.

Promotion of behavior

Shall mean the process of positive behavior support or increasing the future possibilities of its repetition, through the incorporation of positive effects or the removal of negative effects after its occurrence.

Guidance of behavior

Shall mean enabling the student to understand the concepts of positive and exemplary behavior and to practice it independently by himself / herself without being under control, through using preventive and remedial methods and actions that ensure the achievement of this goal.

Correction of behavior

Shall mean a set of educational and remedial methods and programs aiming at creating a positive change in the student's behavior and minimizing the potential for committing offenses, and this shall consequently lead to the enhancement of the positive and exemplary behavior level.

Individual educational plan

Shall mean the plan including support services, in educational and behavioral terms that supports the people of determination students and helps in integrating and adapting them in respect of academic, social, and behavioral aspects.

Case study A significant method for collecting and summarizing as much information as possible on the case (subject matter of the study), in order to address and treat this case.

Corporal punishment

Shall mean the physical abuse of various types and forms experienced by the student and conducted by any of the staff of the educational community.

Psychological Punishment

Shall mean the Psychological abuse of various types and forms, such as insults, verbal abuses, mockery, or debasement.

Behavior modification programs

Shall mean the set of procedures to be determined by the Behavior Management Committee for modifying the behavior. Such programs shall be implemented inside and outside the school during the school year and the holidays.

Absence

Shall mean the drop out of school for one day or more, or for a part or more of the school day, which may be under acceptable or unacceptable excuse.

Bullying

Shall mean any form of intentional psychological, physical, verbal, electronic or digital abuse, or intimidation, or menace conducted by a student or a group of students against one student or more, or against the school staff, on frequent basis.

Sexual harassment

Shall mean any word or act that suggests or has symbolic sexual connotations made by a student, whether verbally, by writing, by physical contact, by looking, by eye winking, by showing sensitive parts of the body...etc.

Sexual assault

Shall mean committing any sexual act against a child, juvenile or an adult, including sexual intercourse, whether with or without the victim's consent.

Self-harming

Shall mean harming one's self physically or physiologically, due to behavioral disorders.

Electronic devices

Shall mean any audio or video devices, such as various types of mobile phones, communication and connectivity devices with internet, cameras...etc.

Communication channels

Shall mean any method of communication between the school system, educational councils and the guardians. These channels may include telephone communications, email, SMS, social media and smart notices, and alerts through the smart application of the Ministry of Education.

Cybercrimes Shall mean any unlawfully committed act, including the unauthorized access aiming at threatening or blackmailing a person, compromising his / her private life or causing defamation or harm to him / her, or having access to a private data and disposing thereof, as well as producing what may have an adverse effect on the public order or the religious values.

School uniform

Shall mean the school or sport uniform approved by the Ministry of Education for girls and boys at the government schools, or the school or sport uniform approved by the management of the private school.

6. ROLES AND RESPONSIBILITIES

✓ Role of Senior Management

Heads of schools have prime and direct responsibility for discipline within their institution. They are required to;

1. Stimulate a school-wide approach in preventing and/or tackling indiscipline;
2. Lead by example, be regular in attendance and punctual and be role models for the students;
3. Develop strategies in terms of the organisation, systems and school curriculum towards supporting the development of students' social and emotional skills;
4. Work in partnership with parents to develop and support the social and emotional skills that pupils need within their school community and within the wider community outside school;
5. Promote a positive school culture and well-ordered environment;
6. Put in place effective monitoring and control mechanisms for the orderly running of their institutions;
7. Act promptly against all forms of student indiscipline by way of both preventive actions and restorative justice practices where students assume responsibility for their actions;
8. Work in partnership with parents and ensure that they are involved in discussions before any situation is allowed to deteriorate;
9. Develop the sense of belonging to the school among their students and staff;
10. Provide all necessary support to teachers in their endeavours to sustain high standards of behaviour;
11. Identify performance gaps of staff and create conditions for improvement;
12. Arrange for in-house sharing of experiences and good practices; and
13. Organise and facilitate training of staff to enhance their capacity to manage challenging behaviour.

7. ROLE OF CLASS TEACHERS

While Educators are expected to demonstrate high professional standards in the management of their individual classes, they and other staff are also expected to:

1. Lead by example, be regular in attendance and punctual and be role models for the students;
2. Ensure constant supervision of students and ascertain that they understand the meaning of acceptable behaviour;
3. Collaborate in maintaining discipline during morning assembly and other events and activities;
4. Strive for high standards of courtesy and behaviour in every aspect of relationships within the school;
5. Intervene promptly and firmly when encountering unacceptable behaviour and be consistent in their responses to same;
6. Support the implementation of the school behaviour programmes in a spirit of corporate responsibility;
7. Draw the attention of the Head of School on any student whose behaviour is worthy of notice (praiseworthy or negative);
8. Be supportive of students and colleagues and demonstrate good team spirit;
9. Treat all students fairly and equally seeking to raise their self-esteem and develop their full potential;
10. Take every opportunity to promote and reward good behaviour, achievement and effort;
11. Be the positive representatives of their institution through their professionalism at all times.

8. ROLE OF STUDENTS

Every student is responsible for his own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility. They are expected to;

- ✓ Abide by their School Behaviour Policy rules;
- ✓ Have a positive approach to their school life;
- ✓ Show courtesy and respect at all times towards others;
- ✓ Be regular in attendance and punctual;
- ✓ Co-operate with their peers and staff;
- ✓ Maintain neat and clean personal clothing and hygiene.
- ✓ Respect the property of others, including keeping all books, facilities and materials used in the school in good condition

- ✓ Refrain from fighting, disruptive behaviour, acting in such a manner as to risk injury to others, using threats or intimidation against others, theft, or any other unlawful activity.
- ✓ Refrain from possession, use, or transmission of any alcoholic beverage, tobacco product, drug or other controlled substance.
- ✓ Refrain from tardiness, unexcused or excessive absences, or other inappropriate classroom behaviour, which diminishes the rights and opportunities of others to receive quality education
- ✓ Recognize that no poor standards of behaviour will be accepted;
- ✓ Develop a sense of community and of caring for each other and for the environment;
- ✓ Accept responsibility for a well-ordered community at school and take a positive role in the running of the school; and
- ✓ Demonstrate a positive image of the school through their exemplary behaviour at and outside school.

9. ROLE OF PARENTS

It is recognized that parental involvement and responsibility are essential and parents are accountable for their children and their behaviour. They have the essential role to strive for their children demonstrating good and acceptable behaviour at all times, recognizing that this has a profound effect upon their attitudes at school. They are expected to:

- ✓ Abide by and endorse the Rules and Regulations and any other policies of the school;
- ✓ Encourage an attitude of respect for the environment, and for one another among their children;
- ✓ Fully collaborate with the school in the elaboration and implementation of behaviour resolution measures for their wards;
- ✓ Share discussions with teachers and the Head of School concerning their child's education, welfare and behaviour and any concerns, difficulties or anxieties;
- ✓ Encourage their child to project a positive image of the school at all times; and
- ✓ Ensure the regular attendance (minimum 90% attendance rate) and punctuality of their child.
- ✓ Being fully responsible towards the student in accordance with the Law of Child's Rights and Protection, as well as the other UAE Laws.
- ✓ If any omission or negligence is proven in the guardian's side towards their child's right in education terms; then the procedures prescribed by the Law of Child's Rights (Wadeema's Law) shall be applied.

Counselor/ Social Worker

- ✓ Providing orientation, education and guidance to the students and their guardians in respect of this Code of Behavior.
- ✓ Submitting the required reports and documents to the Principal or Vice Principal /Behavior Committee on periodic basis, to show the method of action in accordance with the Behavior Code.
- ✓ Planning the preventive and remedial programs aiming at reducing the negative behavior and encouraging the positive and exemplary behavior among students.
- ✓ Studying and documenting the social status of the students who repeatedly commit offenses and bringing the case study before the Behavior Management Committee after obtaining the student's written consent.
- ✓ Studying and following up the behavioral cases of the students.
 - Effectively contributing to the Behavior Management Committee, in his / her capacity as the committee administrator.
 - Following up the individual cases of the students and taking the necessary actions to communicate and cooperate with their teachers and guardians.
 - Working on strengthening the ties between home and school and raising the guardians' awareness on the importance of their role in following up and tackling the studying and behavioral problems of their children.
 - Coordinating with the school management to get benefit from the extracurricular activities for being an effective instrument for achieving the objectives of the preventive and remedial programs of this category.
 - Recommending the referral of the cases suffering from difficult behavioral problems to the competent agencies accredited by the Ministry and following up the implementation of the recommendations contained in the reports of the specialists dealing with these cases.
 - Dealing directly with the school nurse and the specialists handling the special behavioral cases.
 - Supporting the process of application of the individual educational plan for the students of determination and facilitating communication with the concerned agencies offering support to them.
 - Following up the implementation of the recommendations contained in the report of the specialists dealing with the cases.
 - Raising awareness on the Behavior Code inside the school and illustrating it to the administrative & educational staff and the students' guardians in cooperation with the head of Student's Affairs Unit, through holding workshops and designing posters and brochures.

10. EXPECTATIONS FROM STUDENTS

Behavior Norm	Student Expectation
Uniform	<ul style="list-style-type: none"> ● To be worn smartly and neatly- well washed and ironed. ● Socks shin length, shoes well-polished. ● Hair neatly trimmed ● No nail polish. ● Tiny rings or studs in ears for girls. No multiple earrings. No nose and finger rings.
Bus	<ul style="list-style-type: none"> ● Courteous and polite to all ● Offers seats to all, makes room so all are seated comfortably ● Speaks at acceptable noise level ● All speech to be respectful, courteous, polite and friendly. ● Must use the assigned bus to travel to and fro and same pick-up and drop-off point
Classrooms and Corridors	<ul style="list-style-type: none"> ● No running around yelling across room throwing things across. ● No scribbling on the desks, walls, boards etc. ● To be respectful, courteous, and polite to classmates and teachers at all times. ● Stand and greet staff members/ guests who enter classroom ● Do not leave classrooms without permission. Inform class monitor and class teacher. ● All litter to be disposed off in the bin provided ● Fans and lights to be switched off when leaving room ● Bulletin boards to be well maintained and updated regularly ● Leave together in lines to Labs, Library, and P.E.
Personal Ethics	<ul style="list-style-type: none"> ● No valuables to be brought to school ● Mobiles, MP3 players, CD's, Books(outside prescribed syllabus),magazines etc are strictly forbidden
Work Ethics	<ul style="list-style-type: none"> ● To be regular, up-to-date with work done daily in class. ● Class work and home work to be diligently completed and handed in on time correction ● Preparation for tests, assignments, examinations, competitions to be well planned and organized ● Staying back beyond school hours require the requisite permission from parents, concerned teacher and coordinator.

General rules to be followed:

- Uniform must be well ironed. (In case of unavailability of School uniform the students must wear formals until the uniform is available for purchase)
- Shirt must be neatly tucked into the waistband of skirt/pants.
- Skirt or trousers must be worn on the waist and not above or below.
- Shoes should be well polished.
- Jeweler of any kind is not permitted.
- Nails to be trimmed and kept clean.
- Nail polish or henna on hands is not permitted.
- No fancy watches or wristbands are permitted.
- Eye makeup or Kajal is not permitted.
- No hair color/ fancy haircuts.

Specific Guidelines for Girls

- Shoulder-length hair to be plaited and neatly pinned.
- Only one pair of earrings is allowed.
- Headscarf should be pinned properly.
- Skirt to be knee length.

Specific Guidelines for Boys

- Hair needs to be short & no long hair over /below the neck for boys.
- Trousers must be of proper length.
- Black formal shoes on regular days & white sports shoes on PE days.

11. EXPECTATIONS FROM STAFF (Involvement in handling student behaviour issues)

- Attendance to be taken daily in the first period by the class teacher and every period by respective subject teachers
- Parents to be contacted for leave notes
- Long absentees to be reported to Heads of Sections immediately without undue delay. Regular periodic reminders and surprise checks of bags and nails etc.
- Regular reminders of basic school rules on behaviour, uniform, punctuality, leave notes etc.
- Regular contact with parents on academic/ behaviour problems.
- Be informed of medical problems of students. Inform head of section, other staff members, and clinic staff.

- Reinforce good behaviour with a note of appreciation.
- Reward students for community/extra- curricular activities
- Assign mentors for academically weak students/ students who display unacceptable behaviour.
- Pace syllabus comfortably, assign homework, class work thoughtfully with adequate time for submission.
- No student to be sent/ or made to stand outside the classroom as punishment.
- No personal, derogatory remarks to be made to students, no matter what the situation.
- Always deal firmly but justly and kindly with every child
- Poor maintenance of uniform and personal grooming flaws may be discussed with personally and privately with students and parents.
- Students must never be humiliated, no matter what.
- Set examples of high standards of discipline, academic work, behaviour, speech for students to follow.
- Do not accept sloppy behaviour, unacceptable speech, mannerisms. Guide student towards right social norms. Challenge them to higher standards, in everything, help develop their interpersonal skills
- Student behaviour is the corporate responsibility of the entire school staff. Teachers are expected to ensure that students, irrespective of whether they teach them or not, are well behaved in school, in the school buses or outside school when on field trips or school outings
- Be extra vigilant about new students and new staff members. Help them settle in comfortably
- Create a culture of responsibility, compassion, team work, nurturing, caring and support within the classroom so that it is reflected in the school community and beyond the school
- Know your students beyond the classroom: understand their aspirations, goals, limitations, talents and family background.
- Give each student some responsibility that will boost their self-esteem and dignity. Recognize their abilities while assigning their portfolios.
- Get to know the parents of your students. Involve them within the school structure for presentations, demonstrations, field trips etc.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognize that by treating people fairly we may not treat everyone the same.

- Value, take pride in and care for the school by looking after school property and equipment.

12. Desirable Behaviour

At Shining Star international School, children must follow the School Rules which are displayed prominently throughout the school and shared with parents at the time of a child's admission to the school. Where appropriate additional classroom rules are drawn up by the class teacher in consultation with the children and displayed in the classroom for each year group.

11.1 Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- ✓ A consistent approach by the whole school community.
- ✓ Monitoring pupil attendance and taking swift action where necessary.
- ✓ Developing the voice of the child, through for example the School Council.
- ✓ Appreciating and following the agreed Code of Conduct.
- ✓ Encouraging our children to see themselves as part of a whole school community and recognizing their responsibility within this.
- ✓ Developing the skills of co-operation and discussion.
- ✓ Encouraging everyone to take pride in the school environment.
- ✓ Having a positive and consistent approach to playtimes and lunchtimes.
- ✓ Creating a stimulating classroom environment.
- ✓ Providing clear and positive learning experiences fairly and consistently.
- ✓ Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- ✓ Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

13. REWARDS AND SANCTIONS

Positive behaviour is celebrated in many ways by praise, in assemblies, by rewards such as certificates, stamps, stickers and postcards home. In addition to the school policy, class teachers will follow school rules in their classrooms but may issue their own rewards. The children rewarded by;

- House Point System
- Verbal praise
- Written praise
- Stickers/stampers/stars
- Certificates

- Class of the Week Book
- Sent to member of the SLT (Senior Leadership Team)
- Praise in achievement assembly
- Report to parents
- Comments in report card

14. DEFINITION OF UNACCEPTABLE BEHAVIORS

- ✓ Violence & Aggression (Any incident, in which a person is verbally abused, threatened or assaulted.)
- ✓ Harassment.
- ✓ Disruptive Behaviour (Any action by one or more persons that, whilst not constituting violence, aggression or harassment has a significant adverse impact on the immediate well-being of staff and students, visitors and agents, on the functioning of the school.)
- ✓ Physical (The definition of physical assault is “The intentional application of force against the person of another without lawful justification, resulting in physical injury or personal discomfort”.)
- ✓ Non-physical (The definition of non-physical assault is “the use of inappropriate words or behaviour causing distress and/or constituting harassment”.)
- ✓ Class work/Home work/Project not completed or submitted on time.
- ✓ Text books/Notebooks not brought as required.
- ✓ Constant distraction or lack of concentration.
- ✓ Absence without leave note.
- ✓ Bringing mobile phones/unwanted literature/equipment CD’s to school.

Levels of Behavior

Level 1

In class	1. Talking too much with classmates
	2. Talking/answering/commenting too much during teaching
	3. Disrupting teaching
	4. Non-participative
	5. Uninterested in teaching activity or overall
	6. Not completing homework/assignment
	7. Eating or chewing gum
	8. Sleeping
In school	1. Running in the corridors
	2. Making too much noise and disturbing others while moving to respective class
	3. Arriving late to school

	4. Frequent absenteeism (without any medical/personal reasons, no intimation)
	5. Being a silent bystander to any fight, bullying etc.
	6. Bringing Toys (football, fidget-spinners, cards etc.) to school.
	7. Bringing gadgets to school without parent consent.
Personal	1. Dressing: <ul style="list-style-type: none"> - Uniform, Shoes and Socks (dirty/ not ironed/stained/non-compliant) - Hair (messed/ruffled) - Sweater (dirty/non-compliant)
	2. Unkempt – dirty/long/painted nails, not taking a regular bath, not brushing
	3. Personal belongings: <ul style="list-style-type: none"> - Bag/bottle/lunch box and lunch bag (unclean/fancy/flashy)
	4. Make-up for girls and unacceptable hairstyle or haircut
	5. Hair colour
	6. Wearing accessories – wrist bands, chains, etc.
	7. Bringing fancy/flashy/expensive things from home.
Things/ Others	1. Stealing – (Minor)
	2. Taking things without permission
	3. Fighting/Hitting/Pushing/Biting – (Mild)
	4. Touching the fire alarm

Level 2

Disrespect	1. Not listening to teachers/other adults
	2. Arguing/Commenting/back answering teachers/other adults
	3. Physically threatening teaching and non-teaching staff
Abuse	1. Verbal: <ul style="list-style-type: none"> - Foul language/Bad words - Mild bullying - Making fun of others - Teasing - Name calling
	2. Physical (Hurting others): <ul style="list-style-type: none"> - Beating/Fighting - Hitting - Biting

	- Damaging/destroying school furniture/building/resources etc.
	3. Power: (applicable to prefect/monitors/council members and others misusing their power/position)
	4. Sexual: - Any act of touching self, own private parts - Drawing any explicit content on school property – washrooms/furniture/walls etc.
School Premises	Entering restricted area – for example. girl’s entering boy’s block and vice versa.
	Using the mosque for purposes other than praying
	Roaming around the school
	Using the ground or auditorium without permission/presence of a teacher.
Bus	Misconduct in bus (shifting seats, not listening to nanny, touching the CCTV, damaging seats and windows)
Gadgets	Using mobile phones or any other gadgets in the school premises.

Level 3

1. Using/touching teachers Laptop/belongings
2. Accessing pornography in the school
3. Bunking/Truancy
4. Any behaviour/activity outside the school (in person or online) that defames the school
5. Teasing

Level 4

1. Repeating the same behaviour for which suspended
2. Smoking
3. Alcohol
4. Cheating in examinations
5. Stealing – money, teacher’s data/belongings, other serious items.
6. Any Illegal activities

7. Drugs
8. Sexual abuse of any kind
9. Bullying

Incidents are to be recorded and filed in the class's behaviour record folder. This will help keep track of how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

Persons of Special Needs and People of Determination

1. Making sure that the student of special need or of determination is assessed and that a comprehensive report issued for his / her case, which is approved by the special education support centers, and also that this student was categorized among the approved disability categories.

2. If the student of special need or of determination commits a behavioral offense; then coordination shall be made between the Behavior Management Committee, the school support team and the special education support center to study the behavior done by this student, and to determine the relations of the offense to his / her disability, and then the following actions shall be taken:

- If the offense is not related to the nature of his / her disability; then the procedures of the behavioral offenses as prescribed herein shall be applied, after getting the approval of the special education support centers.
- If the offense is related to the nature of his / her disability; then a relevant behavior reform plan shall be set and implemented by the concerned persons. This plan shall be followed up and reviewed on periodic basis. Necessary support shall be continuously provided to the student, who shall be integrated in the school.

3. If a behavior reform plan previously existed; then it shall be reviewed and amended to address the behavior leading to the offense.

4. In case the student of special needs or of determination does not get benefit from the behavior reform program applied to him / her; then he / she shall be transferred to another alternative environment that is suitable for his / her case, through the competent committee of the special education support centers after getting the approval of the Special Education Department. (Article 12: Ministerial Resolution No.851 of Year 2018 On Code of Behavior: Management for Students in the General Education Institutions)

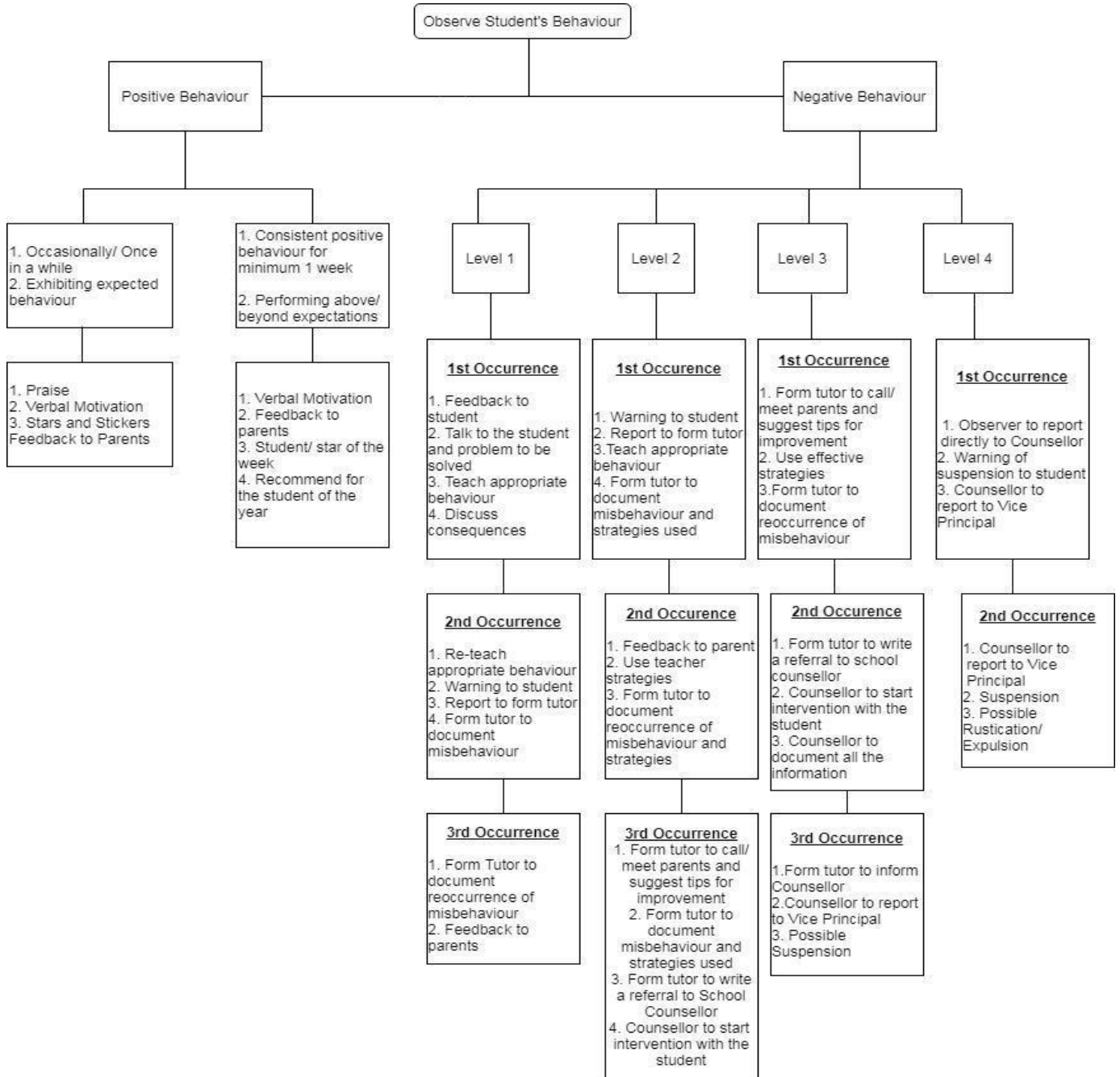
Community Service for Students with Behavior Issues

Community service is unpaid work, intended to be of social use, that any student is required to do instead of getting punished. It involves donating time, skills, or resources to help others and contribute to the welfare of community. Community service serves several benefits for school students, particularly as an alternative to traditional punishment. It has numerous benefits such as character development, skill enhancement, civil engagement and personal growth etc.

As a form of consequences, school will provide students with following options of Community Service:

1. **Campus Cleanliness:** Students will participate in activities such as picking up litter, cleaning common areas, and maintaining gardens to promote cleanliness of the school campus.
2. **Mentoring other students:** Students will offer their academic assistance to fellow students who are struggling in specific subjects. They will provide tutoring sessions and help with homework.
3. **Assisting Teachers:** Students will work alongside teachers, helping with tasks such as organizing materials, setting up classrooms or preparing teaching aids
4. **Environmental Conservation:** Students will participate in activities aimed at environmental preservation, such as planting trees, cleaning up school garden, and watering of school plants.
5. **Dispersal / Arrival Duty:** Students will be assigned dispersal and arrival duty. They will assist with the orderly arrival and dispersal of students.
6. **Corridor Duty:** Students will be assigned corridor duty. They will monitor and maintain order in designated school corridors during break.
7. **Assisting Ancillary Staff:** Students will assist ancillary staff in campus cleaning after lunch break.

BEHAVIOUR FLOWCHART



- ✓ Damaging, stealing, removing or hiding others' belongings
- ✓ Making comments/ gestures of a sexual nature to others
- ✓ Making negative comments, eg. About family, country of birth, nationality, ability or religion
- ✓ Making inappropriate comments about another physical appearance or clothes.
- ✓ Physical violence or threats.
- ✓ Forcing others to act against their will.

- ✓ Spreading unpleasant/untrue rumors/gossip.
- ✓ Demands for money, service or possessions.
- ✓ Purposely leaving someone out of activities.
- ✓ Glaring and menacing gestures.
- ✓ Telephone/ cyber bullying.
- ✓ Writing offensive notes or graffiti, email about others.

14.2 MANAGING BULLYING

- ✓ Direct instructions- teacher intervenes to stop the bullying& investigates;
- ✓ Mediation – listen to all parties & gather information. Talk to both parties about how their behaviour affects others, their rights and responsibilities. Discuss more appropriate ways to solve problems.
- ✓ Incident Form- teacher writes an incident form to be filede in portfolios. For repeated or serious incidents, pass incident slip to supervisor/ Vice principal; further follow up
- ✓ Mediation and further investigation with supervisor/ Vice principal.
- ✓ Signed code of conduct letter, ‘onsite Report’, parent contacted as appropriate.
- ✓ Suspension with letter to parents for serious fights, repeated bullying.
- ✓ Expulsion- Warning letters and evidences

16. CORPORAL PUNISHMENT

SSIS recognizes the welfare and safety of every student is paramount. Therefore it is unacceptable for any student to experience punitive action of any kind and recognizes its responsibility to safeguard the welfare of all students. The school provides a caring, supporting and safe environment in which all students can learn and develop to their fullest potential.

Corporal punishment is strictly prohibited as well as insulting or humiliating any student, regardless of age. If any staff member is accused of physical punishment of students they will be subject to an internal investigation. If a staff member is found guilty, their contract will be immediately terminated and the staff member will be reported to ADEK.

17. KEY PRINCIPLES OF BEST PRACTICE

The following are some key principles of best practice to which full commitment is required in the prevention and tackling of behaviour problems:

- ✓ A positive school culture and climate which is welcoming of difference and diversity, supportive and is based on inclusivity; is free from any form of violence, coercion and discrimination or other causes of stress and tension; and promotes respectful interpersonal relationships across the school community.
- ✓ Strong and effective leadership for stimulating a school-wide approach and preventing and tackling indiscipline with support and commitment of the whole school community;
- ✓ Well-planned behaviour programmes for the implementation of preventive strategies (including awareness raising measures);
- ✓ Effective supervision and monitoring of students;
- ✓ Empowerment of students and active student participation in school policies;
- ✓ Support and advice services for students;
- ✓ Consistent recording, investigation and follow up of undisciplined behaviour; and
- ✓ On-going evaluation of the effectiveness of the school's behaviour policy and behaviour programmes.

Parent Consent Form

I, _____, hereby give my consent for my child, _____ who is studying in Grade _____ with Admission Number _____ to participate in community service work under supervision of Shining Star International School. I acknowledge and understand the nature of community service and its purpose as an alternative disciplinary measure.

I agree to rules and regulations mentioned in school behavior policy and I give my consent for my child to participate in community service work as a disciplinary measure.

Parent's Signature:

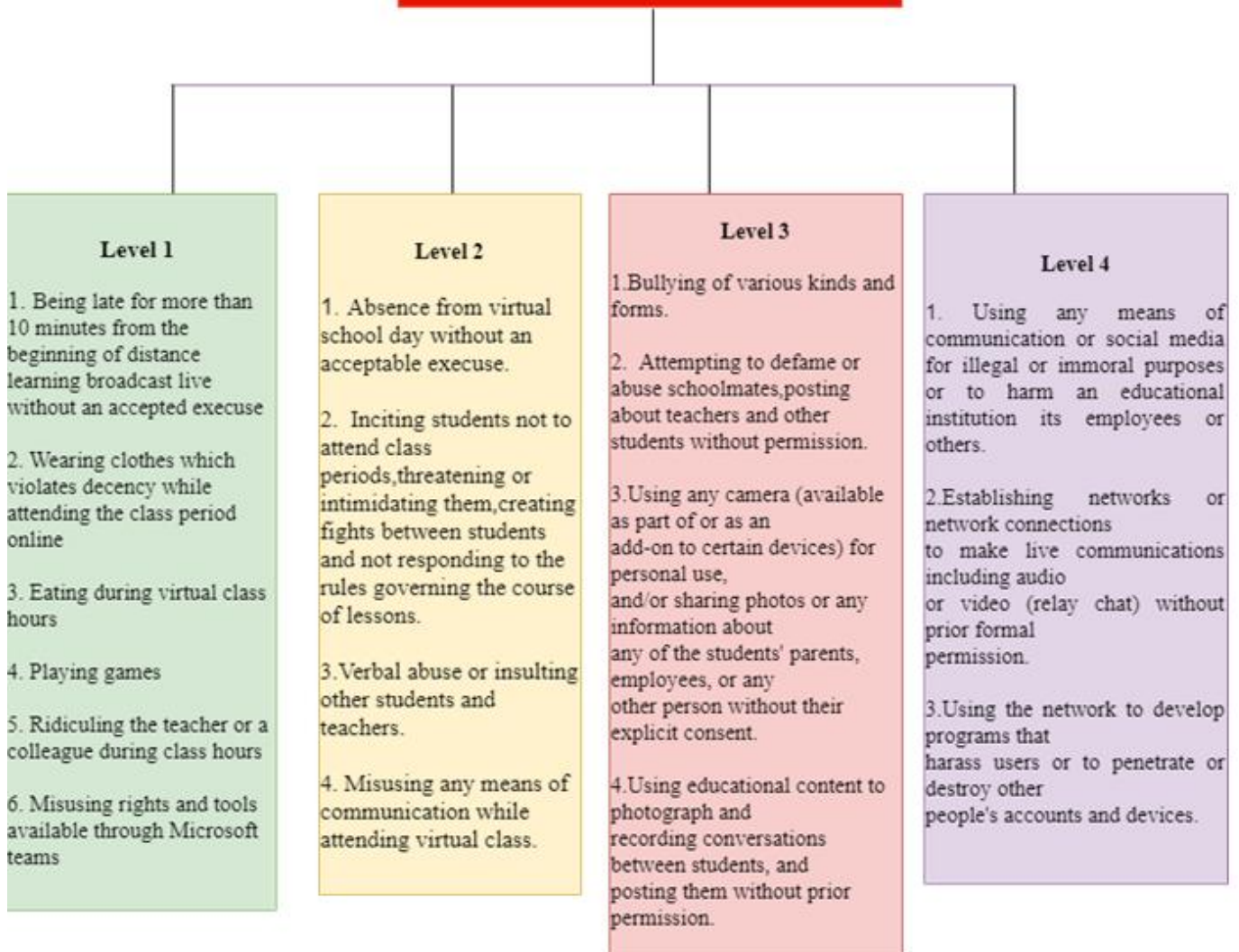
Date:

18. DISTANCE LEARNING

Shining Star International School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Distance Learning Initiative was launched in UAE to address changing and emerging conditions in order to fulfil the requirements of the schools, as distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education.

The following behavioral flowchart is prepared in order to promote good behaviour, create an appropriate learning environment and take self and public responsibility among students within the school community in an online platform.

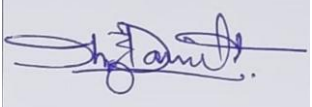
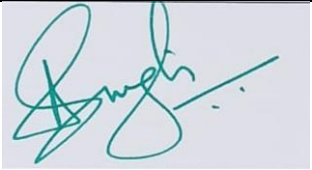
Behavioural offences in Virtual Learning



19. MONITORING AND EVALUATION

This policy will be monitored as part of the school's cycle of policy reviews by the Senior Leadership Team in order to:

- ✓ Identify whether the Behaviour Policy is being used effectively
- ✓ Ensure that incidents are dealt with in an appropriate way in line with the policy.

	Name	Signature	Date
Prepared by:	Dr. Aby Daniel A. Head of Inclusion		20/09/2024
Policy Review Approved by:	Mrs. Abhilasha Singh (Principal)		03/10/2024

References.

1. ADEK: Policy 50, Student Behavior Policy – Corresponding to Article (55) of the Organizing Regulations
2. ADEK: Guidelines for Managing Student Behavior in Abu Dhabi Schools.
3. Ministerial Resolution No.851 of Year 2018 On Code of Behavior: Management for Students in the General Education Institutions