



مدرسة شيننج ستار أنترناشونال

Shining Star International School, Abu Dhabi

Our Vision

To be a school of innovation & creativity; preparing students for global challenges.

Our Mission

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

Core Values

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude
We ensure that the entire SSIS family follows these values.

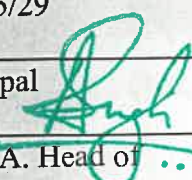
Student Behavior Policy	
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Authored by	Dr. Aby Daniel A. Head of Inclusion



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1. Purpose & Objectives

1.1 Purpose

The purpose of this policy is to ensure that the school provides a **safe, respectful, inclusive, and positive learning environment** by promoting positive student behavior and addressing behaviors of concern in a fair, consistent, and supportive manner.

1.2 Objectives

This policy aims to:

- Promote positive behavior aligned with UAE national values and school ethics
 - Clearly define expectations through a Student Code of Conduct
 - Prevent, identify, and address misconduct and bullying
 - Support students through early intervention and tiered behavioral support
 - Ensure compliance with ADEK wellbeing and student protection requirements
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2. Scope

This policy applies to:

- All students enrolled in the school
- All school staff, leadership, and support personnel
- Parents/guardians and visitors while on school premises
- All school-related activities, including transportation, off-site activities, and school events

3. Definitions

For the purpose of this policy, key definitions include (but are not limited to):

- **Student Behavior:** A student's actions, attitudes, and responses toward peers, staff, and the school community
 - **Positive Behavior:** Conduct that supports learning, wellbeing, safety, and respectful relationships
 - **Misconduct:** Behavior that violates the Student Code of Conduct
 - **Behaviors of Concern:** Repeated or significant behavioral patterns that negatively impact wellbeing, learning, or safety
 - **Bullying:** Repeated physical, verbal, social, or cyber behavior involving a power imbalance
 - **Additional Learning Needs (ALN):** Students requiring additional or modified support to access learning
 - **Tiered Model of Support:** Universal (Tier 1), Targeted (Tier 2), and Intensive (Tier 3) interventions
 - **Behavioral Management Committee (BMC):** A designated school committee overseeing behavioral decisions
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4. Policy Statement

The school is committed to fostering a **positive school culture** where:

- Respect, responsibility, and self-discipline are actively promoted
- Student wellbeing and safety are prioritized
- Misconduct is addressed through **restorative, educational, and proportional approaches**
- Corporal punishment, humiliation, or psychological harm are strictly prohibited

The school implements this policy in alignment with **ADEK Wellbeing Policies, Child Protection regulations, and UAE laws.**

5. Guiding Principles

This policy is guided by the following principles:

1. **Student Wellbeing First** – Every child has the right to safety, dignity, and emotional wellbeing
2. **Prevention over Punishment** – Early identification and support are prioritized
3. **Fairness & Consistency** – Behavioral expectations and consequences are applied equitably



learning needs

5. **Restorative Practice** – Students are supported to understand, reflect, and improve behavior
 6. **Partnership with Parents** – Parents are active partners in promoting positive behavior
 7. **Cultural Respect** – UAE national identity, values, and traditions are upheld
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6. Responsibilities

6.1 School Leadership

- Ensure policy implementation and compliance
- Establish and oversee the Behavioral Management Committee
- Ensure staff training on positive behavior management

6.2 Teachers & Staff

- Model positive behavior
- Implement classroom behavior expectations
- Identify and report behaviors of concern
- Apply preventive and restorative strategies

6.3 Behavioral Management Committee

- Review misconduct cases
- Ensure fair, age-appropriate disciplinary decisions
- Monitor intervention effectiveness

6.4 Parents/Guardians

- Reinforce positive behavior at home
- Cooperate with school interventions
- Acknowledge and support the policy

6.5 Students

- Follow the Student Code of Conduct
 - Respect others and school property
 - Take responsibility for their actions
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7. Procedures

7.1 Promotion of Positive Behavior

The school shall implement a whole-school Positive Behavior Model that:

- Promotes respect, responsibility, and self-regulation

- Integrates social-emotional learning, citizenship, and wellbeing education
- Ensures staff are trained in positive and restorative behavior management

7.2 Student Code of Conduct

The school shall maintain a Student Code of Conduct that:

- Defines expected positive behaviors
- Clarifies behaviors constituting misconduct
- Applies during school hours, transportation, school activities, and when representing the school
- Is communicated to students and parents annually

7.3 Levels of Misconduct

Student misconduct shall be categorized into **four levels** based on severity, frequency, and impact:

- **Level 1:** Minor misconduct (e.g., repeated lateness, uniform non-compliance, classroom disruption)
- **Level 2:** Moderate misconduct (e.g., verbal abuse, physical fighting without injury, misuse of devices, tobacco-related items)
- **Level 3:** Serious misconduct (e.g., bullying, vandalism, academic dishonesty, leaving school without permission)
- **Level 4:** Severe misconduct (e.g., assault causing injury, drugs, weapons, sexual misconduct, cybercrime, arson)

7.4 Staging of Disciplinary Procedures

The school shall follow a **graduated and staged disciplinary approach**, ensuring fairness, proportionality, and student support.

Disciplinary actions are implemented **only after preventive and restorative strategies have been considered**, except in serious cases requiring immediate action.

7.4.1 Level 1 Misconduct – Minor

Occurrence	Disciplinary Action
First Time	Verbal warning and discussion with student
Second Time	Written warning to parents
Third Time	Parent meeting and joint behavior improvement plan
Repeated	Review by Behavioral Management Committee and intensified intervention



7.4.2 Level 2 Misconduct – Moderate

Occurrence	Disciplinary Action
First Time	Written warning and student undertaking
Second Time	Parent meeting and signed commitment
Third Time	Onsite suspension (up to 2–3 days) with supervised learning
Repeated	Final written warning and committee-led corrective plan
Continued	Offsite suspension and escalation review

7.4.3 Level 3 Misconduct – Serious

Stage	Disciplinary Action
Immediate	Onsite or offsite suspension pending investigation
Review	Behavioral Management Committee evaluation
Outcome	Final written warning, corrective plan, or offsite suspension
Repeated	Application to ADEK for expulsion (if criteria met)

7.4.4 Level 4 Misconduct – Severe

Stage	Disciplinary Action
Immediate	Offsite suspension pending investigation
Review	Behavioral Management Committee review
Outcome	Expulsion subject to ADEK approval
Legal	Referral to law enforcement where required

7.5 Behavioral Management Committee (BMC)

The school shall establish a **Behavioral Management Committee** consisting of:

- Principal
- SLT
- Counsellor
- Designated Safeguarding Lead
- Child Protection Officer

The committee shall:

- Review serious and repeated misconduct

- Oversee intervention and reintegration plans

7.6 Support & Interventions

Alongside disciplinary measures, the school shall provide:

- Tiered behavioral support (Tier 1, 2, 3)
- Counseling and wellbeing services
- Individualized behavior or learning plans for students with ALN
- Parent engagement and monitoring

Disciplinary action will **not replace support**, especially for students with identified needs.

7.7 Prohibited Disciplinary Practices

The following are **strictly prohibited**:

- Corporal punishment
- Psychological humiliation or verbal abuse
- Public shaming
- Academic penalties as punishment
- Group punishment for individual behavior
- Denial of food, water, or restroom access

7.8 Documentation & Reporting

- All Level 2–4 incidents shall be formally recorded
- Serious incidents, suspensions, and expulsions shall be reported to ADEK
- Records shall remain confidential and securely stored

7.5 Bullying Prevention

- Zero tolerance for bullying
- Clear reporting and response procedures
- Support for both victims and perpetrators

7.6 Positive Handling

- Physical intervention is used **only as a last resort**
- Must be reasonable, proportionate, and documented

8. Compliance & Enforcement



- Full compliance is mandatory by **AY 2025/26**
 - All incidents must be recorded as per ADEK requirements
 - Serious misconduct, suspensions, and expulsions are reported to ADEK
 - Non-compliance may result in regulatory action
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9. Review & Revision

- The policy shall be **reviewed annually**
 - Review is informed by:
 - Behavioral incident data
 - Effectiveness of interventions
 - ADEK updates and regulatory changes
 - Amendments are approved by school leadership
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10. References

- ADEK School Student Behavior Policy (2024, v1.1)
- ADEK School Wellbeing Policies
- Federal Law No. (3) of 2016 – Child Rights (Wadeema)
- Federal Decree Law No. (31) of 2021 – Crimes and Penalties
- MoE Ministerial Resolution No. (851) of 2018
- MoE Ministerial Resolution No. (645) of 2020 (Bullying Prevention)