



# BEHAVIOR POLICY

2023-24

**Principal: Mr. Mohannad Al Jayousi**

## **OUR AIMS**

- RAIS aims to foster in our children tolerance, an international outlook and respect for other people and cultures.
- We aim to provide outstanding academic education that enables each student to make the most of his or her gifts.
- We believe that education is about personal development and values as well as academics and scholarship; it is about learning to serve others as well as to provide for oneself.
- We believe that challenge and endeavor, and a determination to succeed, help individuals to fulfil their potential.

## **INTRODUCTION**

School life at RAIS is a social experience that requires order and organization. School is not only an educational institute, but also a social one that needs to regulate relations necessary to fulfill its mission and educational goals.

Moreover, effective education cannot be realized in a disorderly or dysfunctional school environment. It requires amicable and cooperative relations among the school community including students, teachers, school management, and other stakeholders.

To realize this premise, all the stakeholders should work together to develop policies and regulations to govern these relationships. To this end, the school has developed this document, The RAIS Behavior Policy, based on input from all parties as well as the ministry of education.

The document enlists policies and regulations on the enhancement and encouragement of good behaviors, rectification of undesirable ones, as well as procedures on how to address any violations and issues. This policy is developed to be used as an educational tool to instruct and guide behavior, control school order, and achieve educational objectives.

## PURPOSES

At RAIS we aim to value and respect one another, irrespective of age, gender, religious beliefs, or nationality. This policy outlines the underlying philosophy, nature, organization, and management of student behavior at RAIS. Its fair and consistent implementation is the responsibility of all staff.

In general, this policy aims to achieve the principles of the UAE schools and is represented by the enhancement of good morals, and the practice of positive and exemplary behavior, while promoting loyalty to the homeland.

## DEFINITIONS OF KEY TERMS

Terms	Definitions
<b>Behavior Management Committee</b>	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.
<b>Guardians' Council</b>	Shall mean the educational entity consisting of the students' guardians, which works in cooperation with the school management to activate the partnership between school and home, to ensure that the students are provided with the best educational services
<b>Kindergarten</b>	Shall mean the preschool stage for the children of 4 to 5 years old, including the KG1 and KG2 stages
<b>People of Determination and those with Special Needs</b>	Shall mean that the category needs special care, including talented and gifted students, students of disorders and learning difficulties. "People of Determination" is the term for a student with a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age

<b>Educational Environment</b>	Shall mean the work environment of the educational community with its material, social, human, psychological, and virtual elements
<b>Student Integrity</b>	Shall mean the student's mental, physical and moral integrity
<b>Behavior</b>	Shall mean every word, deed, practice, or activity made by the student within the context of his / her interaction with the surrounding educational environment
<b>Exemplary Behavior</b>	Shall mean the behavior that exceeds expectations
<b>Positive Behavior</b>	This 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
<b>Offence</b>	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
<b>Behavior Modification Plan</b>	Shall mean the entire procedures aiming at promoting, guiding, and correcting behavior
<b>Promotion of Behavior</b>	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
<b>Guidance of Behavior</b>	This 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

<b>Correction of Behavior</b>	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
<b>Individual Educational Plan</b>	Shall mean the plan including support services, in educational and behavioral terms that supports the student of determination and helps in integrating and adapting them in respect of academic, social, and behavioral aspects
<b>Case Study</b>	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 the case
<b>Corporal Punishment</b>	Shall mean any physical abuse of any type, inflicted upon a student and conducted by any of the staff of the educational community as a disciplinary sanction, which is PROHIBITED under law
<b>Psychological Punishment</b>	Shall mean the psychological abuse of various types and forms, such as insults, verbal abuses, mockery, or debasement
<b>Behavior Modification Programs</b>	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
<b>Absence</b>	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

<b>Bullying</b>	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
<b>Sexual Harassment</b>	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 winking, by showing sensitive parts of the body, etc.
<b>Sexual Assault</b>	Shall mean committing any sexual act against a child, juvenile or an adult, including sexual intercourse, whether with or without the victim's consent
<b>Self-Harming</b>	Shall mean harming oneself physically or physiologically, due to behavioral disorders
<b>Electronic Devices</b>	Shall mean any audio or video devices, such as various types of mobile phones, communication and connectivity devices with internet, cameras...etc.
<b>Communication Channels</b>	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
<b>Cybercrimes</b>	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 religious values

<b>School Uniform</b>	Shall mean the school or sport uniform approved by the Ministry of Education for girls and boys and the school or sport uniform approved by the management of the school
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**In particular, this policy seeks to achieve the following objectives:**

1. Building positive behavior among the students inside the school community
2. Enhancing the positive and exemplary behaviors and having them repeated on a regular and persistent basis, through the application of promotion, encouragement, and care principles at all times, and reducing the behavioral offenses by using the best possible educational means
3. Identifying the lines of responsibility in order to achieve integration among the roles inside the school community, through activating, applying and determining the procedures, to ensure the enforcement of the regulation of students' behavior management in a clear, flexible and fair manner
4. Creation of an educational environment that is ideal for enhancing the principle of integrated upbringing, which is based on the parity and harmony between the cognitive, personal and social aspects forming the features of each student
5. Application of the principles and culture of promotion, encouragement and permanent care within the educational community, in order to decrease behavioral offenses inside and outside the school, by using the best possible educational methods
6. Orienting the students and their guardians on their obligations and earning their trust with respect to the fairness of adopted procedures and methods, in order to achieve the self-discipline and the development of the positive and exemplary behavioral attitudes of the students inside the school community on permanent basis
7. Provision of a reference for identifying the rules, standards and procedures that should be referred to in dealing with the students' behaviors, in order to ensure compliance with the school values and systems
8. Ensuring that the preventive and handling mechanisms of behavioral problems and offenses are effectively planned and implemented

9. Behavioral and educational rehabilitation of students through rehabilitation services and programs in partnership with the behavior reforming agencies, in consistence with their behavioral cases, in order to ensure that they are re-integrated within the society

### **Scope of Application**

1. The articles hereof shall apply to all of the General Education Institutions, students of Grades 3 to 12. The scope of application shall include any rules, controls, special requirements, or instructions made by the Ministry, which are considered as an implementation, interpretation, or complement to the provisions of this Regulation.

Other educational bodies shall be at least guided by the provisions hereof, when applying their own behavior management regulations.

### **PROMOTION OF BEHAVIOUR**

RAIS students' positive and exemplary behavior shall be promoted in consistency with their age groups, school grades and their mental and physical capabilities by using various methods. The following controls shall be considered when the procedures of positive and exemplary behavior promotion are applied:

1. The focus shall be on the promotion of positive behavior among students
2. Promotion shall be done on an immediate basis, through applauding the exemplary behavior and developing positive behaviors
3. Equal opportunities shall be provided for all students, in order to promote polite and exemplary behaviors
4. Promotion shall be commensurate, in type and degree terms, with the type of positive behavior
5. Methods of promotion include moral, material, and educational methods
6. The students achieving the exemplary behavior criteria shall be rewarded by engaging them in the programs in which they will represent their school, whether inside or outside UAE, such as "Ambassadors" programs



7. The student's parent/guardian shall be informed of his son's / daughter's behavior through periodic reports and meetings. The methods and strategies adopted by the school shall be discussed in order to promote the student's behavior. Emphasis shall be made on the need for cooperation between the student's parent/guardian and the school, to establish the culture of the students' admitting and apologizing for their mistakes

#### **MECHANISM OF BEHAVIOUR MARK CALCULATION**

1. Behavior shall be considered as one of the basic subjects that reflect the learning outputs and the student's attainment in moral terms and shall be dealt with in the same manner as other subjects in terms of passing and failure.
2. One hundred marks shall be allocated to the student's behavior. This regulation shows the basis and mechanism of granting and deduction of behavior marks, where it is divided into two basic components:

##### **A. Positive Behavior:**

- It is the behavior expected from all students without committing any offenses, for which 80% of the total behavior marks are allocated
- Each student shall be considered automatically eligible to the positive behavior marks (80 marks), at the beginning of each semester
- If any offense is committed by the student in accordance herewith, then the proper action, taken as per the degree of offense according to the table to be included hereunder

##### **B. Exemplary Behavior:**

A. It reflects the exemplary practices undertaken by the student, through his / her good behavior and morals, and his / her initiatives in the school community

B. 20% of the total behavior marks are allocated for exemplary behavior

C. During the semester, the educational staff shall assess the topics, indicators, and criteria of the exemplary behavior, and at the end of the semester; shall grant the student the marks he/she is eligible as per such topics, indicators, and criteria, which are classified within three main topics:

1. Personal Development
2. Appreciating the religious values and respect for the identity, heritage and culture of the UAE and the world
3. Social responsibility as well as leadership and innovation skills

- The due mark of exemplary behavior shall be granted as per the topics, indicators, and criteria below during each school semester.

Topic	Criteria	Indicators	Mark
1. Personal Development	1.1 Through his / her attitudes, the student shows an ability to have self-discipline and takes responsibility on a permanent basis	1.1.1 The student complies with the school regulations inside the classroom and the school, and during the school outdoor activities, in a permanent and persistent manner during the semester	10
	1.2 The student shows patterns of cooperative work behaviors with his/ her peers, teachers, and school management	1.2.1 Respects the feelings of his / her peers, considering their needs and offers help to them permanently	5
		1.2.2 Taking the initiative to encourage others, to cooperate, synergize, propose solutions to engage others, and inviting them to partake in teamwork on a permanent and persistent basis, inside and outside the classroom	5
	1.3 The student complies with the health and safety standards set by the school	1.3.1 He / She takes care of his / her appearance and the cleanliness of his / her body, clothes, and hair permanently and without being reminded by others	10
		1.3.2 He / She contributes to the dissemination of health and safety culture among his / her peers or proposes activities in relation to health and safety	5

	1.4 The student is always keen on attending his / her lessons and on being punctual	1.4.1 At least 98% of school attendance	5
		1.4.2 Arriving to school and to class on time	5
2. Appreciating religious values and respecting the identity, heritage and culture of UAE and the global cultures	2.1 The student shows high understanding and appreciation to the religious values in UAE and shows compliance with them through his/ her daily behavior	2.1.1 Characterized with trust, honesty, and good manners	10
		2.1.2 Reflects the principle of acceptance of others and tolerance through his / her behavior	5
	2.2 The student respects the identity, heritage and culture of UAE and global cultures	2.2.1 Taking the initiative to participate in a diverse range of cultural activities aiming at the promotion of belonging and national identity values	5
		2.2.2 Taking the initiative to execute out of school activities and projects to learn about other cultures	5
3. Social responsibility and leadership & innovation skills	3.1 The student takes the initiative to effectively participate in meaningful social activities	3.1.1 Representing the school in one of the various occasions over the school year when he / she is asked to do so	5
		3.1.2 Participating in the activities of the students' councils, teams, voluntary work, or school initiatives. His / her participation should have a positive impact on the local or school community	5

		3.1.3 Taking the initiative to participate in purposeful social activities during the holidays	5
	3.2 The student has a great work ethic, and shows a high level of environmental awareness, ability to innovate, entrepreneurship, solution finding and decision-making skills	3.2.1 Having an independent character and being able to lead important and beneficial social initiatives and projects	5
		3.2.2 Proposing innovative and creative solutions for the public interest in his / her school community, or for solving the problems facing the school	5
		3.2.3 Implementing ideas and activities, whether individually or in a group, to rationalize energy consumption and natural resources inside and outside his/her school environment, and to maintain them sustainability	5

RAIS Behavior offenses are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general. The procedures of such levels shall be carried out in accordance with the provisions, provided that each of them shall be documented in accordance with the approved regulations and forms and shall be dealt with in accordance with the educational values and systems.

**First Degree Offenses (simple offenses)4 marks shall be deducted for each offense**

<b>Offense No.</b>	<b>Description</b>
1.1	Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse
1.2	Failing to attend the classes on time repeatedly without an acceptable excuse
1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse
1.4	Overgrown hair for boys or haircuts for boys and girls that are not in line with school expectations
1.5	Not bringing the books and school kits without an acceptable excuse
1.6	Non-compliance with the positive behavior rules inside and outside the classroom such as: keeping calm and disciplined during class time and making inappropriate sounds inside or outside the classroom
1.7	Sleeping during class time or formal school activities with no justification (after making sure of the student's health status)
1.8	Eating during class times or during the morning parade without justification or permission (this is after making sure of the student's health status)
1.9	Non-compliance with presenting homework and assignments given to him/her in a timely manner
1.10	Misuse of electronic devices such as tablets etc., during the class, including playing games and using headphones inside the classroom
1.11	Any other that is considered similar to the above offenses as per the discretion of the Behavior Management Committee

**Second Degree Offenses (medium severity offenses) 8 marks shall be deducted for each offense:**

<b>Offense No.</b>	<b>Description</b>
2.1	Not attending school without an acceptable excuse at any time, including before and after the holidays and the ends of weeks and before exams
2.2	Getting out of the classroom during and wandering around during class time without permission
2.3	Not attending school activities and events without an acceptable excuse
2.4	Inciting quarrel, threatening, or intimidating peers in the school
2.5	Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts, and use of makeup
2.6	Writing on school furniture or school bus seats. Tampering with the alarm bell or the lift
2.7	Bringing mobile phones or misusing any means of communication
2.8	Verbally abusing or insulting students, staff, or visitors of the school
2.9	Smoking/ vaping or possessing the relevant kits inside the school campus
2.10	Refusing to respond to the instruction of inspection or to hand over the banned materials
2.11	Any other that is considered similar to the above offenses as per the discretion of the Behavior Management Committee

**Third Degree Offenses (grievous offenses) 12 marks shall be deducted for each offense:**

<b>Offense No.</b>	<b>Description</b>
3.1	Various types and forms of bullying
3.2	Copying or reproducing the assignments, reports, research, or projects and taking credit for them (plagiarism)
3.3	Getting out of the school without permission or absconding during the school day
3.4	Attempting to defame peers and the school staff via social media or abusing them
3.5	Impersonating other personalities at school, during transactions, or by forging school documents
3.6	Destroying or seizing the school furniture, tools, and vandalism
3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
3.8	Assaulting others in the school, without causing any injuries to the victim (corporal abuse)
3.9	Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions
3.10	Capturing, possessing, publishing, or disseminating photos of the school staff and / or students without their permission
3.11	Any other that is considered similar to the above offenses as per the discretion of the Behavior Management Committee



**Fourth Degree offenses (highly grievous offenses):**

<b>Offense No.</b>	<b>Description</b>
4.1	Using communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others
4.2	Possessing or using arms or blade weapons, or their equivalent inside the school
4.3	Committing sexual assault inside the school, the bus or during activities
4.4	Assaulting others in the school causing injuries to the victim (corporal abuse)
4.5	Systematic (pre-planned) or covering up theft
4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with values, morals, public order, and public decency
4.7	Sexual harassment inside the school, the bus, or during activities
4.8	Leaking questions of the exams or engaging therein, in any way
4.9	Causing a fire on the school campus
4.10	Engaging derogatory remarks/comments on political, religious, or social figures in UAE
4.11	Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-prescribed medical drugs, or the psychotropic substances
4.12	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of society
4.13	Disdaining religions or stirring sectarian strife in the school
4.14	Any other that is considered similar to the above offenses as per the discretion of the Behavior Management Committee

## MECHANISM OF DEALING WITH OFFENSES

Actions shall be taken, and deduction shall be made with reference to the behavior marks, with due consideration to the detailed instructions mentioned, and after ensuring that the topics falling within the functions of the Behavior Management Committee have been brought before the committee for taking the necessary decisions.

Degree of Offense	Upon committing	Recurrence		
		First time	Second time	Third time
First-Degree (simple offenses)	Verbal Warning	Written Warning	Deducting half of the mark	Deducting the full mark and instructing the student and his/ her parent/guardian to sign an undertaking for not committing this offense again
	If the aggregate deduction, which is made against the recurrence of the first-degree offenses (of one type or more), reaches 10 marks or more; then a case study file shall be opened.			
Second-Degree (medium severity offenses)	Written Warning	Deducting half of the mark	Deducting the full mark and instructing the student and his /her parent/ guardian to sign an undertaking to not commit offense again	
	If the aggregate deduction, which is made against the recurrence of the second-degree offenses (of one type or more), reaches 20 marks or more; then a case study file shall be opened			

Third-Degree (grievous offenses)	Deducting the full mark	Deducting the full mark and taking the actions prescribed under this category		
Fourth degree (Highly grievous offenses)	Taking the actions prescribed under this category			

## Behavior Management Committee and its Functions

### 1. Behavior Management Committee:

It is one of the committees to be formed at the school, which is entrusted with discussing the students' problems in educational and behavioral terms and deciding the actions to be taken against the violating students, in accordance with the provisions hereof. This Committee shall be composed as follows:

- The school Principal as the Chairman/ Chairperson
- The Vice Principal or the academic Vice Principal as a Vice Chairman/ Chairperson
- The academic advisor/social worker as a member and administrator
- The head of the students' affairs unit as a member
- One of the schoolteachers (regardless of specialization) as a member
- A legal member from the child protection unit
- The Chairman of the school guardians' council, who shall attend discussing sessions only and not the sessions dedicated to considering the students' issues
- The Chairman of the School Students' Council, who shall attend discussing sessions only and not the sessions dedicated to considering the students' issues
- The Safety Officer as a member

## 2. The Committee's Functions:

- Examining the students' behavioral offenses, deciding in respect, and determining the actions to be taken in accordance with the provisions hereof
- Adopting the procedures of the establishment of promoting positive behavior among the students and reducing offenses
- Achieving the integration between the educational roles oriented to the comprehensive care of students
- Developing reports and presenting recommendations to the zone director, the sector director, and the assistant undersecretary for school operations sector, in respect of the offenses when so is necessitated, in accordance with the provisions hereof
- Checking on the process of granting behavior marks to the students and approving the semester and final procedures of behavior reform for reforming the behavior of each student who fails in the behavior subject, with paying due consideration to each case separately
- Completing the procedures related to mark and certificate granting to the student, after performing the behavior reform procedure, within a proper timeframe, with paying utmost attention to the student's interest
- Handling the guardians' complaints and grievances and deciding in respect and in accordance with the provisions herein
- Coordinating with the academic advisor/social worker to activate preventive and remedial, and behavior reform programs and employing psychologists as necessary in accordance with the range of the schools
- Coordinating with the school support team to study the nature of the behavior conducted by each student of the people of determination and deciding in respect thereof
- Documenting and keeping the records and correspondence of the Committee (the administrator)
- The Committee shall have some of its actions and functions surrounded by secrecy and privacy the one related to certain offenses and shall neutralize its members' direct relations with the violating student, or those who are not members of the school community

- Studying the behavioral phenomena prevailing in school, their nature, causes, implications, and the methods of overcoming them

## **Roles and Responsibilities of the Stakeholders in the Educational Institution:**

### **1. Parent/Guardian**

- Motivating, encouraging, and promoting positive behavior, and working on reducing the behavioral problems of their child
- Instilling self-discipline in their child and reminding them of their religious and social values and their responsibility towards shaping the future of their country
- Commitment to attending meetings and educational and awareness-raising events whenever invited by the school administration for such events
- Notifying the school of their child's needs and cooperating with t h e s c h o o l to solve the behavioral problems that may arise
- Complying with school decisions regarding payment for repair or replacement of items damaged or lost because of their child. The value to be paid in this regard shall be determined in the light of supporting documents by the Committee
- 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 on the parent/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
- If the parent/guardian abstains from responding to the school's decisions or from assuming responsibility for the violating behavior of his child; then the matter shall be referred to the concerned bodies through the Legal Affairs Department of the Ministry
- Complying with the provisions of the Regulation of Students' Parents/Guardians once issued

## 2. The Student

- Being conscious of self-discipline
- Being punctual
- Taking educational and behavioral responsibility and having positive attitudes towards education
- Committing to positive behavior and seeking to achieve the criteria of exemplary behavior
- Committing to respecting the provisions hereof and acting accordingly as a responsible person
- Respecting others, and effectively participating in school life to develop self and to develop mental and physical skills and talents
- Attending school meetings on reforming behavior
- Displaying tolerance for the individuality of others and respecting their feelings
- Taking informed decisions with respect to one's health and safety
- Showing an understanding and appreciation of the UAE's culture, traditions, and customs and to the cultures of other countries, as well as to the Islamic values and their role in the UAE society
- Respecting the natural environment at school and avoiding causing harm thereto (rationalizing water and electricity consumption, plants, and pets in the school environment)

## 3. Teacher and Assistant Teacher

- Due to his / her academic and professional qualification, the teacher's role is fundamental in the development of national belonging and good citizenship among students
- Reviewing hereof and applying them persistently
- Dealing in a good, fair, and respectful manner with all students
- Representing a good example of positive behavior through one's words and actions
- Being committed to the maintenance of a secure environment for all the students

- Contributing to the guidelines and procedures for promoting positive and exemplary behavior and for handling offenses
- Clarifying the regulations to students and giving them the opportunity to participate in the application thereof
- Consistently communicating with all stakeholders to support and enhance the positive atmosphere of the school
- Reviewing the data of the students' behavior continuously and contributing to the observation and determination of the positive and exemplary behaviors and the offenses, as well as participating in the analysis of such behaviors and offenses
- Participating in and supporting the implementation of the individual education plans for Students of Determination

**4. Academic Advisor/ Social Worker**

- Providing orientation, education and guidance to the students and their parents/guardians in respect of this Code of Behavior
- Submitting the required reports and documents to the Principal or Vice Principal /Behavior Committee on a periodic basis, to document the actions taken in accordance with the prescribed Behavior Code
- Planning preventive and remedial programs aiming at reducing negative behavior and encouraging 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 parents/guardians
- Working on strengthening the ties between home and school and raising the parents'/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
- Raising awareness of the Behavior Code inside the school and illustrating it to the administrative & educational staff and the students' parents/guardians

## 5. **Vice Principal**

- Preparing a periodical plan (weekly, monthly, annual) for all the meetings of the school Behavior Management Committee
- Identifying the training needs of the teaching and administrative staff and providing the necessary support to develop their competences in behavior management
- Participating in training the teaching staff in respect of the application of this Code
- Directly communicating with staff and students to ensure full compliance with the decisions and procedures in relation to the Code
- Directly supervising the committees, teams, and councils concerned with the students' affairs
- Effective coordination between the teachers, the school management, and the students' guardian to facilitate the fulfillment of the roles and responsibilities of each



- Effective supervision of students when applying actions for the offenses they commit, such as deprivation from break time or social activity; implementation of the prescribed punishment at school, engaging student by giving him/her assignments and homework or assigning him / her to do approved schoolwork
- Requiring the student's parent/ guardian to present an undertaking that they have reviewed the Code of Students' Behavior Management
- Acting in place of the School Principal's powers in respect of the application of the Code of Students' Behavior Management during his / her absence

## 6. School Principal

- Providing a safe, and sound educational environment supporting the application of this Code
- Being committed to orienting the student and his/her parent/guardian on the provisions hereof, as amended or altered
- Establishing an interior system specifying the roles and responsibilities of the school staff in the application of this Code
- Overseeing the implementation of professional development and training plans for the teaching staff, in respect of the application of this Code
- Overseeing the establishment of the system in place for teaching and administrative staff to be well informed of the student's personal, social, and emotional development and for raising awareness on their responsibilities towards the school community
- Receiving the parent's/guardian's complaints and grievances and referring them to the school Behavior Management Committee
- Providing due care for the Students of Determination, with an effective framework for integrating them into the learning environment and following-up on the effectiveness of the support given
- To be keen on the establishment of an effective system for managing positive and exemplary behavior and extending such behavior to the whole educational community
- Establishing an effective system to address offenses extending such system to the whole educational community

- Forming committees, teams and councils supporting the school's efforts in respect of the integrated upbringing of students in an effective manner
- To be informed of the behavior data, to analyze them, and to lead the processes of purposeful planning that aim at improving the students' performance
- Taking the necessary actions towards the developmental proposals presented by the head of students' affairs unit and the educational community

## 7. Parents' Council

- Studying the behavioral patterns and records and students' offenses requiring intervention. Working on identifying the methods for facing them and participating in addressing them
- Proposing plans, programs, and initiatives for orienting the guardians on the Code and its provisions
- Contributing to the realization of community support for the programs of positive and exemplary behavior promotion
- Effectively participating in emphasizing and inculcation of behavioral concepts and values among students
- Documenting the actions and decisions made in special records for study and analysis purposes

<b>Approval and Review</b>	
<b>Review date</b>	<b>May 25<sup>th</sup> 2024</b>
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<b>Approved as Policy by:</b>	<b>Principal:</b> <b>Mohannad Al Jayousi</b> 