



BEHAVIOUR FOR LEARNING POLICY

Policy

Policy Title:	Behaviour for Learning Policy
Version:	3.0
Effective Date:	June 2024
Scheduled Review Date:	August 2026

1. Introduction

At GEMS Wesgreen International School, we believe that every child has the right to feel safe, happy and respected whilst being supported to reach their full potential. Our behaviour policy acknowledges the UN Conventions on the Rights of a Child (UNCRC):

- It is the school's responsibility to provide a safe, secure and caring environment in which it is our duty of care to protect students from poor behaviour (Art. 19: 29: 31 UNCRC).
- All decisions taken with regard to this policy have been in the best interest of the child (Art. 3 UNCRC).
- The value of student voice is advocated within our School (Art. 12 UNCRC);
- The school council and Positive Behaviour Intervention Support team ensure our students feel free and able to express their views and have any concerns addressed

Our behaviour policy aims to uphold the UAE National agenda UAE vision 2021 core values to create a school united in:

- Responsibility,
- Destiny,
- Knowledge and
- Prosperity.

2. Policy Aims

Our Behaviour Management Policy aims to create a positive, inclusive, and supportive school environment where every student can thrive. We are committed to promoting excellent behaviour through a whole-school approach that reflects our shared values and fosters mutual respect, responsibility, and success.

Aims:

- Establish a positive culture that promotes high standards of behaviour and ensures all pupils have the opportunity to learn in a calm, safe, and supportive environment.
- Build a safe and secure school community where students feel free from abuse, bullying, harassment, teasing, and intimidation.
- Nurture respectful relationships, encouraging all members of the school community to take responsibility for their emotions and actions.
- Ensure smooth transitions throughout a pupil's school journey, from home to school, between key stages, and onwards to other schools.
- Create a collaborative environment where staff, parents, and students work together to support personal growth and academic success.
- The well-being of every student is prioritized throughout all aspects of behaviour management, ensuring that disciplinary actions promote personal growth, emotional safety, and a supportive learning environment.

Objectives:

- Implement consistent systems that promote and reinforce high expectations of conduct, providing clear expectations and fair consequences for all pupils.
- Provide individualized adjustments for pupils with special educational needs and/or disabilities (SEND), ensuring equitable support.
- Empower staff with the resources, tools, and training needed to manage pupil behaviour effectively.
- Respond promptly and consistently to incidents of bullying or inappropriate behaviour, ensuring all concerns are addressed with care and fairness.
- Support students in developing self-regulation skills through reflection, mediation, and positive reinforcement.
- Every behaviour management decision takes into account the child's well-being, with the aim of helping students develop self-regulation, resilience, and positive interpersonal skills.
- Promote respectful and safe behaviour on the school bus, maintaining consistent expectations across all areas of school life.

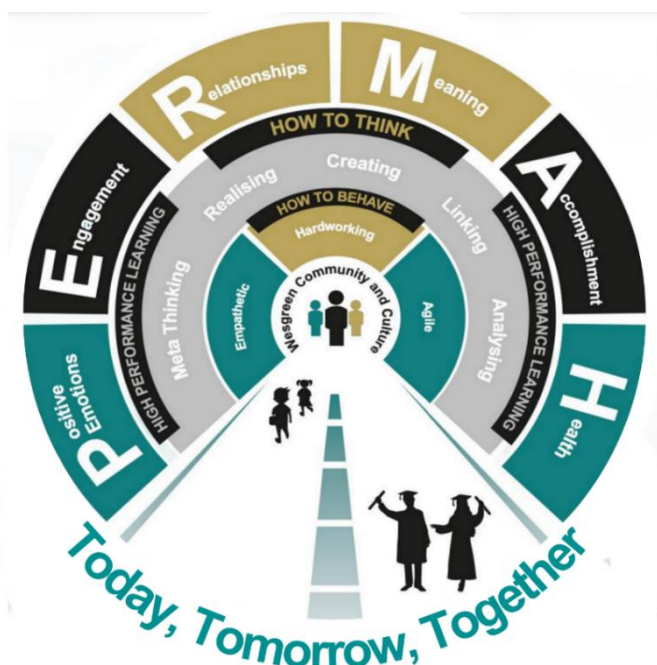
Through these aims and objectives, we seek to foster a respectful and inclusive community where every pupil can grow, achieve, and experience success.

3. Behaviour Expectations

At WGP we expect children to be showing our High-Performance Learning Values, Attitudes and Attributes (VAAs) of being Agile (i.e. ready to learn), Empathetic (i.e. caring for others) and Hard-Working (i.e. persevering). We also expect them to be attempting our High-Performance Learning Advanced Cognitive Performance Characteristics (ACPs) through consistent learning behaviours.

Other common positive behaviors and key listening signs are consistently reinforced throughout the day and visual prompts are displayed in the lower primary years.

4. PERMAH and Positive Education



This policy is underpinned by a Wellbeing Strategy launched in September 2020 known as PERMAH, and is a cornerstone of becoming a positive education school. Positive Education combines the science of Positive Psychology with very best practices in teaching and learning to inspire and support individuals, our school and our community to be the best that they can be.

Through PERMAH and the High-Performance Learning VAAs Positive Education focuses on developing specific skills to assist our students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

This model combined with Professor Deborah Eyre's High Performance Learning framework guides our students, staff and community in maintaining a balanced and successful perspective on life.

5. Rewarding Positive Behaviour

At WGP we expect children to be showing our High Performance Learning Values, Attitudes and Attributes (VAAs) of being Agile (i.e. ready to learn), Empathetic and Hard-Working. We also expect them to be attempting our High Performance Learning Advanced Cognitive Performance Characteristics (ACPs). Other common positive behaviors and key listening signs are consistently reinforced throughout the day and visual prompts are displayed in the lower primary years. Recognizing positive behaviour is not only about reinforcing rules but also about promoting the emotional well-being of students. Celebrating achievements, whether academic or personal, helps foster a sense of belonging and boosts students' confidence.

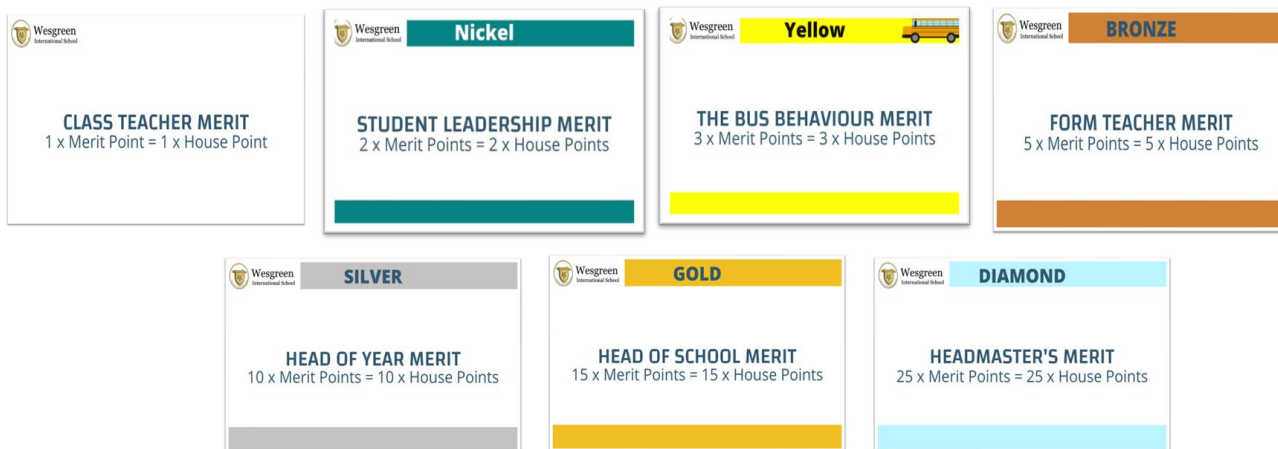
Rewarding Positive Behaviour in Primary

At WGP, we believe that staff modeling respect, maintaining consistent expectations throughout the school, and rewarding positive behavior foster high standards of conduct and behavior among our students. Rewarding positive behaviour is done in a variety of ways, such as:

- Verbal praise and positive body language.
- Classroom positive behaviour charts.
- Notes and certificates sent home from teachers to parents to celebrate their child's achievements.
- Conversations between students and the Senior Leadership Team, and Heads of Year as a recognition of achievement.
- Dojo points awarded by all members of staff to children modelling positive behaviour of VAAs and ACPs.
- Each week a mention in assembly, certificate and a special treat from the AHT is rewarded to the student who receives the most dojo points.
- A boy and girl are selected from each year group to receive the AHT award for producing a special moment throughout the week.
- The class with the best week's best punctuality and attendance receives the giant teddy bear to look after in their class.

Rewarding Positive Behaviour in Secondary

In Secondary, students are rewarded through Merit Award Cards for notable achievements, contributing points to their house for the annual house competition. Form Teacher Merits are awarded for consistent participation and adherence to school standards, while higher tier awards from senior staff provide additional recognition. Students with the most merits enjoy special privileges like non-uniform days and extended break times, with public recognition in assemblies and on Teams pages. For more details on the merit cards used to reward positive behavior in secondary, refer to *Appendix 1: Secondary Merit Cards Explained*.



Rewarding Positive Behaviour through the House Point System

What is a school house system?

The main function of the house system is to develop a sense of identity or belonging and to celebrate achievements.

It is important for students to have the opportunity to play an active role and contribute to a community within their School, which allows them to develop skills and talents and acknowledges their successes in a wide range of ways.





We encourage students to play an active role in the success of their house. Individual and team efforts are rewarded and students are expected to contribute to Inter-house competitions throughout the year.

Instilling Healthy Competition

We host a number of events throughout the year to exercise enjoyment of friendly competition. These include; sports days, swimming galas, spelling bees, art and design challenges, plus specifically focused day events that curve their learning in new areas.

The Houses

The houses are named as follows:

			
The Scorpions	The Falcons	The Leopards	The Vipers

6. Behaviour Management

GEMS Wesgreen International School follows the Ministry of education guidelines on behaviour management. Behaviour interventions are designed not just to correct, but to nurture personal growth, with additional support provided by counsellors and pastoral teams when necessary. The behavioural expectations and degrees of infractions are summarized below:

1. The Ministry's first-degree infractions address minor offences such as lateness, uniform non-compliance, and disruptive behaviour. These offences typically result in verbal reminders, warnings, and parent involvement, with increasing consequences for repeated incidents.
2. Second-degree infractions include more serious behaviours, such as skipping school activities, intimidation, or misuse of communication devices. These are managed through parent meetings, behavioural mark deductions, internal suspensions, and behaviour plans.
3. Third-degree infractions involve severe misconduct, including bullying, vandalism, or assault. They are handled through suspensions, behavioural committees, and potential recommendations for school transfer.
4. Fourth-degree infractions cover the most serious offences, such as substance abuse, assault causing injury, or criminal behaviour, leading to investigation, extended suspensions, and possible expulsion.

At every stage of addressing infractions, student well-being remains a priority. Reflection, mediation, and restorative practices are used to ensure that students understand the impact of their actions while feeling supported. To read further details on the four degrees of infractions, refer to *Appendix 2: Ministry Of Education Degree of Offences*. Additionally, *Appendix 3: Remote Learning – Secondary* highlights the behavioural expectations for students during distance and online learning.

Supporting Challenging Behaviour in Primary

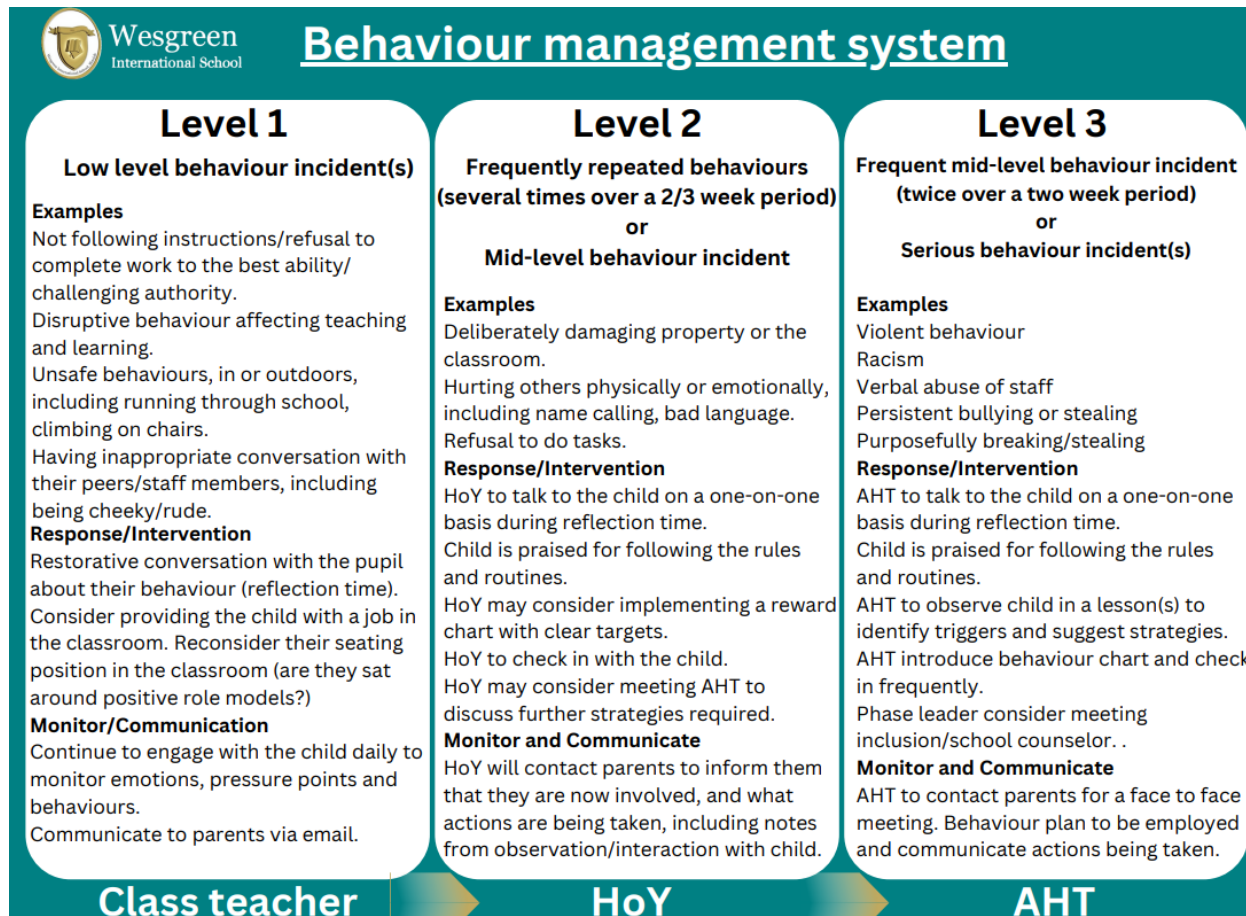
All teachers follow the following system: 1st warning -> 2nd warning -> reflection time. In lower primary, this is clearly shown in the classroom on display. In upper primary, it is all verbal, with key handovers taking place between specialist teachers.

Once reflection time is reached, we have a structured, tiered behavior management system in place to ensure consistency among staff when addressing incidents of challenging behavior. In every case, restorative practices are encouraged, allowing all students to feel heard, safe, and given the chance to express their feelings and perspectives while gaining an understanding of how their actions may have affected others. AHTs and class teacher have access to reflection sheets which encourages the child to reflect on their poor choices along with a restorative chat a break time. If behaviours are repeatable then staff will refer back to the behaviour management system above.

In the event that further support is required, we recognise that some students require additional support with their behavior due to unmet needs. This support should be personalised and provided as needed. A tailored support plan will be created by the class teacher in collaboration with the HoY, AHT and inclusion team, and/or the school counselor, depending on the specific needs identified.

Additional support for students may include, but is not limited to:

- Increased parental communication
- Sessions with the school counsellor for students
- Personalised reward charts
- Break/lunch time monitoring
- Frequent check-ins with AHT/Inclusion/School counsellor
- 1:1 support – the introduction of an LSA
- External assessments, for example an Educational Psychologist evaluation to identifying underlying learning needs or frustrations.



7. Internal Exclusion

At GEMS Wesgreen International School, internal exclusion is a strategy employed after other proactive measures, as outlined in the 'further support' section, have been exhausted. The decision is made by the Senior Leadership after reviewing all documentation. During internal exclusion, which may last from half a day to three days, students are temporarily removed from their regular classrooms but remain on school grounds. When internal exclusion is necessary, the well-being of the student remains a primary consideration. During this time, students engage in reflective discussions and receive personalized support to help them re-enter the classroom successfully and with confidence. The internal exclusion concludes with a behavior action plan meeting involving the student, parents, class teacher, and AHT or Head of Inclusion to ensure effective strategies and plans are in place for their return to the classroom.

8. Bus Behaviour

We acknowledge the importance of safe and respectful behaviour on the bus, both to and from school, as an extension of the school environment. Adhering to the bus behaviour code of conduct ensures a secure and positive experience for all students, promoting responsibility and respect for others while traveling.


Again, a tired system/flow chart of bus conductor -> class teacher -> HoY -> AHT -> SLT is followed.

Students are expected to adhere to and follow the Student Bus Behaviour Code set out by the STS LLC. The level of these offences and actions taken by staff can be seen below:

	1 st Degree Offences	2 nd Degree Offences	3 rd Degree Offences	4 th Degree Offences
	Being late to the bus.	Facing forward when in seat.	Bullying. (Various forms)	Possession or use of weapons on the bus.
	No Bus ID Card.	Leaving a seat without permission without permission.	Possession of tobacco / vape or such related items.	Promoting ideas & beliefs hostile to the social and political systems of the UAE.
	Non-compliance with school uniform.	Threatening or intimidating others.	Leaving seat whilst the bus is moving without permission.	Sexual assault
	Not wearing seat belt.	Violating public morals, values and customs.	Assaulting / fighting with others. Without causing hurt or injury	Assaulting / fighting with others. Causing hurt or injury
	Failure to follow school rules.	Vandalism writing on, furniture or parts of buses.	Damaging/destroying school property, furniture or any parts of buses.	Theft. Participating in the cover up of theft
	Sleeping during trips.	Possession of mobile phone on bus.	Taking, publishing or sharing photos of others without their permission.	Arson; causing fires on bus.
	Eating on the bus.	Verbal abuse; using foul language.	Possession, display or promotion of materials contrary to the values of the UAE.	Possession, promotion or use of narcotics.
	Misusing devices, including playing games and listening to music.	Refusing to hand over banned materials.	Defaming or abusing fellow students and staff (including online)	Abusing political, religious and social figures in the UAE.
	1 st Degree Offences	2 nd Degree Offences	3 rd Degree Offences	4 th Degree Offences
	1 st Time Verbal Warning	1 st Time Call Parents and advise behavior policy	1 st Time Call parents to warning of impending policy and Seat Move (Internal Suspension)	1 st Time Call parents to issue with suspension from service
	2 nd Time Written Warning	2 nd Time Call parents to warning of impending policy and Seat Move (Internal Suspension)	2 nd Time Call parents to issue with suspension from service	
	3 rd Time Parent Meeting	3 rd Time Call parents to issue with suspension from service		
	4 th Time Report Issued			

9. Monitoring and review

This policy has been discussed and agreed by the GEMS Wesgreen International School teaching staff and leadership teams for implementation.


Signed.....

Head of Inclusion

Date: 19/06/2024

Signed.....

Executive Vice Principal



















Date: 19/06/2024

Signed.....

Principal / CEO

Date: 19/06/2024

Appendix 1: Secondary Merit Cards Explained

The 6 x Tier Wesgreen Merit System

<div style="text-align: center;">  <p>CLASS TEACHER MERIT 1 x Merit Point = 1 x House Point</p> </div> <p>Name: _____ Class: _____ House: _____</p> <p>The following HPL VAAs / ACPs were demonstrated (circle):</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <p>Teacher sign: _____ Date: _____</p>	<p>How do students obtain the 'Class Teacher Merit'?</p> <p>Students accumulate 'Class Teacher Merit Cards,' (also worth 1 point for their house) from their Class Teachers for something positive or noteworthy in class or throughout the school day. Class Teachers only have 10 of these cards per month, so they are well earned.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> • Random acts of kindness to another student, teacher or staff member. • Recognizable progress / attainment or participation in a task or activity. • Exemplary manners and respect shown. • Positive attitude - showing responsibility in class, at breaktimes or on school bus. • Actively promoting health & safety / healthy lifestyle on a daily basis.
<div style="text-align: center;">  <div style="background-color: #008080; color: white; padding: 2px 10px; display: inline-block;">Nickel</div> <p>STUDENT LEADERSHIP MERIT 2 x Merit Points = 2 x House Points</p> </div> <p>Name: _____ Class: _____ House: _____</p> <p>The following HPL VAAs / ACPs were demonstrated (circle):</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <p>Teacher sign: _____ Date: _____</p>	<p>How do students obtain the 'Student leader Merit'?</p> <p>Students accumulate 'Student Leader Merit Cards,' (also worth 2 point for their house) from a student leader for something positive or noteworthy in class or throughout the school day. Student leaders only have 3 x of these cards per month, so they are well earned.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> • Random acts of kindness to another student, teacher or staff member. • Recognizable progress / attainment or participation in a task or activity. • Exemplary manners and respect shown. • Positive attitude - showing responsibility in class, at breaktimes or on school bus. • Actively promoting health & safety / healthy lifestyle on a daily basis.



THE BUS BEHAVIOUR MERIT
3 x Merit Points = 3 x House Points

Name: _____ Class: _____

House: _____

The following HPL VAAs / ACPs were demonstrated (circle):



Teacher sign: _____ Date: _____

How do students obtain the 'Form Teacher Merit'?

Students accumulate 'Bus Supervisor Merit Cards,' (also worth 3 points for their house) from bus staff for positive behavior on the buses. Bus staff only have 4 x of these cards per month, so they are well earned.

Examples of how students can obtain this merit could be as follows:

- Exemplary manners and respect shown towards the bus staff.
- Consistently wearing seat belts, facemasks and staying seated throughout the journey.
- Not breaking any of the rules e.g. eating on the bus etc.
- Actively encouraging others to follow the rules and being on time for the bus each day.
- Always carrying their bus ID and remaining quiet on the journey.

FORM TEACHER MERIT
5 x Merit Points = 5 x House Points

Name: _____ Class: _____

House: _____

The following HPL VAAs / ACPs were demonstrated (circle):



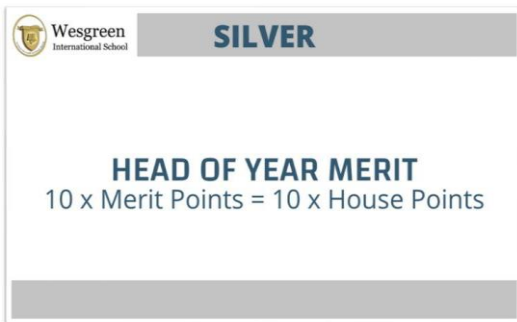
Teacher sign: _____ Date: _____

How do students obtain the 'Form Teacher Merit'?

Students accumulate 'Form Teacher Merit Cards,' (also worth 5 points for their house) from their Form Teachers for noteworthy attendance and participation levels throughout the month. FTs only have 3 of these cards per month and are quite rare.

Examples of how students can obtain this merit could be as follows:

- The 3 x students with the best uniform, attendance & participation levels each month in their Form Class are awarded these merits.
- Remember, it goes on uniform, attendance AND participation levels over the course of the month.



Name: _____ Class: _____

House: _____

The following HPL VAAs / ACPs were demonstrated (circle):



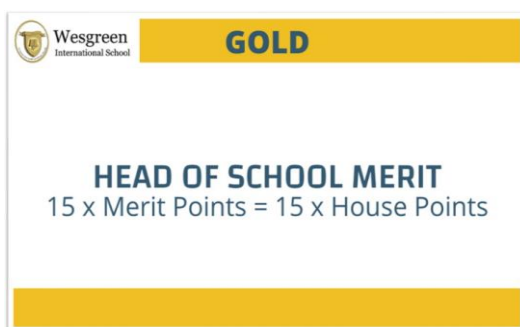
Teacher sign: _____ Date: _____

How do students obtain the 'HoY Merit'?

Students accumulate 'HoY Merit Cards,' (also worth 10 points for their house) from their HoY in recognition of special contributions to their Year Group. HoYs only have 2 of these cards per month and are very valuable.

Examples of how students can obtain this merit could be as follows:

- Significant contribution to the Student Council for their Year Group.
- Taking initiative on areas of school improvement (environment, health & safety, promotion of healthy lifestyles etc.)
- Running clubs, peer mentor programs and significantly helping others.



Name: _____ Class: _____

House: _____

The following HPL VAAs / ACPs were demonstrated (circle):



Teacher sign: _____ Date: _____

How do students obtain the 'HoS Merit'?

Students accumulate 'HoS Merit Cards,' (also worth 15 points for their house) from their HoS in recognition of special contributions to their School Campus. HoS only has 1 of these cards per month – So they are like gold dust.

Examples of how students can obtain this merit could be as follows:

- Significant contribution to the School, volunteering for school open days, charity events etc.
- Taking initiative on areas of whole school improvement (activities, environment, health & safety, promotion of healthy lifestyles etc.)
- Representing the school and achieving highly in external events, activities and competitions (Sports, Quran recitation, Spelling Bees, Chevron Readers Cup etc.)



DIAMOND

HEADMASTER'S MERIT

25 x Merit Points = 25 x House Points

Name: _____ Class: _____

House: _____

The following HPL VAAs / ACPs were demonstrated (circle):



Teacher sign: _____ Date: _____

How do students obtain the 'Headmaster's Merit'?

Students accumulate 'Headmaster Merit Cards,' (also worth 20 points for their house) from the Headmaster in recognition of special contributions to their School Campus. The Headmaster only has 1 of these cards per month per campus and are as rare as a diamond.

Examples of how students can obtain this merit could be as follows:

- Significant contribution to the School.
- Volunteering for school open days, charity events etc.
- Representing the school and achieving highly in external events, activities and competitions (Sports, Quran recitation, Spelling Bees, Chevron Readers Cup etc.)

What are the rewards for students?

Students will receive a merit that will go towards an end of year assembly award for the highest points in their year group. Top 3 merited students in each year will be awarded with a prize (To be confirmed by HM)

Points accumulated over the year will go towards their designated house for the annual house trophy. HoYs will make special recognition on MS Teams pages and in assemblies.

A special designated non-uniform day for the student in the year group with the highest merits each month.

Accumulated merits go towards monthly class rewards for highest merited class – e.g. extended break times, cinema time in MMR, non-uniform day, food /sweet treats (if permitted) for best achieving class.

Process of Awarding & Tracking Merits

Step 1: Teacher awards the merit physically with card and signs.

Step 2: Student happily brings home and shows parents if they wish.

Step 3: Student posts the card into the HoY's 'Merit Box' at the HoY's office.

Step 4: Monthly, HoY counts the merits for each class and distributes class section and individual awards (non-uniform day / MMR time etc.) and posts are celebrated on Teams page.

Step 5: Counts of the House points are sent off to Mr. Hollins to add to the house leaderboard.

Step 6 : Logs are made on Phoenix / 'Go for Schools' to track student overall merits for EoY assemblies.

Appendix 2: Ministry Of Education Degree of Offences

First degree offences (simple offences) - 4 marks shall be deducted for each offence.

1. Being repeatedly late to morning line up or failing to participate therein without an acceptable excuse.
2. Failing to attend the classes on time repeatedly without an acceptable excuse.
3. Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
4. Overgrown hair for boys or bizarre haircuts for boys and girls.
5. Not bringing the books and school kits without an acceptable excuse.
6. Non-compliance with the positive behaviour rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.
7. Sleeping during the class time.
8. Eating in class times or during the morning line up without permission.
9. Non-compliance with presenting homework and assignments given to him / her in a timely manner.
10. Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.
11. All of what is similar to these offences as per the discretion of the Behaviour Management Committee

Degree	Upon committing	First repetition	Second repetition	Third repetition
1st Degree Offence (4 marks)	Verbal reminder	Document the offence – name on yellow (verbal warning)	<ol style="list-style-type: none"> 1. Written warning (orange + tick) 2. Note in planner for parent/guardian with signature of acknowledgement. 	<ol style="list-style-type: none"> 1. Written warning (Red) if this continues or is a risk to others call PoR to remove student 2. Detention (break) 3. Call the parent/guardian 4. Email HoY - If repeated in several lessons then implement a set of strategies to reduce negative behaviour. (White Report Card for minimum of 2 weeks) 5. Convert the offences to the second degree.

Second degree offences (medium severity offences) - 8 marks shall be deducted for each offence.

1. Not attending the School without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.
2. Getting in or out of the classroom during the class time without permission.
3. Not attending the school activities and events without an acceptable excuse.
4. Inciting quarrel, threatening or intimidating peers in the School.
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 etc.
6. Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
7. Bringing mobile phones or misuse any means of communication.
8. Verbally abusing or insulting students, staff, or visitors of the School.
9. Smoking or possessing the relevant kits inside the school campus. (Including but not limited to e-cigarettes / vapes)
10. Refusing to respond to the instruction of inspection or to hand over the banned materials.
11. All of what is similar to these offences as per the discretion of the Behaviour Management Committee

Degree	Upon committing	First repetition	Second repetition	Third repetition
2nd Degree Offence (8 marks)	<ol style="list-style-type: none"> 1. Deduct 4 behavioural marks. 2. Call the parent/guardian. 3. Get the signatures of the parent/guardian and the student on a pledge not to repeat the offence. 	<ol style="list-style-type: none"> 2. Deduct 8 behavioural marks. 3. Get the signatures of the parent/guardian and the student on a warning or an internal suspension of one to two days. 4. Implement a set of strategies to reduce negative behaviour. (Green Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Suspend the student from one to three days in the School and assign curriculum content. 2. Referral to guidance counsellor to commence further behaviour reform strategies. 3. Give a letter of final warning. 4. Implement a set of strategies to reduce negative behaviour. (Continue Green Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Recommendation to parents of transfer certificate to another school. 2. School Behaviour Management Committee to carry out a set of actions that would contribute to improving the behaviour. 3. Convert the offences to the third degree. 4. (Red Report Card for 2 weeks)

Third degree offences (grievous offences) - 12 marks shall be deducted for each offence.

1. Various types and forms of bullying.
2. Copying or reproducing the assignments, reports, or projects and taking credit for them.
3. Getting out of the School without permission or absconding during the school day.
4. Attempting to defame peers and the school staff via social media or abusing them.
5. Impersonating others' personality in the School, during transactions, or forging the school documents.
6. Destroying or seizing the school furniture, tools, and vandalism
7. Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
8. Assaulting others in the School, without causing any injuries to the victim.
9. Driving a car recklessly inside or around the school campus, and not following the security & safety instructions.
10. Capturing, possessing, publishing or disseminating photos of the school staff/students without their permission.
11. All of what is similar to these offences, as per the discretion of the Behaviour Management Committee.

Degree	Upon committing	First repetition	Second repetition	Third repetition
3rd Degree Offence (12 marks)	<ol style="list-style-type: none"> 1. Deduct 12 behavioural marks. 2. Immediate convening of the School Behaviour Management Committee to conclude a decision (Internal Suspension up to issuance of transfer certificate to another school). 4. An immediate summons of the parent/guardian and signing the decision. 5. Implement a set of strategies to reduce negative behaviour. (Green Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Deduct a further 12 behavioural marks. 2. Presentation before the Student Behaviour Management Committee to make a suspension decision. 5. Suspend the student from school for a minimum of 1 to 2 weeks. 6. Implement a set of strategies to reduce negative behaviour. (Red Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Issue a decision from the School PBIS Committee to suspend the student. 2. Warn the parent/guardian to seek transferring the student to another school. 3. In case of non-compliance of the guardian, the student is to be transferred by decision of the Assistant Undersecretary of School Operations. 	<ol style="list-style-type: none"> 1. The decision of the PBIS Committee to convert the offences to the fourth grade. 2. Then final suspension out of public schools on the basis of a decision of the Undersecretary of the Ministry of Academic Affairs for General Education. 3. Referral of the student to specialized centres for behaviour modification programs. 4. Review the decision to re-register the student after the presentation to the Undersecretary of the Ministry of Academic Affairs.

Fourth degree offences (highly grievous offences) - Failure in the subject of behaviour.

1. Using IT / social media for unlawful or immoral purposes, or in a manner discrediting the School, its staff or others.
2. Possessing or using arms or blade weapons, or their equivalent inside the School.
3. Committing sexual assault inside the School, on the bus or during activities.
4. Assaulting others in the School, causing injuries to the victim (corporal abuse).
5. Systematic (pre-planned) or covering up theft.
6. Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.
7. Sexual harassment/abuse inside the School, the bus, or during activities.
8. Leaking questions of the exams or engaging therein, in any way.
9. Setting the school campus on fire.
10. Abusing political, religious, or social figures in UAE.
11. Possessing, bringing, promoting, or using narcotics, medical drugs inside the School or the school bus, or being under the influence of narcotics, non-prescribed medical drugs.
12. Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
13. Disdaining the divinely revealed religions or stirring sectarian strife in the School.
14. All of what is similar to these offences, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.

Degree	Steps Taken
4th Degree Offence (20 marks)	<ol style="list-style-type: none"> 1. Immediate communication with the parent/guardian. 2. Take immediate procedure towards the offence with the help of the concerned parties. 3. Convene the Student Behaviour Management Committee to conclude its decision and inform the Student Guidance Department of the necessary action. 4. Suspend the student until the completion of the investigation. 5. The student and his/her guardian shall be held responsible for any damages resulting from the offence. 6. Transfer the student to the remedial programs approved by a decision of the Undersecretary of the Ministry of Academic Affairs in specialized institutions. 7. Suspend the student's registration in schools and full denial of access to schools and the transition to continuous homeschooling. 8. Complete suspension in the case of exhausting all means of remedy, and transfer the student to a competent authority for behaviour modification and therapy. 9. Final dismissal in the event of exhausting all means of remediation.

1. Positive Behaviour:

It is the behaviour expected from all students without committing any offences, for which 80% of the total behaviour marks are allocated. Each student shall be considered as automatically eligible to the positive behaviour marks (80 marks), at the beginning of each semester. If any offence is committed by the student in accordance herewith; then the proper action, taken as per the degree of offence according to the tables in point 3 above regarding offences and sanctions.

2. Exemplary Behaviour:

It reflects the exemplary practices undertaken by the student, through his / her good behaviour and morals, and his / her initiatives in the school community. 20% of the total behaviour marks are allocated to exemplary behaviour.

Measurement of Exemplary Behaviour.

Topic	Criteria	Indicators	Mark
1. Personal Development	1.1 Attitudes permanently show responsibility & self-discipline.	The student always complies with school rules while on campus & school bus.	10
	1.2 Co-operative work behaviour with all staff & students.	Permanently respects others feelings, considers their needs and offers to help to all.	5
		Encourages others and invites them to collaborate in teamwork both inside & outside the classroom.	5
	1.3 Complies with Health & Safety standards.	Cleanliness & appearance - body/clothes/hair.	10
		Actively promotes health & safety in School.	5
	1.4 Punctuality & attendance.	At least 98% school attendance.	5
		Always arrives to School and class on time.	5
2. Respect of religious & cultural values (UAE & Globally)	2.1 High understanding, appreciation and compliance with the religious values of the UAE.	Characterized with trust, honesty & good manners.	10
		Demonstrates acceptance & tolerance through behaviour.	5
	2.2 Respect identity, heritage and culture of the UAE and other countries.	Taking initiative to participate in a diverse range of cultural activities.	5
		Executing extra-curricular activities and projects to learn about other cultures.	5
3. Social responsibility, leadership & innovation.	3.1 Taking the initiative to participate in meaningful social activities.	Representing the School in an activity.	5
		Participating in student council, volunteer work or other school initiatives – resulting in positive impact on the local or School community.	5
		Taking initiative to participate in purposeful social activities during school holidays.	5
	3.2 Shows great work ethic, high levels of environmental awareness, innovative & entrepreneurship, solution finding & decision making skills.	Independent character & leading important & beneficial events / projects.	5
		Proposing innovative / creative solutions for the interest of the school community.	5
		Implementing ideas to enhance environmental sustainability inside or outside School.	5

Appendix 3: Remote Learning - Secondary

As per the [MoE's Article 7 of Resolution No. 851](#) & the [MoE's Student Behaviour Management - Distance Learning](#).

ONLINE NEGATIVE BEHAVIOUR OFFENCES			
1 st Degree (Minor)	2 nd Degree (Medium)	3 rd Degree (Serious)	4 th Degree (Very serious)
Late to an online lesson without an excuse.	Absence from a full school day without an acceptable excuse.	Bullying of various kinds and forms on any digital platform.	Using the School's platforms for illegal or immoral purposes.
Wearing clothes that violate public decency in a lesson.	Incitement to fight, threaten or intimidate classmates.	Sharing other people's personal information.	Using software to create false content and sharing online.
Engaging in conversations not related to the online lesson.	Using the School's platforms for non-educational purposes.	Using the credentials of another teacher or student.	Using the School's platforms to damage accounts or devices.
Eating while attending an online lesson.	Using profanity OR racial slurs that are offensive to anyone.	Causing damage to the schools' devices, or platforms.	Publishing/promoting malicious or suspicious software.
Inappropriate use of a device in an online lesson.	Interfering with other's means of communicating in lessons.	Sharing images/information about anyone without consent.	Malpractice during online assessments/exams.

*For minor & medium offences, verbal warnings will be made to students. Upon repetition, parents will be informed.

*For serious & very serious offences, the School's Behavioural Management Committee will meet to decide upon the sanctions to be administered. Committing offences detailed above could lead to sanctions; ranging from the removal the student's right to log-in, to extreme cases - where it may lead to suspension or exclusion.

ONLINE POSITIVE BEHAVIOUR REWARDS		
Positive Behaviours (e.g.)	1 st Level Rewards	2 nd Level Rewards
Helping teachers & students.	Verbal & written praise.	Email / call home to parents.
Perfect attendance to live lessons.	Teams badges – House pts.	Certificate of 'Perfect Attendance.'
Outstanding E-Portfolio/submissions.	Recognition on 'Form Class' page.	Recognition on 'Year Group' page.

Student of the Month



Hard Worker



Good Participant



Perfect Attendance



Team Player



Leadership

