



<b>Policy:</b>	<b>Student Behavior Policy</b>
<b>Date Published:</b>	August 2025
<b>Evaluation &amp; Review:</b>	Academic Year 2025-2026
<b>Rationale:</b>	<b>Positive Behaviour for Learning (PBL)</b> ensures that students are able to learn in a supportive and encouraging environment, and where students are encouraged to be responsible for themselves as well as respectful of others. Clear expectations of Student behavior and conduct will be developed through a Code of Conduct and this will support the Positive Affirmation Programs and a Clear Behavior Management Plan. Initiate bullying prevention through a comprehensive Anti- Bullying policy. Support students who are finding it challenging to meet behavioral expectations through appropriate intervention. Framing the requirements for dealing with student misconduct through a staged approach.
<b>Roles of Responsibility:</b>	Principal, SLT, Pastoral Heads, HODs, student Counselor, SWO, Teachers, Students and Parents.

**“GOOD BEHAVIOUR IS A NECESSARY CONDITION FOR EFFECTIVE TEACHING TO TAKE PLACE”.**

The governing body ensures to create an environment in the school that encourages and reinforces good behavior.

**AIMS**

- To create an environment which encourages good behavior where relationships are based on respect.
- To define acceptable standards of behavior, both positive and negative behavior.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school expectations and strategies are orderly known and understood.
- To ensure the involvement of both home and school in the implementation of the policy.



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## Policy Statements:

### 1. Student Behavior Policy

1.1. **Policy Requirements:** EGS's student behavior policy shall include the following:

- An overarching positive behavior model.
- The EGS 's school code of conduct.
- Misconduct policy and procedures.
- Anti- bullying policy.
- Provide support and interventions for students

1.2. **Annual Review:** EGS shall review the student behavior policy and the effectiveness of its implementation on an annual basis.

1.3. **Communication:** EGS shall take active measures to ensure that the policy is clear and understood throughout the school community, including ensuring that parents acknowledge the policy when signing the parent – school agreement.

### 2. Positive Behavior Model

The objectives of the school discipline policy are to establish safe and positive learning communities that increase student responsibility and student learning. **A POSITIVE BEHAVIOUR FOR LEARNING (PBL)** approach will be the foundation of the Behaviour Management Plan.

2.1. **Positive behavior Model** to promote, recognize, reward, and reinforce positive behavior that consists of the following.

- A. Creating a culture of promoting high standards of behavior in line with the values of the school primarily;
  - a. UAE National Identity and Culture: Respect for local values, traditions, religion and culture, in line with the ADEK values and Ethics Policy.



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- b. Positive school environment: EGS environment that is welcoming, caring, safe, enriching, professional and respectful to all regardless of background, nationality, religion, ability/ disability, race, gender etc.
- 2.2. EGS initiates to educate and to make all the students aware of the importance of positive behavior, self-management, respect for diversity and bullying prevention.
- 2.3. EGS gives training for teachers on the EGS’s student Behavior policy and the positive management of student behavior.

**School-wide Positive Behaviour for Learning Goals**

Objectives	Strategies	Outcomes
A positive learning experience	<p>Develop and maintain success for all students.</p> <p>Teach students to take responsibility for their behaviour.</p> <p>Develop and implement consistent practices to support the rights of all members of the school community.</p> <p>Develop partnerships to manage student behaviour.</p>	<p>Students' learning has improved. Relationships at school are based on mutual respect.</p> <p>Rights of the school community have been supported.</p> <p>Appropriate support and services have been provided for students experiencing difficulties.</p> <p>IEPs have been managed in partnership between schools, students, families, services and agencies.</p>



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## 2.4. Promoting positive behavior through a student code of conduct

- A. **Student code of conduct:** EGS encourages positive behavior amongst their student body by establishing a student code of conduct that comprises the following:
- Showing due care and respect for the school, its staff, students, and the wider community by:
  - Complying with all school rules.
  - Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
  - Caring for the school’s property and facilities as well as the property of others.
- B. Representing the school on public occasions and promoting a positive school image by advocating and acting as an ambassador.
- C. Demonstrating a positive mindset and engagement with learning by:
- Attending school and classes on time and providing an explanation for lateness and absences.
  - Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
  - Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
  - Engaging in extracurricular learning opportunities.
- D. Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:
- Speaking politely and behaving courteously with others (e.g., using “please”, and “thank you” in speech, holding doors open for others, etc.).
  - Queuing in an orderly way and respecting others’ positions in queues.
  - Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
  - Taking personal initiative to act as a “responsible citizen” of the school by not engaging in misconduct and protecting other students



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from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.

- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odors).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice among and outside EGS community/
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school's dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the *ADEK Cultural Consideration Policy*.
- Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/ disability, in line with the *ADEK Values and Ethics Policy*.

2.5. The expectation for students to exhibit positive behavior when under the school's supervision.

- A. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- B. Schools are authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly



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when not under the school’s supervision, such as when wearing a school uniform in public settings.

- 2.6. A clear statement of actions considered to be misconduct and the associated disciplinary actions, as per the EGS misconduct policy.

### 3. Misconduct policy and procedures:

A clear statement of actions considered to be misconduct and the associated disciplinary actions, as per the EGS misconduct policy.

- 3.1. EGS shall strive to create a culture of applying positive behavior approaches when dealing with student misconduct. This includes the following;

- Reviewing the incident with the student.
- Giving them a chance to explain, understand , and take ownership and the accountability for their misconduct.
- EGS committed to investigate and analyze possible root causes for the misconduct.
- Engage the student to come up with their own behavior management strategies.

- 3.2. **Policy Requirement:** EGS has a comprehensive misconduct policy and procedures, in line with the requirements set out in the ADEK student behavior policy.

This misconduct policy shall be applicable to students in Year 6

#### A. Levels of Misconduct:

##### a. First Degree Offenses

Offense No.	Description
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.



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1-3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.  Students in Google Meet - Non-compliance with the appropriate clothes if you choose to turn on video.
1-4	Overgrown hair for boys or the bizarre haircuts for boys and girls.
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 the class time and making inappropriate sounds inside or outside the classroom.  Students in Google Meet - Failure in turning off the microphones (It can be turned on if instructed by the teacher and communicate through the text chat function).
1-7	Sleeping during the class time or the formal school activities with no justification (after making sure of the student's health status).
1-8	Eating during the class times or during the morning parade without a justification or permission ((after making sure of the student's health status).
1-9	Non-compliance with presenting the homework and assignments given to him in a timely manner.
1-10	Misuse of the electronic devices such as the table, etc., during the class, including playing games and using headphones inside the classroom.
1-11	All of what is similar to these offenses as per the discretion of the behavior management committee.

**b. Second Degree Offenses (medium severity offenses)**

Offense No.	Description
2-1	Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before



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	exams.
2-2	Getting in or out of the classroom during the class time without permission.
2-3	Not attending the school activities and events without an acceptable excuse.
2-4	Inciting quarrel, threatening or intimidating colleagues in the school.
2-5	Acting in a manner contradicting 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 using makeup.
2-6	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
2-7	Bringing mobile phones or misuse any of the communication means.
2-8	Verbally abusing or insulting students, staff or visitors of the school.
2-9	Smoking 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	All of what is similar to these offenses as per the discretion of the behavior management committee.

**c. Third Degree Offenses (grievous offences)**

<b>Offense No.</b>	<b>Description</b>
3-1	Various types and forms of bullying. (Physical bullying, verbal bullying and cyberbullying)
3-2	Copying or reproducing the assignments, reports, researches or projects and taking credit for them.
3-3	Getting out of the school without permission or absconding during the school day.



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3-4	Attempting to defame colleagues and the school staff via social media or abusing them.
3-5	Impersonating the others' personality in the school transactions or forging the school documents.
3-6	Destroying or seizing the school furniture, tools and facilities.
3-7	Tampering with or destroying the school buses. Hurting 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 the private car recklessly inside or around the school campus, and not following the security and safety instructions.
3-10	Capturing photos or possessing, publishing and disseminating the photos of the school staff and students without their permission.
3-11	All of what is similar to these offenses as per the discretion of the behavior management committee.

**d. Fourth Degree Offenses (highly grievous offences)**

<b>Offense No.</b>	<b>Description</b>
4-1	Using the communication means or the 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 the activities.
4-4	Assaulting others in the school causing injuries to the victim (corporal abuse).
4-5	Systematic (pre-planned) theft or covering it up.



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4-6	Bringing, possessing, presenting or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order and public decency.
4-7	Sexual harassment inside the school, the bus or during the activities.
4-8	Leaking questions of the exams or engaging therein in any way.
4-9	Setting the school campus on fire.
4-10	Abusing political, religious or social figures in the 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 the society.
4-13	Disdaining the divinely revealed religions or stirring sectarian strife in the school.
4-14	All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the behavior management committee.

### B. Disciplinary Procedures

The below sequential actions shall be taken and deduction shall be made to the behavior marks in case of committing an offense, with due consideration to the mentioned detailed instructions, and ensuring that the topics falling within the functions of the behavior management committee has been brought before the committee for making the necessary decisions.

Degree of Offence	Repetitive	Action	Responsibilities and Power
First Degree	Upon	Verbal warning and	Teacher/classroom head.



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(Simple Offence)	committing.	directions.  Documenting the offense and the action taken.	The action shall be executed once the offense occurs. The offense shall be documented in coordination with administrator in charge (Form Tutor-Pastoral Heads student Counselor and SWO-vice principal or the school principal).
	When repeated for the first time.	Written warning and documenting the offense. Informing the guardian in writing.	Offense shall be documented by the student Counselor. The student Counselor / SWO shall inform the guardian in accordance with the communication channels adopted by the school.
		Referring the student to the Pastoral Head/ student Counselor/SWO.	Pastoral Head/ student Counselor shall be responsible for summoning the student's guardian.
	When repeated for the second time.	Signing an undertaking not to repeat the offense again by the student's guardian.	The Vice Principals/Principal shall ensure that the undertaking referred to herein is signed by the student's guardian and the student. Pastoral Head/Student Counselor
	When repeated for the third time.	Guardian on the day next to the offense date.  Issuing a written warning for the student and his guardian in case no response is made.	Student Counselor shall be responsible for summoning the student's guardian. The Vice Principal /Principal shall issue the warning Letter.
When repeated	Behaviour	Behaviour Management	



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	for more than 3 times.	<p>Management Committee shall meet on the day next to the offense date.</p> <p>The Pastoral Head/student Counselor shall open a file for Studying an individual case. Implementing a set of strategies aiming at reducing this negative Behaviour.</p> <p>Issuing the first written warning and instructing the student to sign on an undertaking for not to repeat the offense,</p>	<p>Committee shall meet upon the instructions of the Principal.</p> <p>The committee decisions shall be implemented on the day next to the offense date. The Committee's terms of reference include the expulsion..</p> <p>The Pastoral Head/ student Counselor shall be responsible for following up the procedures of the student's behaviour reforming through opening a file for studying His/her case.</p> <p>Vice Principal / Principal shall issue the warning.</p> <p>Student counselor shall study the case.</p>
Second Degree (medium severity offences)	Upon Committing.	<p>Completing the file of the individual case study by the student counselor</p> <p>Summoning the student's guardian on the day next to the offense date and asking him to sign an agreement for reforming his son's behavior.</p> <p>Monitoring the student's behaviour and providing guidance sessions for him.</p>	<p>The Vice Principal shall ensure that the behavior of a reform agreement is signed by the student and his guardian.</p>



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		Having the student temporarily suspended for two days maximum, and assigning him with study assignments inside the school.	Behaviour Management Committee shall meet upon the instructions of the Committee administrator, and its decisions shall be implemented on the day next to the offense date.  The Committee's terms of reference include the suspension.
	When repeated for the first time.	Behavior management committee shall meet immediately and shall take the proper decision.  Suspending the student for 1 to 3 days and assigning him with a study assignment inside the school.  Requesting the support of an agency concerned with behavior for studying the case file.  Issuing the final warning for the student and his guardian. Transferring the student to another school as a disciplinary action; if he does not reform his behaviour.	Behavior Management Committee shall meet upon the instructions of the Committee administrator.  The Committee's terms of reference include the Suspension, addressing the agency concerned with the behavior reforming and issuing the student transfer decision.
Third Degree (grievous offences)	Upon committing.	Suspending the student immediately (inside the school campus).  The Behavior Management Committee shall meet on an	The Vice Principal or the student council shall take the responsibility for following up the student while suspended inside the school. Sector directors



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		<p>immediate basis to take the proper decisions. Deciding to refer the student to the concerned agencies (such as: behavior reform agencies) for the first time for a period not more than 3 weeks</p> <p>Summoning the student's guardian immediately and asking him to sign on the warning and the decision.</p>	<p>shall follow up the matter of transferring the student from the school.</p> <p>Behavior Management Committee shall meet upon the instructions of the Committee administrator.</p> <p>The Committee's terms of reference include the suspension and making the student transfer decision.</p> <p>Student Counselor /Social Welfare officer, shall take the responsibility for summoning the student's guardian, implementing the Committee's decisions and following up with the behavior reform agencies.</p>
		<p>Following up and receiving the reports of the student's case development by the concerned agency (such as: behavior reform agencies).</p> <p>Suspending the student immediately until the investigations end (outside the school campus).</p> <p>The Behaviour Management Committee shall meet on immediate basis to make the proper decisions, in respect of the student suspension until the end of the semester</p>	<p>Behavior Management Committee shall meet upon the instructions of the Committee administrator.</p> <p>The Committee's terms of reference include the suspension, and making the student transfer decision.</p>



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		and transferring him to behavior reform agencies.	
	When repeated	<p>Summoning the student's guardian immediately and presenting the Committee's decision to him.</p> <p>Referring the student to the concerned agencies (such as the behavior reform agencies) for the second and last time.</p> <p>If the student fails to reform his behavior; then he shall be transferred to another school as a disciplinary action under a decision from ADEK/MOE.</p>	<p>Student Counselor/Social Welfare officer, shall take the responsibility for summoning the student's guardian, implementing the Committee's decisions and following up with the behavior reform agencies.</p> <p>The procedures of the student transfer to another school shall be performed through the ADEK/MoE.</p> <p>ADEK/MoE shall follow up the procedures of the student transfer to another school as per the Form adopted herein,</p>
Fourth Degree (highly grievous offences)	Upon committing.	<p>The school principal, his deputy or the behavior officer shall notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offense is committed.</p> <p>Notifying the student's guardian of the matter and suspending the student on immediate basis until the investigations end for a period not later than 2 business days. Suspension period may be extended until the end of the legal investigation under a decision by the</p>	<p>The school principal, his deputy or the behavior officer shall report any offense once committed, without prejudice to the fact that everybody shall be held accountable; if such offense is not reported.</p> <p>The Behavior Management Committee's functions shall include the following:</p> <ol style="list-style-type: none"> <li>Deciding to deem the student as failed in respect of the behavior or expelling him according to the severity of the offense</li> </ol>



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		<p>undersecretary of academic affairs for the public (general) education.</p> <p>The Behavior Management Committee shall meet on immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offense committed, to the undersecretary of academic affairs for the general education or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department.</p> <p>Seizing the tools used in committing the offense once it occurred, in order to hand them over to the security authorities.</p>	<p>he committed.</p> <p>2. Preparing a memorandum, with which the relevant evidence is attached, and submitting it to the ADEK/MoE.</p> <p>3. Instructing Student Counselor/Social Welfare officer, to follow up the other procedures in accordance with his role and duties stated herein.</p>
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### Summary of the Procedures in Case of Offences

Degree of offense	Upon coming	Reoccurrence		
		First Time	Second Time	Third Time
First Degree (simple offences)	Verbal warning	Written warning	Back on Track room	Instructing the student and his/her guardian to signature undertaking for not committing



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				this offense again.
Second-degree (medium severity offenses)	Written warning	In school suspension	Instructing the student and his guardian to sign an undertaking for not committing this offense again.	
Third degree (grievous offences)	Taking the actions prescribed as per the procedures and prevailing rules.			
Fourth degree (highly grievous offences)	Taking the actions prescribed as per the procedures and prevailing rules.			

- In case of the occurrence of any offense inside the classroom; then the teacher shall observe and document it.
- In case of the occurrence of any offense outside the classroom; then it shall be reported to the Pastoral Head- Student counselor/Student welfare officer- Vice Principal - School principal).
- Once summoned, if the student's guardian refrains from attending or sending his representative or fails to cooperate with the school in respect of the behavioral offenses committed by the student; then the case shall be referred to the Legal Affairs Department to take the necessary actions, and the student's guardian shall be notified of so through an official letter or a text message sent via the Ministry's message system.
- If the student's behaviour cannot be reformed in accordance with the evaluation and recommendations of the competent specialized institutions by the end of the school year; then a resolution shall be made by the Head of School for suspending the student's enrollment in the school and depriving the student from joining continuing and transferring the student to the integrated continuing education.



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- Decision of expelling students from the school shall be taken when all reforming methods are exhausted.

### C. Control Procedure

Before applying the above procedures, the causes leading to the occurrence of the offense shall be examined, with due consideration to the social, educational, psychological, health and financial circumstances of the student, the circumstances in which the offense occurred and the recurrence of that offense.

- a. The student's character and feelings shall be respected, and the behavior promotion methods shall be provided as necessary for reforming his behavior in accordance with the following controls:
  - Diversifying the methods used for reforming the student's behavior, in accordance with what may be acceptable to him.
  - Avoiding cruelty, psychological abuse, insulting, mockery or personal humiliation.
  - Not to generalize the application of the procedures to include all the students of the class or the school because of a mistake committed by one of them.
  - Applying the procedures in a timely manner in accordance with the behavior type and degree.
  - Ensuring fairness and equality in dealing with the school students.
  - The procedures taken shall be appropriate to the student's development stage, with due consideration to his special needs and the nature of his behavior. In addition, the recurrence and the degree of the behavioral offenses shall be also taken into account.
  - Ensuring the accurate identification of the type of the non-positive behavior that is committed by the student, before commencing in the application of the reforms.



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- Not to impose any punishment on the student without determining whether the school has fulfilled its preventive responsibilities and has documented that.
  - Maintaining the privacy of the student, and not to defame him.
- b. The staff of the school community shall not do any of the following actions when dealing with the students:
- Different types and forms of corporal punishment.
  - Depriving the student from eating meals.
  - Provoking the student or making fun or mockery of him.
  - Preventing the student from using the toilet.
  - The psychological punishment, such as verbal abuse or threatening.
  - Restricting the student's freedom or locking him inside the school.
  - Seizing the student's personal belongings by an individual decision, without having a resolution by the Behavior Management Committee.
  - Decreasing the school subjects' marks or threatening to do so.
  - Expelling the student from the class, activity or school during the school day by an individual decision and leaving the students unattended.
  - Depriving the student from participating in the events and trips by an individual decision, without having a resolution by the Behavior Management Committee.
  - All concerned persons shall take the responsibilities they are entrusted with, in respect of reforming behavior in accordance with the graveness degree and reoccurrence of such behavior.
  - The relevant methods shall be applied in the context of guiding and reforming the behavior, not out of anger or revenge.
  - Any act that is similar to these actions shall be considered as a breach to the regulations and bylaws, in accordance with the Behavior Management Committee's discretion.



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#### D. Records

EGS keeps a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioral progress, disciplinary procedures, communications (e.g., written warnings, appeals), etc.

- a. **Level 1 misconduct** shall be recorded only at the class level by the teacher. The misconduct may be added to the student's file or report card where it is repeated, or where escalation is required.
- b. **Level 2, 3, and 4 misconduct** shall be recorded at the school level by the administration. All level 2 (on/off site suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK.
- c. Schools, ADEK, and any social care support providers (e.g., social workers, and counselors) shall treat all information about students' behavior as strictly confidential.

#### E. Appeal Procedure

- The student or his guardian shall be entitled to lodge a grievance or a complaint to the school administration against the Committee's decision.
- The student's guardian shall send the grievance via email or through telephone or hand delivery to the addressee.
- The school administration shall determine in respect of this grievance not later than 3 days, through confirming or modifying the decision. The student's guardian shall be notified of the final determination.
- The student or his guardian may not lodge his complaint five business days after the date on which he was notified of the Committee's decision.
- If the school does not respond to the complaint within 3 days or in case the student's guardian refuses the response made; then he shall



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be entitled to lodge an objection to the grievance to the school operations sector, which shall be determined within the maximum of one week. The school administration shall submit a report on the offense to the school operations sector.

- The decision to be made by the school operations sector, after having it approved by the authority for the academic affairs of the general education, shall be deemed final.

#### **F. Approval for Expulsion**

EGS shall seek ADEK's approval to expel a student. In making an application to ADEK, the school would provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.

At the end of each academic year, EGS shall share a list of students at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct.

#### **4. Behaviour Management Committee:**

It is one of the committees to be formed at the school, which is entrusted with discussing the students' problems in the 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.
- The Vice Principals as the vice chairman.
- The Students counselor / Student welfare officer as a member and administrator.
- The Pastoral head as a member.
- One of the school teachers (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.

#### 4.1. The Committee's functions:

- Examining the students' behavioral offenses, deciding in respect thereof and determining the actions to be taken in accordance with the provisions hereof.
- Adopting the procedures of the establishment of positive behavior among the students and reducing offenses.
- Achieving the integration between the educational roles oriented to the comprehensive care of the 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.
- Handling the guardians' complaints and grievances and deciding in respect thereof, in accordance with the provisions herein.
- Coordinating with the Students counselor/SWO to activate preventive & remedial programs 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 correspondences of the Committee (the administrator).
- The Committee shall have some of its actions and functions surrounded by secrecy and privacy, in particular, the one related to certain offense, and shall neutralize its members who are in direct
- relation with the violating student, or those who are not members of the school community.
- Studying the behavioral phenomena prevailing in the school, their nature, causes, implications and the methods of overcoming them.

#### 4.2. Positive Handling:



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- A. When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. Schools are authorized to use positive handling to protect students, in circumstances such as to prevent students from:
- Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others.
  - Injuring themselves and/or others.
  - Damaging property.
- B. Any response to extreme behavior should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:
- The student should be in immediate danger of harming themselves and/or others.
  - The member of staff should have good grounds for believing this.
  - Only the minimum force necessary to prevent injury or damage should be applied.
  - Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
  - Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.
- C. EGS prohibited from using force as a form of punishment, which constitutes maltreatment, in line with the ADEK Student Protection Policy. This is considered unlawful.



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#### 4.3. Support and Interventions

EGS shall provide appropriate, focused, and supportive student-centric interventions to students who have been identified as either engaging in behaviors of concern, misconduct or deemed to be at risk of engaging in behaviors of concern. This includes:

- Needs analysis for causality as well as the extent of need, wherein a tiered model of support response is provided to the student, in line with the *ADEK Inclusion Policy* and *ADEK Educational Risk Policy*.

#### 5. Bullying Prevention

EGS has a comprehensive policy and the policy would consider the following;

- A. Set out the provisions for educating students and staff on how to identify bullying.
- B. Establish bullying prevention strategies by developing a school-wide anti-bullying program including recognizing vulnerabilities for students with additional learning needs.
- C. Clarify steps students should take when confronted with bullying behavior when they are in the position of someone who is being bullied, who is bullying, and who is witnessing the bullying.
- D. Set out procedures for staff to deal with bullying behavior.
- E. Describe the support and interventions provided by the school for any student identified as a victim or perpetrator of bullying.
- F. Set out the disciplinary procedures that may be taken to address instances of bullying as per EGS misconduct policy.

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