

POLICY ON STUDENT BEHAVIOUR

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| Introduced | December 2015 |
| Review 1 | December 2018 |
| Review 2 | December 2021 |
| Review 3 | December 2024 |
| Next Review | December 2026 |

This policy is implemented to encourage students to behave well, work hard and be successful by following the guidelines on the school system at different levels. The policy also explains the actions to be taken when in breach of the guidelines and thus to provide a positive school climate that is conducive to learning.

Objectives:

- To promote positive behavior among students.
- Provide clear intervention plan for staff to deal with students' behavior in a way that ensures compliance with school values and system.

Scope: This policy applies to the students in school, travelling to and from school, on all school-based visits and activities. When representing or commenting on the school in any capacity, students, staff and parents are expected to achieve highest standards of behavior within the school.

Policy Statement:

Each student shall be expected to obey all school rules and regulations. The Principal shall be expected to inform the parents or guardians of any student whose behavior is in serious conflict with established rules, laws and procedures. "This policy applies to all students whenever and wherever the student is under the jurisdiction of the school, including all activities and school functions." Everyone concerned with student behavior shall be expected to deal with students in a firm, fair, and consistent fashion.

Behavior management committee:

This committee is formed to review and discuss student behavioral issues and is also concerned with revising the disciplinary procedures and actions applied in accordance with the school behavior management regulations. The members of the Behavior Management committee are:

- Principal
- Head of PE Department
- Counsellor
- Child Protection Coordinator

Student Code of Conduct:

- Showing due care and respect for the school, 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.
- Representing the school on public occasions and promoting a positive school image.
- 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.
- 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 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 from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- 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 School Cultural Consideration Policy.
- Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK School Values and Ethics Policy.

Positive Behavior Model

At Dunes, we believe in fostering a positive and inclusive school environment by promoting and encouraging good behavior among students. Our Positive Behavior Model is designed to recognize and reward positive actions, instill a sense of responsibility, and build a supportive school community. Through various initiatives and programs, we aim to cultivate a culture where students feel motivated to demonstrate kindness, respect, and responsibility.

The school employs the following strategies to promote positive behavior:

- Classroom Behavior Charts: Visual tools to track and celebrate students' progress in maintaining good behavior.
- Monitor ship Program: Opportunities for students to take on leadership roles and contribute to the school community.
- Behavior Reward Applications: Digital platforms are used to provide real-time recognition and rewards for positive actions.
- Star of the Week Program: Weekly recognition of students who consistently exhibit exemplary behavior, fostering pride and motivation.
- Buddy Program: Buddies work together during recess, class projects, or group activities to promote mutual growth.
- Awareness Sessions: Regular workshops and activities to educate students on the importance of respect, empathy, and positive social interactions.

Levels of behavior:

Level One Offenses

Behavior that causes the disruption of teaching and learning. Behaviors in Level One may include but are not limited to:

- Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- Failing to attend classes on time repeatedly without an acceptable excuse.
- Non-compliance with the school uniform without an acceptable excuse.
- Not bringing books and other resources for school without an acceptable excuse.
- Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- Not complying with the completion of homework (if applicable) and assignments in a timely manner, if

applicable.

- Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Two Offenses

Behavior, that causes greater disruption of teaching and learning than level one behavior. It also covers student behaviors that may lead to physical and mental harm of another person or property damage.

Behaviors in Level Two may include but are not limited to:

- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.
- Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
- Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
- Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- Taking out and/or using mobile phones at school without permission or in the case of emergency.
- Verbally abusing or insulting any member of the school community (including visitors).
- Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Student must bear the cost of school property damaged, defaced or destroyed.

Level Three Offenses

Behavior that causes the physical endangerment of fellow students, school staff and other people.

Behaviors in Level 3 are at times also violating UAE Laws.

Behaviors in Level Three may include but are not limited to:

- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Fabrication, falsification of documents, and Impersonation.
- Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- Leaving the school premises without permission.
- Seizure, destruction, and/or vandalism of school property.
- Setting off or activating the school's fire alarm or fire extinguishers.
- Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing

harm to the driver, supervisor, and/or other road users.

- Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Four Offenses:

- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Disciplinary Actions:

To address inappropriate behavior, the school follows a structured and fair approach aligned with ADEK guidelines. These disciplinary actions aim to promote accountability, encourage growth, and ensure a safe, productive community. Collaboration with students and parents remains central to resolving issues constructively and fostering responsibility and respect. Schools shall use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with the disciplinary Procedures:

- Discussion with the student and/or parents
- Formal and recorded meetings with the student and/or parents
- Verbal warning
- Written warning to parents
- Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
- Loss of school privileges
- Temporary or permanent confiscation of personal items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee h. Supervised detention during break, lunch, and/or after school (with parental consent)
- Supervised restorative community work
- Temporary exclusion of the student from school premises (offsite suspension)
- Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)

As part of commitment, the school strictly prohibits any disciplinary actions that may harm, demean, or violate the rights and dignity of students. These guidelines ensure that all procedures align with ADEK policies and foster a safe, respectful, and supportive learning environment. School shall not use any of the following methods as disciplinary actions:

- Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK School Student Protection Policy)
- Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
- Psychological punishment (e.g., verbal abuse, issuing threats)
- Locking a student inside the school premises
- Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee
- Lowering or threatening to lower the student's academic grade/score
- Punishing a group for an individual's misconduct
- Imposing additional schoolwork i. Mocking, insulting, or demeaning the student in private or in public
- Preventing the student from using washroom facilities or consuming water and food
- Detention outside of official school hours without parental consent

Disciplinary Procedures

| Level of Misconduct | Occurrence | | | |
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| | First Time | Second Time | Third Time | More than Three Times |
| Level One | <p>Verbal Warning Discuss the expected change in behavior with the student.</p> | <p>Written Warning Notify the parent in writing about the student's misconduct.</p> | <p>Written Warning Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy</p> | <p>Written Warning Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p> |
| Level Two | <p>Written Warning Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.</p> | <p>Onsite Suspension Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.</p> | <p>Onsite Suspension Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy</p> | <p>Expulsion Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p> |

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| <p>Level Three</p> | <p>Onsite Suspension Immediately suspend the student inside the school. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy</p> | <p>Offsite Suspension Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.</p> | <p>Expulsion Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy</p> |
| <p>Level Four</p> | <p>Offsite Suspension Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p> | <p>Expulsion Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</p> | |

Records:

Schools shall keep 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

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

Support and Intervention Process

To address and manage student behavior effectively, School has established a structured reporting and support system that ensures timely intervention and promotes positive behavioral outcomes. The process includes the following steps:

- Classroom Behavior Incident Log: Teachers document minor and Level One behavior incidents in the Classroom Behavior Incident Log for initial monitoring and awareness.
- Classroom Behavior Incident Form: If the behavior persists or escalates, teachers complete a Classroom Behavior Incident Form and submit it to the school counselor/social worker for further review.
- Observation and Assessment: The school counselor/social worker conducts a thorough observation of the student to identify underlying causes, triggers, and patterns in behavior and document it in behavior incident report form.
- Behavior Intervention Plan (BIP): Based on observations, a Behavior Intervention Plan (BIP) is developed by the counselor/social worker to address specific needs and provide targeted strategies for improvement.
- In-Class Intervention Strategies: The counselor/social worker collaborates with teachers to share effective in-class intervention strategies, ensuring consistent support and implementation within the classroom setting.
- Counseling Sessions: Counseling sessions are conducted by the school counselor to support the student in developing self-regulation, social skills, and positive coping mechanisms.
- Parent Meetings: Parents are involved through scheduled parent meetings to discuss the student's behavior, progress, and strategies being implemented. This ensures alignment between home and school approaches.

- Referral for External Assessment: If the behavior persists despite in-school interventions, the school counselor may recommend external assessments or consultations with specialists to gain deeper insights and provide additional support.
- Monitoring and Feedback: The counselor and teachers work together to monitor progress and provide regular feedback, making adjustments to the intervention plan as needed.

This proactive approach ensures that students receive the support they need while fostering a positive and collaborative environment for behavior management.

EXEMPLARY BEHAVIOUR

Exemplary behavior of learners falls under three main domains with their standards. These are measured through a number of indicators according to which the student is evaluated and given the appropriate grades as shown in the following table:

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| 1 | Committed to school systems and policies within the classroom and the school, and during the external activities of the school on a permanent and continuous basis. |
| 2 | Respects the feelings of peers, takes care of their news, and continuously offers to help them. |
| 3 | Encourages others to cooperate and collaborate, proposes solutions to involve others and invites them for teamwork on an ongoing basis |
| 4 | Takes care of his/her own attire and his/her personal hygiene on an ongoing basis without needing a reminder. |
| 5 | Demonstrates a clear awareness of the importance of healthy eating in his/her choices, practices sports continuously in the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles. |
| 6 | Attendance is at least 98% and the student is always punctual to school and lessons. |
| 7 | Is honest and has a good character which can be testified by his/her colleagues, teachers and staff. |
| 8 | Demonstrates moderation and tolerance and reflects these in his/her 17 behavior through attitudes and activities that demonstrates his/her ability to understand others, listens to them and to understand their positions. |
| 9 | Participates in a range of cultural activities leading to the promotion of values of belonging and national identity. |

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| 10 | Initiates extracurricular activities and projects to learn about other cultures and compares them to his/her national culture. |
| 11 | Represents the school in social events throughout the school year. |
| 12 | Participates in the student council activities, teams, volunteer work or other school initiatives which have a positive impact on the school community as a whole. |
| 13 | Participates in meaningful community activities during vacations. |
| 14 | Is independent and can lead initiatives and projects of important social benefits. |
| 15 | Proposes innovative/ creative solutions for the public good in his/her school community or solves problems |
| 16 | Implements ideas and activities individually or collectively to conserve energy and natural resources and to maintain their sustainability inside and outside his/her school environment. |

STUDENT OF DETERMINATION

The school behavior management committee shall liaise with the Department of SEN at the school if any of the students categorized under the SOD violates the Code of Conduct. The SEN team shall advise the committee in case the violation is caused because of the student's specific need and then the decision is made in light of the following:

- 1) If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students.
- 2) If the violation is because of the specific need of the student the following shall apply:
 - a. Develop and implement a behavior Intervention Plan (BIP) as per the level and of the violation.
 - b. In case a BIP is existing, the school shall revise and modify the plan in accordance with managing the new behavior that led to the violation.
- 3) If the behavior continues, for those students who do the offenses because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child

to another school or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s. In the event that a student with special educational needs or of determination commits a behavioral offence, the School Behavior Management Committee and the school support team shall coordinate with each other with the special education support to study the behavior of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the Student Behavior Management Policy.


Notes:

- Any devices, machines or things used in the violation, as applicable, will be confiscated, based on the decision of the educational committee and notify and inform the student's guardian in writing. The confiscated items should be handed over to the guardian at the end of the particular term.
- The student or his/her guardian should be obliged to pay the cost of maintenance or replacement of whatever destroyed, damaged or lost which will be estimated in light of the supporting documents and records, taking into account the factors affecting them.
- The individual case of the undisciplined students (repeating) with undesirable conduct should be studied by the social worker and school psychologist in accordance with the level and frequency of the conduct.
- The decision related to conduct rectification will be made in accordance with the following criteria:
 - a) Student's age
 - b) Frequency of violations committed by the student
 - c) Level of violation
 - d) The damage resulting from the violation.

Amendments:

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| Review 1 | No Change |
| Review 2 | No Change |
| Review 3 | Changes made as per the latest ADEK Student Behavior Policy. Changes made in the following sections: |

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| | <p>Behavior management committee</p> <p>Student code of conduct</p> <p>Positive behavior model</p> <p>Levels of behavior</p> <p>Disciplinary action</p> <p>Disciplinary procedures</p> <p>Records</p> <p>Support and intervention plan</p> |
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| <p>Principal</p> <p>Mr. Paramjit Ahluwalia</p> |  |
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