

# BEHAVIOR POLICY

Approved by	<b>Dr. Manju Reji (Principal)</b>
Policy dated	<b>21/04/2024</b>
Next Review Date	<b>21/04/2025</b>
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## Introduction

At India International School, we enforce discipline that is both firm and fair, with a strong focus on cultivating courtesy and consideration for others. Our goal is to instill values of honesty, respect, consideration, and responsibility in our students, as we firmly believe that good behavior is fundamental to a quality education. IIS aim to promote good behavior throughout the school. 'Discipline is a half education'. It plays a pivotal role in the personality development of the young generation. IIS has adopted a comprehensive discipline policy to inculcate the spirit of self-discipline in students. We aim to develop self-discipline which is a mark of a maturing child.

We are committed to maintaining an atmosphere and environment where students feel secure, happy, and motivated to learn and where there is a sense of belonging and mutual respect. We believe that encouragement and praise are vital in helping students to develop a positive self-image. Appropriate behavior is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. The mission of the IIS is to ensure academic excellence by providing a high quality, affordable and value based education. We endeavour to holistically develop a community of collaborative learners and produce independent, critical thinkers who are responsible global citizens, capable of leading productive and meaningful lives. The Ministry of Education, after reviewing the Ministerial Resolution No.619 of 2017, in respect of the regulation of the student behavior management at General Education Institutions and with due consideration to the requirements of the public interest, has issued Ministerial Resolution No.851 of Year 2018 on Code of Behavior Management for Students in the General Education Institutions. The behavioral offences are mentioned according to their degree, as mentioned in the MOE Code of Conduct 2018 and are coupled with behavioral offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behaviour Management Policy of 2018. The school behavior management committee complies with this policy of MOE.

## OBJECTIVES

- Building positive behavior among the students inside the school community.
- To enhance the positive and exemplary behaviors through the application of promotion, encouragement thus reducing the behavioral offenses by using the best possible educational means.
- Promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To create an educational environment that enhances the principle of integrated upbringing, which is based on the parity and harmony between the cognitive, personal and social aspects forming the features of each student.
- To orient the students and their guardians on their obligations and earning their trust in respect of the fairness of the adopted procedures and methods, in order to achieve the self-discipline and the development of the positive and exemplary behavioral attitudes of the students inside the school community on permanent basis.
- Ensure that children understand that they are a valued part of the school community.
- Ensure that children understand their role in school and society.
- Provision of a reference for identifying the rules, standards and procedures that should be referred to in dealing with the students' behaviors, in order to ensure the compliance with the school values and systems.
- Discuss and share what constitutes acceptable behavior through creating classroom rules.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring that the preventive and handling mechanisms of behavioral problems and offenses are effectively planned and implemented.
- Encouraging consistency of response to both positive and negative behavior.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying, and any form of harassment.
- Behavioral and educational rehabilitation of students through rehabilitation services and programs in partnership with the behavior reforming agencies, in consistence with their behavioral cases, in order to ensure that they are re-integrated within the society.
- Encouraging a positive relationship with all stakeholders to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting respect for others and their rights, and encouraging to take responsibility for their own actions

## **WE BELIEVE**

- In the uniqueness of each student and supporting them in achieving their dreams in encouraging an atmosphere of compassion, equality, tolerance and respect for human dignity
- In safe and caring relationships built on a foundation of honesty, integrity, trust and forgiveness
- In fostering charity, justice and service to others.
- In striving for excellence through a sense of responsibility and self-discipline
- In empowering critical and creative thinking
- In a collaborative learning environment with co - operation between students, teachers, school leaders and parents in enabling students to become global citizens of the 21<sup>st</sup> century.

## **ROLES AND RESPONSIBILITIES OF THE STAKEHOLDERS IN THE EDUCATIONAL INSTITUTION**

### **Students:**

- Taking the educational and behavioral responsibility and having positive attitudes towards education.
- To be punctual.
- To be self-disciplined.
- Committed to the positive behavior and seeking to achieve the criteria of the exemplary behavior.
- Keen on representing his / her school in the school meetings on reforming his / her behavior perfectly.
- To be aware of the others' different characters, and to respect their feelings.
- Taking informed decisions in respect of his / her health and safety.
- Showing an understanding and appreciation to the UAE's culture, traditions and customs and to the cultures of other countries, as well as to the Islamic values and their role in the UAE society.
- Respecting the natural environment in his / her school and avoiding causing harm (rationalizing water and electricity consumption, plants and pets in the school environment).
- Respecting others, and effectively participating in the school life in order to establish himself

/ herself and to develop his / her mental and physical potentials and talents.

- Committed to respecting the provisions hereof and acting accordingly as a responsible person.

#### **Teachers and other staff:**

- The classroom teacher is responsible for managing behavior in the classroom. Each teacher must have a behavior plan that includes classroom rules, expectations and consequences.
- As a matter of course, all staff within the school should use encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behavior is instantly recognized and positively rewarded. Strategies agreed are applied by all, as consistency is the key.

#### **Parents:**

- Asked to encourage students to follow the school rules and behavior expectations
- Expected to respond quickly to a request to attend the school for a meeting about behavior
- Asked to follow-up on behavior concerns at home and to implement the suggested consequences
- Expected to act as good role-models for their children
- Asked to inform the school if there are any circumstances that may affect their child's behavior
- Expected to support any disciplinary action taken by the school and to ensure their child understands that school and home are working together and are in agreement

#### **Senior Stakeholders roles and responsibilities:**

- Promote the wellbeing and ensure the safeguarding of students in school.
- Ensure the school complies with legislation and statutory duties, and observes national and local guidance.
- Record, investigate and respond to any complaints from parent's/care givers or the wider community related to the school 's response to bullying behavior.

## PROMOTION OF BEHAVIOUR

All students enjoy receiving recognition for expected behavior. Students respond better when they are encouraged and rewarded for positive behavior and actions. Once students realize that positive behavior brings about positive recognition, they are more likely to behave appropriately

The students' positive and exemplary behavior is promoted in consistence with their age groups, school grades and their mental and physical capabilities by using various methods.

- Methods of promotion include moral, material, and educational methods.
- Use Behavior Tracking Chart to track positive behavior as well as the persistence of unacceptable behavior. Each month each class will be provided with behavior chart monitored by class teachers and grade heads which is used to encourage a child to achieve his/her expected behavior target.(Refer appendix)
- Rewards are given at individual level, class level, Grade level and school level.
- The students achieving the exemplary behavior criteria shall be rewarded to take on leadership roles in classrooms and various school CCAs by fostering a sense of responsibility and pride in representing their peers.
- Provided opportunities to earn accolades like the 'Star of the Month' award in assemblies and the 'Student of the Year' award during carnivals, along with positive reinforcement methods like enjoying coffee with the principal, these initiatives serve as praise-based strategies to recognize and reward students for their positive conduct.
- Established student council which also encouraging students to propose and lead initiatives that align with the school's values, promoting a sense of ownership and empowerment.
- The students achieving the exemplary behavior criteria shall be rewarded by engaging them in the programs in which they will represent their school, whether inside or outside UAE, such as "Ambassadors" programs.
- Engaging students in various community service projects that allows them to contribute positively to the community, fostering a sense of civic responsibility and empathy.

## BEHAVIOR MANAGEMENT COMMITTEE

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

This Committee shall be composed as follows:

- The school Principal as the chairman.
- The Vice Principal or the academic Vice Principal as a vice chairman.
- The academic advisor/social worker as a member and administrator.
- The head of students' affairs unit 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.

Based on the above committee decision, the student and his / her guardian shall acknowledge (written) that they have been informed of the Code of Students Behavior and shall agree to respect its provisions and to comply with all the provisions contained therein.

Decision of the Behavior Management Committee to submit the certificate to the student after his/her compliance with the decision of modifying the behavior successfully

## MECHANISM OF BEHAVIOR MARK CALCULATION

One hundred marks shall be allocated to student's behavior subject. This Regulation shows the basis and mechanism of granting and deduction of behavior marks, where it is divided into two basic components:

### **Positive behavior:**

- It is the behavior expected from all students without committing any offenses, for which 80% of the total behavior marks are allocated.
- Each student shall be considered as automatically eligible to the positive behavior marks (80 marks), at the beginning of each semester.

- If any offense is committed by the student in accordance herewith; then the proper action, taken as per the degree of offense according to the table to be included hereunder.

**Exemplary behavior:**

- It reflects the exemplary practices undertaken by the student, through his / her good behavior and morals, and his / her initiatives in the school community.
- 20% of the total behavior marks are allocated to exemplary behavior.
- During the semester, the educational staff shall assess the topics, indicators, and criteria of the exemplary behavior, and at the end of the semester; shall grant the student the marks he/she is eligible as per such topics, indicators and criteria, which are classified within three main topics:
  - 1) Personal development.
  - 2) Appreciating the religious values and respecting the identity, heritage, and culture of the UAE and the global cultures.
  - 3) Social responsibility as well as leadership and innovation skills.
- 60% shall be the minimum expected mark of behavior. The student shall be granted opportunities to make up for the marks deducted during the school year from his / her semester behavior mark balance, through the improvement of the exemplary behavior marks or by not repeating the offense and his / her adherence to the positive behavior.
- Such compensation for the marks deducted from the positive behavior may be in part or in full, according to the resolution of the Behavior Management Committee and within the period to be determined by the committee, provided that the mark shall be added before the final approval of the behavior marks.
- The educational and administrative staff shall document and record the marks of, and the reports on the behavior of each student, as well as the negative or positive developments that may have occurred, in a hardcopy and softcopy file for each student of the school.
- If the student fails to achieve the behavior pass mark; then his / her certificate shall be withheld and referred to the Behavior Management Committee to study each case separately and to decide the necessary procedures, place, and period of behavior modification that shall be implemented during the summer holiday, the assessment date



of the student, and the date of submission of the report to the committee, to make its decision in this regard.

- The 12th Grade students shall be keen on being in full compliance with, and on succeeding in, the behavior components at the end of the school year. If the student fails to meet the criteria; then he/ she shall be given an opportunity to improve his / her mark as follows:

Full mark of Behavior subject	Positive behavior	Exemplary Behavior
100	80	20

### MEASUREMENT OF THE EXEMPLARY BEHAVIOR

The students' exemplary behavior is classified through three topics, and is measured through observing the student and evaluating his / her behavior through the topics, criteria, and indicators below:

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

1.4 The student is always keen on attending his / her lessons and on being punctual.	1.4.1 At least 98% school attendance.	5
	1.4.2 Arriving to school and to class on time.	5
2.1 The student shows high understanding and appreciation to the religious values in UAE and shows compliance with them through his / her daily behavior.	2.1.1 Characterized with trust, honesty, and good manners.	10
	2.1.2 Showing the Principle of acceptance of others and tolerance through his / her behavior.	5
2.2 The students respect the identity, heritage and culture of UAE and the global cultures.	2.2.1 Taking the initiative to participate in a diverse range of cultural activities aiming at the promotion of belonging and national identity values.	5
	2.2.2 Taking the initiative to execute out of school activities and projects to learn about other cultures.	5
3.1 The student takes the initiative to effectively participate in the meaningful social activities.	3.1.1 Representing the school in one of the various occasions over the school year, when he / she is asked to do so.	5
	3.1.2 Participating in the activities of the students' councils, teams, voluntary work or school initiatives. His / her participation should have a positive impact on the local or school community.	5
	3.1.3 Taking the initiative to participate in purposeful social activities during the holidays.	5
3.2 The student has a great work ethic, and shows a high level of environmental awareness, ability to innovate, entrepreneurship, solution finding and decision-making skills.	3.2.1 Having an independent character and being able to lead important and beneficial social initiatives and projects.	5
	3.2.2 Proposing innovative and creative solutions for the public interest in his / her school community, or for solving the problems facing the school.	5
	3.2.3 Implementing ideas and activities, whether individually or in a group, to rationalize energy consumption and natural resources inside and outside his / her school	5

		environment, and to maintain their sustainability.	
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Evaluation full mark	100
Exemplary behavior mark (full mark divided by 5)	20

The evaluation of exemplary behavior and the calculation of its mark shall be continued for each student separately.

The student and his / her guardian shall be informed of the indicators of his / her exemplary behavior on a periodic basis. The student shall be encouraged to maintain and improve his / her behavior marks during the semester.

## Mechanism of Dealing with Offenses

### *Deductions from Positive Behaviour Marks*

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 OFFENSE	REPETITIVENESS	DEDUCTED MARK	NOTES
<b>First degree</b> (simple offense)	Upon committing	None	If the total of 10 marks is deducted against the first-degree offenses; then a file shall be opened to study and follow up the student's case in accordance with the recommendations of the Behavior Management Committee.
	When repeated for the first time	None	
	When repeated for the second time	2 marks	
	When repeated for the third time	4 marks	
	When repeated for more than 3 times	To be calculated in accordance with the Committee's discretion.	

<b>Second degree</b> (medium severity offenses)	Upon committing	4 marks	If the total of 20 marks is deducted against the second-degree offenses; Then a file shall be opened to study and follow up the student's case in accordance with the recommendations of the Behavior Management Committee.
	When repeated for the first time	8 marks	
	When repeated for thesecond time	8 marks	
<b>Third degree</b> (grievous offenses)	Once committed	12 marks	
	When repeated	12 marks	
<b>Fourth degree</b> (highly grievous offenses)	Upon committing	Failing in the behaviorsubject or final or expelling the student	

## OFFENSES

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

### **First degree offenses (simple offenses) 4 marks shall be deducted for each offense**

<b>Offense No.</b>	<b>Description</b>
1.1	Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse.
1.2	Failing to attend the classes on time repeatedly without an acceptable excuse.'
1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
1.4	Overgrown hair for boys or 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.
1.7	Sleeping during the class time or 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 homework and assignments given to him / her in a timely manner.
1.10	Misuse of the electronic devices such as the tablets 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

**Second degree offenses (medium severity offenses) 8 marks shall be deducted for each offense**

<b>Offense No.</b>	<b>Description</b>
2.1	Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before 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 peers in the school.
2.5	Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.
2.6	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
2.7	Bringing mobile phones or misuse any means of communication.
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

**Third degree offenses (grievous offenses) 12 marks shall be deducted for each offense**

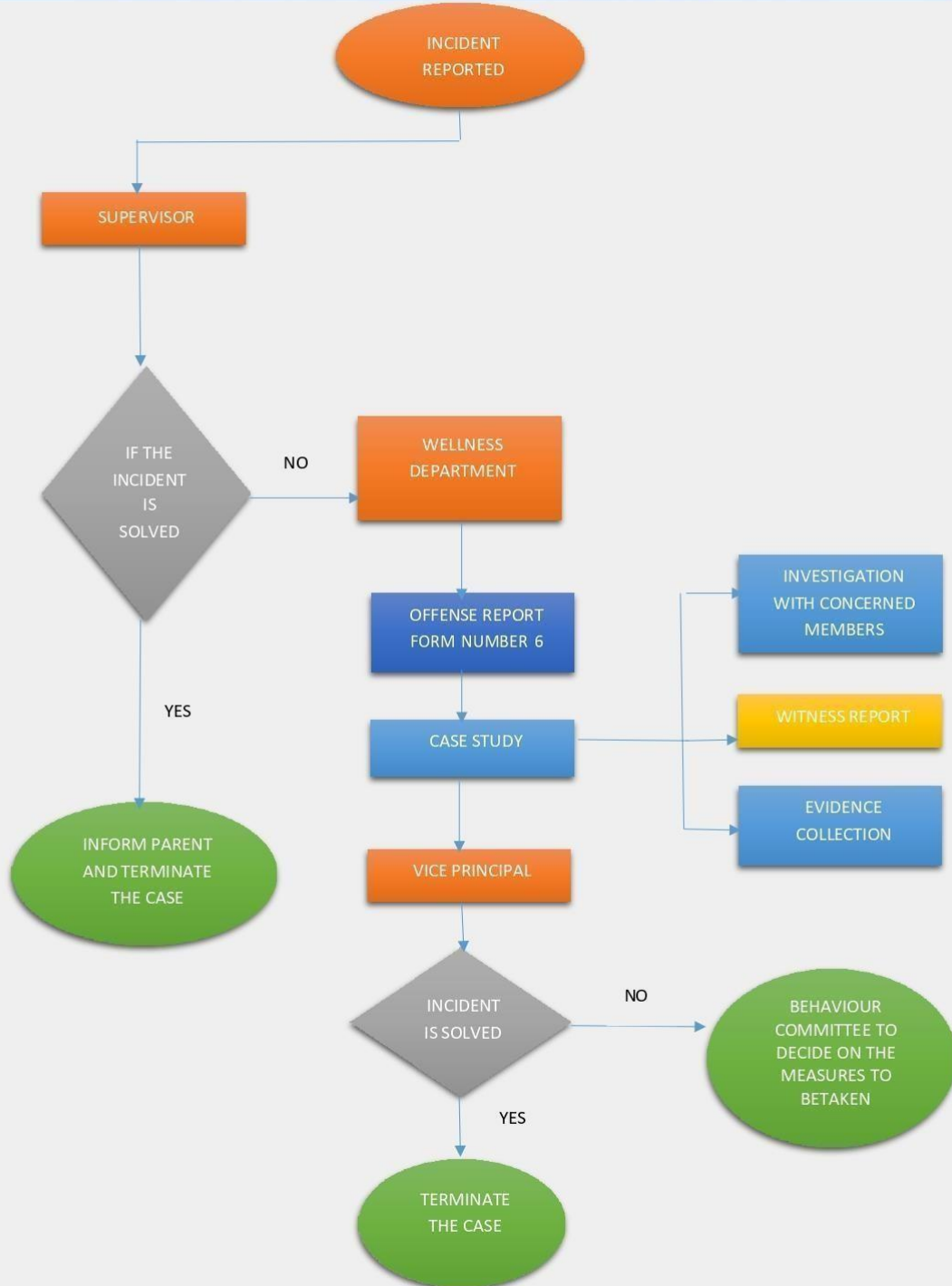
<b>Offense No.</b>	<b>Description</b>
3.1	Various types and forms of bullying.
3.2	Copying or reproducing the assignments, reports, researches or projects and taking credit for them, as per the <b>Form No.23</b> .
3.3	Getting out of the school without permission or absconding during the school day.
3.4	Attempting to defame peers and the school staff via the social media or abusing them.
3.5	Impersonating others' personality in the school, during transactions, or forging the school documents.
3.6	Destroying or seizing the school furniture, tools, and vandalism

3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
3.8	Assaulting others in the school, without causing any injuries to the victim (corporal abuse).
3.9	Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.
3.10	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.
3.11	All of what is similar to these offenses, as per the discretion of the Behavior Management Committee.

#### **Fourth degree offenses (highly grievous offenses)**

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

## INCIDENT REPORTING AND INVESTIGATION- FLOW DIAGRAM







MORNING PUNCTUALITY MONITORING PROCESS

TERM WISE



Dr. Manju Reji  
PRINCIPAL

# BEHAVIOUR CHART 2024-25



المدرسة الهندية الدولية ذ.م.م.  
INDIA INTERNATIONAL SCHOOL LLC - SHARJAH



Grade & Section:

BEHAVIOUR CHART: 2024-2025

Month

Class Teacher

S.L. NO	NAME OF THE STUDENT	CRITERIA					TOTAL SCORE
		ATTENDANCE AND PUNCTUALITY	CONFIDENCE AND INITIATIVE	TEAMWORK AND COLLABORATION	RESILIENCE	RESPECTFUL AND POSITIVE INTERACTIONS	
1							
2							
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### Monthly Behavior Tracker Rubric for Grade 9 to 12

Indicator	Excellent	Good	Satisfactory	Needs Improvement
<b>Attendance and Punctuality</b>	Always on time and attends all classes. Demonstrates commitment to learning.	Consistently demonstrates respect and kindness to peers and teachers.	Occasionally late or absent; needs reminders.  Attendance needs improvement.	Frequently late or absent, affecting participation.  Regular tardiness disrupts learning.
<b>Confidence and In</b>	Shows high confidence in sharing ideas and leading discussions. Initiates conversations and projects.	Participates actively and occasionally leads.  Demonstrates willingness to engage.	Participates but needs encouragement.  Requires prompting to contribute.	Rarely participates; hesitant to share thoughts.  Avoids engagement in discussions.
<b>Teamwork and Collaboration</b>	Actively engage in teamwork and values input from group members.  Promotes inclusivity, respect, and anti-bullying behaviors.	Collaborates well and contributes positively.  Listens to peers, shares all responsibilities.	Participates in group work but needs reminders.  Occasionally disengaged from group efforts.	Seldom collaborates. prefers to work alone.  Struggles to engage with team members and may contribute to negative interactions.
<b>Resilience</b>	Demonstrate resilience. effectively manages stress and anxiety in challenging situations.	Generally resilient; manages stress and anxiety with occasional support.  Recognizes when to seek help and employs coping mechanisms.	Sometimes struggles with resilience; may need reminders to utilize the coping strategies.  Shows some difficulty in managing anxiety.	Rarely demonstrates resilience; frequently overwhelmed by stress or anxiety.  Struggles to effectively with challenges.
<b>Respectful and Positive interactions</b>	Consistently demonstrates respect and kindness to peers.	Usually respectful; supports a positive atmosphere. Encourages healthy friendships	Sometimes needs reminders to be respectful.	Rarely respectful; engages in negative behavior.

## **Instructions for Use:**

### **Monthly Assessment:**

1. At the end of each month, assess each student based on the rubric. Assign scores from 1 to 4 for each indicator.

**Excellent - 4**

**Good -3**

**Satisfactory - 2**

**Needs Improvement -1**

### **Total Score Calculation:**

Add the scores for all indicators to calculate the Monthly Total Score for each student. The maximum score possible is 20 (4 points for each of the 5 indicators).

### **Recognition of Achievements:**

1. Identify the top-performing students based on their total scores for recognition and rewards.
2. Consider providing certificates, stickers, appreciating in assembly or other forms of acknowledgment for their achievements.

### **Feedback and Reflection:**

1. Provide constructive feedback to students based on their scores to highlight strengths and areas for improvement.
2. Encourage self-reflection by allowing students to express their feelings about their performance and set goals for the next month.