ISCS

Behaviour Policy

Policy Information			
Created Date	September 2023	Reviewed By	Dr Fahd Kahlaoui
Review Cycle	Annually	Next Review	August 2026
Vice Principal			
Principal			

Intent

At ISCS we value and respect one another irrespective of age, culture or nationality. This is in accordance with the Ministerial Resolution No. (581) of 2018 Concerning Students' Management. This policy is also in line with SPEA regulations and procedures for behaviour management and should be read in conjunction with the Ministry of Education's Policy regarding Student Behaviour Management, E- Safety Policy and Inclusion Policy.

Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at ISCS. It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe, positive and cohesive learning environment and community. Our student safety and well-being underlie everything we do.

This is a summary document which references the ISCS student Code of Conduct Policy. Its fair and consistent implementation is the responsibility of <u>all</u> staff.

This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based educational visits and activities
- When representing or commenting on the school in any capacity

Aims

The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:

- Contribute to strengthening the core values of the UAE society and ISCS.
- Elevate positive behaviours amongst students within the school community.
- Promote positive and exemplary behaviours through frequent, regular and consistent reward, encouragement and care at all times, and through minimising behavioural offences by the best possible educational means.
- Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned in order to uphold the principles of justice, transparency and accountability.
- Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible and fair way.
- Promote the principle of holistic education based on the equality and harmony of the cognitive, personal and social attributes that constitute the characteristics of each learner.
- Create an adequate learning environment that is suitable for all students, including people with

determination, and school staff to exercise their roles in order to achieve the objectives of the educational process.

- Familiarise students and their parents with their rights and duties, policies and instructions on behaviour and the importance of complying with these in a manner that achieves self-discipline and enhances their awareness of the UAE society's values and heritage. As well as those values of other neighbouring communities, and their social responsibility towards the current issues, their environment, surroundings and the sustainability of their future.
- Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
- Provide reintegration services and programmes appropriate to the student's behavioural and educational needs in order to reintegrate him/her into the school community.

Roles and Responsibilities

Managerial Responsibility

The school Leadership and Senior Management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation of procedures, be developed and implemented with the participation of all the stakeholders of the institution.

Staff Responsibility

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of assemblies, student leadership initiatives, values, education, Moral Education and an all-pervading strand of social, moral and spiritual development in our teaching. School staff should consider themselves responsible at all times for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. These should be logged on Edunation. Staff need to consistently follow the policy at all times. Where there are any grey areas, they should seek the advice of a Senior Member of staff.

Parental Responsibility

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values and the nature of expected behaviour of the school. Parents should support the school in all actions taken and act in a calm manner.

Student Responsibility

Students should apply themselves to the learning and application of real-life enhancing skills such as self-control, conflict management, problem-solving, decision-making, and effective intra/inter-personal communication. They should also learn to appreciate that offensive behaviour has its consequences. They should live out the school values in all areas of their lives.

Attitudes and Behaviour

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

ISCS strives to offer all their students a physically and emotionally safe environment in which they can achieve their full academic and personal potential.

In order for ISCS to achieve this objective, the responsibilities of students and parents include:
- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in any social-media forums.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

Acceptable Behaviour

Positive behaviours, effort and success will be actively acknowledged, celebrated, communicated and rewarded both in and out of the school through a variety of ways, from Dojo points, achievement points, verbal praise to student of the Week, Term and Year recognition.

A Positive Reward Scheme

Adherence to the school's expectations should not, in itself, be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition, and it is important that achievement and good behaviour are rewarded, and staff should take every opportunity to praise students.

The school House and reward system allows for the awarding of Points. Staff are encouraged to use them, and they should be awarded for:
- Expected behaviour
- Exceptional effort
- Excellent or improved behaviour
- Volunteering
- Perfect attendance
- For outstanding individual pieces of work or contributions in class.
- The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

Reinforcing Positive Behaviour

- Giving praise and positive feedback, verbal and written
- Awards linked to the school's reward system –house points/ISCS Awards

- Dhuhar prayer in Jamaa
- Subject, effort and improvement awards at celebration events
- Celebration assemblies
- Positive emails/phone calls to parents/guardians from class teachers, lead and subject teachers and SLT
- Extension of school privileges, including trips and award days
- Newsletters
- School student leadership roles

Assemblies

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience. During assembly's school values, characteristics of ISCS learners, Quran recitations, Duaa and the National anthem are part of daily routines.

Travel on school buses

While travelling on a school bus, students must behave in an orderly and respectful manner. The School has the right to issue bus bans in accordance with the Bus Policy and guidelines. Whilst we appreciate that this affects parents and is an inconvenience, it is not fair to the health and safety of all others travelling on the bus, therefore we will not tolerate such behaviour. The expectation is that parents support this decision.
For more information See Bus Behaviour Policy

Transition between lessons

When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders or student leaders should ensure that the class group is not left unsupervised for any length of time. Students are expected to abide by the school rules at all times.

Organised Trips

Educational visits, field trips and seminars which are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school.
Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and obtain their written consent in advance.

Property

Students are expected to respect all school property including furniture, buildings, books, materials and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

Break time

Students are expected to leave the classrooms during the break and keep the school premises eco-friendly by disposing of any rubbish appropriately.

Behaviour in common areas

While in the library, Science Labs, study areas, canteen, sports grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

Whole school expectations for moving around the school
- Walking on the right/ along yellow line
- Walking quietly
- Walking in an orderly manner
- Being respectful of others by exemplifying the best of manners

Unacceptable behaviour- This is in line with the MOE and SPEA's regulations and procedures
Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the ISCS Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:
- using any means of communication for purposes not related to education
- talking during salah
- not following instructions
- hurting others
- disrupting the class
- shouting
- leaving the class without permission
- showing disrespect for teachers and other students
- fighting
- using inappropriate language
- playing rough and/or throwing objects at others
- bullying
- indulging in acts of vandalism
- any behaviour that is against the values and morals of the school and the UAE

Bullying and interpersonal abuse

ISCS has a zero-tolerance policy for bullying in all its forms.
All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully.

- Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will be disciplined and receive appropriate counselling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal. In more serious cases, the matter will be referred to SPEA (Sharjah Private Education Authority) in line with the MOE behaviour Policy.
- Pupils should be taught and have the necessary skills to know who to go to if they have a concern. They should be taught about online safety and social media on how to keep them self-safe.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- Parents and students in all year levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel).
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community

Behaviour Management Strategies

The school will implement a range of strategies to promote positive behaviour and minimize the occurrence of unacceptable behaviour in the school, taking into account individual circumstances where necessary and that of pupils of determination that will have their own plan, and will include:

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons.
- Well planned and taught lessons linked to student data.
- Use of restorative language.
- Quiet word with student
- Verbal warnings - linked to the sanctions ladder (but avoiding shouting)
- Use of seating plans.
- Referral to class teacher or form tutor
- Meetings with parents/guardians
- Support from the school counselling team

There is a clear referral route for staff if students do not respond to consequences. The referral route is:

- Class teacher/Form Tutor
- Supervisors/Assistant Supervisor
- Assistant Head of Section
- Head of Section

- Vice Principal
- Principal

Online Safety

All incidents regarding e-safety, digital citizenship, the acceptable and unacceptable use of technology, online teaching and learning platforms as well as the internet is referenced in our E-safety Policy and should be read in conjunction with this policy.

Determining a consequence/sanction – Following the MOE and SPEA's guidelines

The school will investigate any inappropriate behaviour related issues. This may involve students being removed from lessons. Written statements will always be taken. Students will often be kept separate to avoid influencing others. **Parents will be notified once the matter is fully investigated**. Any instance of inappropriate behaviour will be subject to one or more consequence/sanction. These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances.
Consequences/sanctions will range from a simple verbal reminder to a formal report or isolation from peers.

Intervention strategies

A range of interventions may similarly be applied in conjunction with a consequence/ sanction or as an alternative. This may include referral to the counselling or the Inclusion team.

Record keeping

All staff responsible for children will keep a behaviour communication log to record incidents of positive and inappropriate behaviour. This will be logged on Edunation. Where appropriate this will be shared with relevant staff and parents. Class teachers and supervisors are responsible for keeping up to date records regarding behaviour of students in their class.

Behaviour ladders are progressive, fair and have the welfare and well-being of the child as an underlying priority. Students are always made aware of what they have done, how they can move forward, what the next step consequence may be and time to reflect.

Consistency

A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour Policy.

Appendix 1- Examples

	Integrity	Tolerance	Collaboration	Courage	Compassion
Exemplary +6	My attendance is 100% this term.	Leads initiatives or presentations that educate peers about different cultures and perspectives.	Organizes and leads a cross-class or cross-grade collaboration project, effectively coordinating efforts and fostering teamwork across different student groups, leading to a successful and inclusive outcome.	Speaks out against injustice or bullying in the school, advocating for a safe learning environment for all	Initiates support for classmates who are struggling, either academically or personally, coordinating with school resources to provide aid.
Excellent +4	Acts as a role model in consistently citing sources in all school work, promoting academic honesty.	Respectfully engages with opinions and beliefs that differ from their own in classroom discussions.	Facilitates group projects, ensuring all voices are heard and integrating diverse ideas into the final output.	Tries new activities or subjects that are outside their comfort zone, showing an openness to growth and learning.	Shows empathy towards peers during conflicts or emotional distress, helping to mediate and comfort.
Good +2	Keeps promises to peers and teachers, showing reliability in group projects and individual commitments.	Shows willingness to partner with any classmate in group assignments, regardless of personal differences.	Shares resources and knowledge with teammates, enhancing group learning and project quality.	Asks questions in class about unclear topics, overcoming fear of making mistakes in front of peers.	Helps new students acclimate to the school environment, showing friendliness and support.
Expected +1	Follows classroom rules even when not monitored.	Listens without interrupting when others express viewpoints or cultural practices unfamiliar to them	Contributes actively in group discussions and tasks, supporting team objectives.	Presents in front of the class, despite feeling nervous.	Shares materials with classmates who forget theirs, facilitating a cooperative classroom environment.

Appendix 2- ISCS Behaviour Management Flowchart

All teachers are expected to manage classroom behaviour inline with the school behaviour policy, almost all minor behvaiour issues should be managed by the classroom teacher. Classroom teachers are expected to be in regular communication with parents and supervisors on students behaviour.

Intervention 1
- Prompt
- Redirect
- Reteach
- Choice
- Consequence
 Teacher Strategies

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Behaviour improves

YES	NO

Give positive verbal acknowledgement

Apply Behaviour Flow Chart (Behavior referral protocol.docx)
- ☐ Temporary removal from activity/class
- ☐ Notification to parents
- ☐ Contact Supervisor
- ☐ Daily report
- ☐ Loss of privilege
- ☐ Other

Stage 1-4 (L1&2)- Minor/Medium Behaviours

- Repeatedly late or absent without excuse.
- Incorrect school or sports uniform without excuse.
- Overgrown hairstyles.
- Fails to bring required books or equipment.
- Disrupts class by lacking discipline
- Sleeping in class or during school events
- Eating during class without permission.
- Fails to submit homework or assignments on time.
- Misuse of electronic devices
- Similar low-level concerns

Major Behaviours Stage 5-8 (L 3 & 4)

ISCS Behaviour Matrix
Revised_Behaviour_Matrix_ISCS.docx

Guided by
MOE Behaviour Management Policy - English.pdf

Action
- Inform student of rule violation
- State expected behaviour
- Escalate to Supervisor/ leadership
- Statements to be collected/investigation
- Behaviour committee to follow procedure inline with MOE policy