



# BEHAVIOR MANAGEMENT POLICY

Approved by: School Governing Board

Date: August 2024

Last reviewed on:

Date: August 2025

Next review:

Date: August 2026

All employees will read, and understand, this policy in conjunction with the Employee Handbook.

## **Monitoring and review**

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

## **Annual Review of Student Behavior Policy**

(Applies to all staff, teaching, and administration, working in the school.)

SABIS International School-Ruwais will conduct an annual review process. This process will include the following steps:

### **Review Process**

The designated school committee responsible for student behavior management will initiate the review process at the beginning of each academic year.

Data Collection and Analysis:

Collect data on student behavioral incidents, including frequency, types of incidents, and disciplinary actions taken.

Analyze the data to identify patterns, trends, and areas for improvement in the current policy.

### **Policy Review and Update**

Conduct a comprehensive review of the existing Student Behavior Policy in light of the collected data and analysis.

Make necessary updates to the policy to address any identified issues and incorporate best practices for student behavior management.

Communication and Implementation of Updates:

Communicate any updates or changes to the Student Behavior Policy to all stakeholders. Implement the updated policy and monitor its effectiveness.

### **Applies to All Staff**

This policy applies to all staff (teaching and administration) working in the school.

Monitoring and Review:

This policy is subject to continuous monitoring, refinement, and audit by the School Management, which will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing.

All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

This policy will be reviewed by the School Management no later than August 2023 or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements, or best practice guidelines are required.

## **Introduction**

THE SCHOOL encourages students to adopt the highest standards of behavior, principles, and moral standards and to respect the ethos of the school. Promoting the emotional and personal well-being of all of our students is central to our students' development. THE SCHOOL is an inclusive community. The best interest of our students is at the core of



everything we do, and we expect students to behave at all times in a manner that reflects the best interests of the community. We aim to teach our students to have and demonstrate respect for each member of the school community. We believe that positive relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become lifelong learners. We develop our students' teamwork and leadership skills through participation in the Student Life Organization® (SLO®), and a wide range of curricular and extra-curricular activities and programs. We expect students to be ready to learn and to participate in school activities. They should attend school and lessons regularly and punctually.

A high level of self-discipline and good behavior is expected at all times. Students are encouraged to understand and appreciate the many benefits to be derived from respecting rules. They are encouraged to be considerate towards others and to take care of their surroundings (including the buildings, equipment, and furniture). If disciplinary codes are contravened, students are held accountable. We want students to understand what is expected of them and why, as well as the consequences of negative behavior.

Whilst THE SCHOOL has set guidelines for disciplinary matters, a disciplinary consequence is not automatically given to a student without considering the mitigating circumstances surrounding the infraction, wherein an investigation should always be conducted. Supervised advising session is the most commonly used disciplinary consequence/action, and students may be assigned such time within school hours, after school, or on Saturdays. If the supervised advising session does not result in improved behavior, the Head Supervisor confers with the Director who also interacts, as required, with the appropriate AQC, the Student Life Coordinator, and the Social Worker to ascertain the root of the problem and take the most appropriate action.

All members of staff are expected to contribute to disciplinary standards both, by enforcing the rules, and by always setting a good example and being positive role models, in line with the MOE's Code of Conduct for Educational Professionals (September 2022). THE SCHOOL staff are committed to excellence, aiming to achieve a spirit of trust and cooperation with all members of the school community. The highest standards of professionalism, respect, and integrity are expected from staff. We expect the highest values and standards of behavior inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. We expect students to treat staff and each other with consideration and good manners, and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure, safe, listened to, cared for, and to be treated with respect at THE SCHOOL. Harassment and bullying, in any form, will not be tolerated. Our Anti-bullying policy is available for students, parents, and staff members.

## **Parental Acknowledgment of Student Behavior Policy**

To ensure that the entire school community is fully aware of and understands the Student Behavior Policy, the following steps will be incorporated into the policy:

## **Parent-School Agreement**

The Student Behavior Policy will be included as an integral part of the parent-school

agreement.

## **Parent Acknowledgment**

Parents are required to read and acknowledge the Student Behavior Policy by signing the parent-school agreement.

## **Record Keeping**

The school will maintain a record of signed parent-school agreements to ensure the policy is followed.

## **Involvement of Students in Ensuring Good Behavior**

Experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them. The SLO® offers all our students interesting and attractive opportunities to make a difference in their school, improve their academics, participate in and/or lead activities they enjoy and/or excel in, as well as create the appropriate atmosphere to enjoy school and have fun. The SLO® program is run principally by students for students; it has a major impact on the daily functioning of the school, including the standards of behavior.

## **Discipline Procedures**

The purpose of both rewards and consequences is to promote good behavior. A graduated structure of formal rewards and sanctions to complement fewer formal measures is necessary. Formal rewards include SLO® Merit points. The purpose of a reward is to recognize worthy achievement or effort, to motivate and encourage. The purpose of a consequence is to correct, to deter or, on occasion, to protect. The imposition of a consequence should never be an act of retribution. Designated staff members will keep a written record of all instances of serious misbehavior.

## **Establishment of the Behavioral Management Committee**

The Behavioral Management Committee will be established to oversee the implementation and effectiveness of the Student Behavior Policy. This committee will be responsible for reviewing disciplinary incidents, ensuring consistency in the application of consequences, and making recommendations for policy improvements.

## **Behavioral Management Committee Meetings**

The Behavioral Management Committee shall have the authority to convene meetings whenever necessary. Such meetings shall be called to address issues and ensure effective management of behavioral standards and practices. Notification of such meetings shall be provided to all relevant members in a timely and official manner.

## **Policy on Documented Learning Plans (DLP) and Risk Assessments for Students with Additional Learning Needs**

To provide a structured approach for managing situations where students with additional learning needs struggle to regulate their behavior due to underlying needs.

Guidelines:

**Identification and Assessment:** Identify students who exhibit behavioral challenges due to additional learning needs.

**Support Plan:** Make a plan tailored to the individual needs of the student that includes specific interventions to support them.

**Collaboration and Communication:** Involve relevant stakeholders.

**Regularly monitor the effectiveness of the plan:** Regularly review and monitor the plan.

## **Policy on Disciplinary Procedures for Students with Additional Learning Needs**

**Policy Statement:** THE SCHOOL is dedicated to applying disciplinary procedures fairly, taking into account the unique challenges faced by students with additional learning needs.

The following guidelines must be adhered to:

**Consultation with Head of Inclusion:** When disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion must be consulted to determine the appropriate disciplinary action. This ensures that the disciplinary measures are suitable and considerate of the student's specific needs.

**Specialized Support:** Each case involving a student with additional learning needs should be reviewed individually, taking into account the student's educational plan, behavior intervention plan, and any other relevant documentation.

**Documentation and Communication:** All disciplinary actions and consultations must be thoroughly documented. Clear communication with the student's parents or guardians is essential to ensure transparency and collaboration.

## **Subject: Establishment of the Behavioral Management Committee**

To Whom It May Concern,

We are pleased to announce the establishment of the Behavioral Management Committee. This committee has been formed to oversee our behavioral management practices within the organization.

The committee will include the following members:



- Director
- Head Supervisor
- Academic Quality Controllers (AQC's)

Thank you for your attention to this important matter.

Sincerely,

Signature: \_\_\_\_\_

## Appeals Procedure Form

### 1. Timelines for the Appeal:

#### **Suspension Appeals:**

Parents have 1 working day to appeal a school's decision to suspend their child.

#### **Expulsion Appeals:**

Parents have 10 working days to appeal a school's decision to expel their child.

### 2. Modes of Appeal:

Parents can submit their appeal through one of the following modes:

Email: [sisruwais@sisruwais.sabis.net](mailto:sisruwais@sisruwais.sabis.net)

Telephone: +971(2) 8075000

#### **Direct Meeting:**

Head Supervisor

#### **Appeal Submission Details:**

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date of Appeal Submission: \_\_\_\_\_

Reason for Appeal:

\_\_\_\_\_  
\_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

For Office Use Only:

\_\_\_\_\_

Date Appeal Received:

\_\_\_\_\_

Received By: \_\_\_\_\_

The decision of the Behavioral Management Committee:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Decision: \_\_\_\_\_

## **Appeals Committee Formation Announcement Form**

### **Purpose:**

**To announce the formation of the Appeals Committee following the Behavioral Policy requirements.**

### **Committee Composition:**

In compliance with Behavioral policy, ISC-(branch) has established an Appeals Committee consisting of members who are distinct from the Behavior Management Committee. This committee does not include the Principal, Vice Principal, or any staff who may have a conflict of interest.

### **Committee Members:**

Member 1: \_\_\_\_\_

Member 2: \_\_\_\_\_

Member 3: \_\_\_\_\_

Member 4: \_\_\_\_\_

Member 5: \_\_\_\_\_

### **Objective:**

The Appeals Committee is formed to ensure that all appeals are handled impartially and with the utmost integrity.

**Effective Date:** \_\_\_\_\_

**Approved By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appeals Procedure Form**

### **1. Appeals Committee:**

The school has established an appeals committee consisting of the following members:



(Names).

**2. Decision of the Appeal:**

\_\_\_\_\_

**3. Suspension Cases:**

The school shall issue a final decision (accept or reject) within 2 working days of the appeal and share the decision with the parents.

**Expulsion Cases:**

The school shall issue a final decision (accept or reject) within 7 working days of the appeal and share the decision with the parent.

**4. Support and Intervention:**

ISC- (branch) provides support and strategies to address and improve student's behavior.

**Student Name:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Date of Appeal Submission:** \_\_\_\_\_

**Reason for Appeal:** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**For Office Use Only:** \_\_\_\_\_

**Date Appeal Received:** \_\_\_\_\_

**Received By:** \_\_\_\_\_

**The decision of the Appeals Committee:**

**Date of Decision:** \_\_\_\_\_

## Rewards

We believe that the best way to ensure the highest standards in both behavior and work is to create a positive ethos where regular praise, congratulations, and affirmation promote the self-confidence and self-esteem of students. A school culture dominated by mutual respect between students and staff and students will lead not only to harmonious relationships but also to the fulfillment of the students' potential both academically and socially.

**Discipline should:**

- be constructive and purposeful
- be clearly defined and understood within a graduated framework
- be preventive rather than reactive, whenever possible
- balance freedom and responsibility
- be part of, not in conflict with, pastoral care
- be explored and better understood through the advising sessions
- be supported by, and reflected in, the standards expected and upheld day-to-day
- be practiced by the whole community, not just by a few individuals
- involve guardians whenever necessary
- be systematic and consistent, but also flexible
- combine sensitively both rewards and consequences to develop students' accountability skills
- be fair and, where possible, help students and parents to appreciate the fairness

**Positive Behavior and Self Discipline**

THE SCHOOL encourages positive behavior and self-discipline. We aim to reward and encourage good behavior. Consequences help us to set boundaries, to manage challenging behavior, and to develop students' accountability skills. The Director and all concerned staff undertake to apply any consequences fairly, and, where appropriate, after due investigative action has taken place. The consequences used will be reviewed annually but will not involve any form of unlawful or degrading activity. Students will initially be reasoned with to seek a change of attitude or behavior, or given a reprimand, including advice on how to improve. Once consequences are deemed necessary, they may include:

- Midweek and/or Saturday supervised advising sessions
- Withdrawal of privileges
- Confiscation for a specified length of time of property that is being used inappropriately or without consideration
- Assistance with useful, but not demeaning tasks; community service around the school site
- Withdrawal from a school trip or team event
- A Report Book (a system of regular signing in to promote accountability and positive behavior)
- Withdrawal from lessons or activities- the social worker shall intervene (in cases where the presence of the student is disruptive to the educational process)
- Temporary suspension (suspension from school for a short period in alignment with the local educational authority's guidelines)
- Holding/ Stopping the registration for the next academic year (in alignment with the local educational authority's guidelines)
- Permanent expulsion, which will take place after aligning with the local education authority's guidelines

All parents and students should be aware of the more serious consequences, including suspension and expulsion, that the Director can impose for serious breaches of the rules and regulations. Examples of serious breaches of the rules and regulations include:

- Disrespecting the values/culture of the country
- Persistent disruptive behavior that is impacting the learning and/or safety of others
- Bullying
- Physical or verbal assault/threatening behavior
- Racist or sexist abuse
- Sexual harassment/misconduct
- Alcohol, tobacco (including vape) and drug abuse
- Theft
- Damage to property or belongings

## **Corporal Punishment and Use of Restraint**

Staff or any person working in THE SCHOOL must not use, or threaten to use, corporal punishment or any form of punishment that could hurt the child's long-term well-being. Any use of restraint by staff will be reasonable, proportionate lawful, and in line with the school's Child Protection Policy and the MOE's Code of Conduct for Education Professionals (Sept 2022). Restraint will be used only when immediately necessary, and for the minimum time necessary, to prevent a student from doing or continuing to do any of the following:

- committing a serious or criminal offense
- injuring themselves or others
- causing damage to property or belongings
- engaging in any behavior prejudicial to good order and discipline at the school or to the students, whether the behavior occurs in a classroom or elsewhere

Every member of staff will report to the Director immediately after he/ she needs to restrain a student physically. Parents will always be informed when it has been necessary to use physical restraint on their child.