



مدرسة مايوور الخاصة ذ.م.م. Mayoor Private School L.L.C.



MAYOOR PVT. SCHOOL
ABU DHABI

Student Behaviour Policy





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At Mayoor Private School, we aspire to create an environment in the school which encourages and reinforces positive behaviour, and deals appropriately and proportionately with undesirable behaviour.

Corporal punishment in any form is totally unacceptable in the school environment and further is illegal. All incidents of corporal punishment are reported to ADEC and dealt with in line with the ADEC guidelines.

Parents are informed of the school's 'Code of Conduct' at Mayoor Private School during Induction program. This provides an outline of their responsibility as parents along with expectations of staff and students.

Aims:

- To establish an environment that encourages and reinforces positive behaviour.
- To ensure staff are positive role models in all aspects of the school.
- To define acceptable standards of behaviour.
- To ensure consistency of response to both desirable and undesirable behaviour.
- To promote student self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To ensure all stakeholders are clear on expectations and that there is joint approach to student behaviour.





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Rights

All members of the school community, which includes parents, students, staff and administration, have the right to be treated with human dignity. This includes speech and body language.

- Speech should be polite and respectful. Shouting, yelling, slanderous, malicious or personal insults are not tolerated.
- Body language – 90% of how we communicate is in our body language. Aggressive behaviors such as clenched fists, frowning, staring or passive-aggressive actions are unacceptable as they make others feel uncomfortable and intimidated.
- All members of the school community are equal, and as such should be treated fairly, and with respect. Understanding different views is key to finding a solution.
- All members of the school community deserve to work in a safe, protected environment.

Student Code of Conduct:

Students in Mayoor School are expected to behave in a way that promotes a positive school environment.

The following code of conduct is expected of all students in school, on school grounds, school led field trips, attending extra curricular activities sponsored by the school or during any other school events.

- Students will behave responsibly and will not put other people or themselves in danger or at risk of danger.
- Take care of the building, equipment and property at school
- Arrive school on time and attend all the classes.





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- Demonstrate a positive attitude towards studying and learning and act appropriately so that the learning of other students is not disrupted.
- Commit to the heritage and culture of UAE in such a way that they behave honestly and conduct themselves with dignity.
- Show respect to all teachers, school personnel, fellow students and members of the community.

BEHAVIOUR MANAGEMENT

A successful Behaviour Management depends on good communication and positive relationships between students, staff and parents. It provides security for students and increases their opportunities for development and learning. Mayoor Private School has a clear Behaviour Management Policy whereby staff, students and parents are aware of acceptable and unacceptable behaviour and the system of rewards and sanctions that apply.

- Giving and receiving respect.
- Aim to encourage and praise children rather than reprimanding, wherever possible.
- Praise should be genuine and criticism constructive.
- Sensitivity to the individual needs of each child. Children should accept adult authority, but the development of individuality should always be encouraged.
- Consistency and clarity in our response to behaviour. It is important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.
- At Mayoor Private School the expectations of parents, teachers and students in terms of discipline have always been high. Standards of behaviour, dress, work and respect have been set by the management and are followed by all.





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- Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Most problems are resolved by quiet discussions. Sanctions are used sparingly.
- When the whole school community follows the School's code of behaviour and understands the rules and reasons that govern them, together with the School's practice of rewards and sanctions the Behaviour Management Policy will be effective. It is vital that all of our procedures are understood by all adults in the school, by children and by parents. The key principles of the Behaviour Management Policy are communicated to children and the policy is made available to parents at the beginning of each academic year.

At Mayoor Private School our desire is to foster a caring environment for each child that embodies the following principles:

We have a proactive approach to improving behaviour at Mayoor Private School. At the start of each academic year, each Class Teacher helps their class to work out class aims and rules, based on our School Code of Conduct. These aims provide the guidelines for the children in the class in terms of how they are expected to behave and work. Class teachers help the children to target particular aims and to work on making the classroom a positive learning environment.

Positive Behaviour Management:

The School adopts strategies and frameworks that recognizes, reward and reinforce positive behaviour.

- Rewards: Positive reinforcement is used as much as possible in a variety of ways:
Positive gestures and acknowledgement of good behaviour and achievement.
- Incentives in the form of stickers / badges from teachers and the Heads of Department, Vice Principals and Principal.





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- Achievements mentioned in assemblies. Children also have the opportunity to show excellent work in assembly.
- Students in years eight and nine may also be awarded commendations for outstanding work or conduct. These are seen as house points.
- Prizes for achievement during the school year are awarded at the Prize Giving ceremony.

Levels of Misconduct

Students' misconduct is categorized in three levels

- **Level One** - Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:
 - Tardiness (lateness/unpunctuality).
 - Unexplained absences.
 - Not bringing the necessary books and equipment to class.
 - Incorrect School uniform (including sports uniforms).
 - Disruptive behaviour in classrooms and in School.
 - Breaking School rules including in classrooms, hallways, playgrounds and buses.
 - Defying orders from School management and staff.
 - Mocking others.
 - Disruptive behaviour on School buses (e.g. vandalizing bus seats).





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- **Level Two** - Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:
 - Skipping classes or School.
 - Using abusive or inappropriate language toward peers and/or teachers.
 - Fighting with other students and/or bullying them.
 - Theft.
 - Vandalizing School property or the property of others.
 - Using cell phones during School time without the School administration's permission.
 - Possessing or viewing pornographic or other inappropriate material.
 - Cheating in exams or assignments.
 - Providing false documents (e.g. forging Parents'/Guardians' signatures).
 - Misuse or abuse of the School's IT systems.
- **Level Three** - Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:
 - Assaulting Teaching Faculty members, staff or members of the local community.
 - Distributing (or participating in the distribution of) pornographic material.





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- Wilful damage to, or destruction of, School and personal property.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances in violation of public order and morals.
- Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.

Managing Student's Misconduct

The school uses appropriate guidance and disciplinary actions to encourage students to understand why their behaviour is unacceptable and how to behave better in the future. In their response of incidents of student misconduct, school will take into consideration the students' individual circumstances and personalities, including social, emotional and psychological factors that may underlie a student's behaviour.

Teacher intervention varies according to the level of the misconduct.

- **For Level 1 misconduct**, the teacher provides a verbal recognition of the misbehavior, then he/she takes note of the incident in a student report; after which, he/she provides a verbal reminder of proper conduct.
- **For Level 2 misconduct**, the teacher may keep the student away from the group for a period of time to make him / her understand their mistake
- **For Level 3 misconduct**, the teacher provides a verbal recognition of the misbehavior and records the incident in a student report; in addition, the student is sent to the Social Worker's / Counselor's Office for behavior management and parents are contacted. Next, the student is sent home for the day and a written warning is sent home which has to be signed by the parents/a parent.





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Disciplinary Actions

As a staff we have a set procedure for dealing with misbehaviour and consistent language must be used at all times. In the main school, staff would initially follow the guidelines of the disciplinary actions and:

- Give reasoning
- Appropriately ignore low level of inappropriate behaviour
- Give verbal reminders and state consequences
- Require an apology

Any issues with behaviour will initially be dealt with by the Department Supervisor, if the situation escalates or requires further intervention, the Principal would deal with the situation. Should further intervention be required, the Principal would support the staff and the child, contacting parents if necessary. If further support is needed, the Principal would be informed and he would make any final decisions that may be necessary in conjunction with ADEC.

It is prohibited to use any of the following methods for applying disciplinary actions:

- All forms of physical punishment, (any disciplinary action designed to inflict physical pain on students, including, but not limited to, slapping, striking or pushing students or using objects to do so).
- Removing the student from the classroom or school without following school-based procedures for sending students outside of the classrooms or ADEC Guide to Applying Disciplinary Action (section 8 of ADEC Guidelines).
- Punishing a group of students for an individual's misconduct.





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- Imposing more school work.
- Mocking or insulting the student in private or public.
- Depriving the student of using toilet facilities or meals.

It is the responsibility of the school, students, teachers, parents and community to support and promote the students' positive attitude, develop their fine and righteous character and enhance their sense of good citizenship. Teachers increase and raise the student's' behavior awareness and encourage them to respect school and public laws.

Staged Approach for Dealing with Wilful or Persistent Misconduct

Students should be given appropriate guidance and opportunities to identify the motivation and purpose behind their actions and to rectify any negative behaviour before disciplinary action (e.g. warning, written notices) is taken. Student misconduct shall be dealt with as follows:

- The School will provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
- The School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behaviour
- If there is a need for further escalation of response, the school will inform Parents/ Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents / Guardians will be required, at this stage, to sign an understanding to support the agreed strategy.
- Should the student continue to behave unacceptably the school may suspend the student temporarily from school for up to 5 days and shall issue to the student and his or her Parent / Guardian a final warning.
- In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the school, the school may apply to ADEC to transfer the student to another school or to permanently exclude the student concerned.





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In making an application to ADEC, the school shall include evidence that all these stages have been followed.

School Disciplinary Committee

Schools will form a School Disciplinary Committee to review and discuss student behavioural issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response on the eSIS system, including uploading all supporting reports for all offenses and actions taken. The School, ADEC and the supervisory authorities will treat all information about students' behaviour as strictly confidential.

Students With Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of a School code of conduct must not generally differentiate between students with special education needs and other students.

