



مدرسة ذا أبل انترناشيونال كوميونيتي
**The Apple International
Community School**

BEHAVIOR POLICY

Year 2023-24

Policy written in September 2021

Policy updated in October 2023

Policy to be reviewed in February 2024

Behavior Policy 2023-24

Policy Statement:

Our school is designed to be well ordered, where all students can expect to be valued, feel safe learn and develop in a nurturing environment. We recognize that the appropriate atmosphere for effective learning may require a system of both rewards and sanctions, as well as a series of intervention strategies, which are easily understood and consistently implemented.

The school also follows the 'Student Code of Conduct' provided by the UAE Ministry of Education.

[Student code of conduct - The Official Portal of the UAE Government](#)

For a student to develop a positive attitude toward learning, motivation as well as satisfaction are required. Hence, our focus is to reward positive behavior and always encourage an environment of respect.

Aims and Objectives.

1. Create a stable, secure, and disciplined school community and minimize any unacceptable behaviour.
2. Support and promote student's positive attitude.
3. Develop student's empathy and their moral and ethical character and enhance their sense of good citizenship.
4. Increase and raise student behavior awareness and encourage them to respect themselves and others as well as the school and public laws.
5. Create a proper educational and learning environment suitable for students, teachers and school administration, in order to achieve the goals of education and learning.

Teachers	<ul style="list-style-type: none">○ Model an open, friendly & approachable attitude towards all students.○ Carefully supervise all students, especially those who are new to the school or are/were involved in incidents of bullying.○ Discuss strategies that students can use to assert themselves in case bullying does occur, who the children can speak to in case bullying occurs.○ Use training information given by the school counsellor to identify the warning signs in the classroom.○ Explain to the children that any inappropriate behaviours are not tolerated in the school.○ Must speak to the school counsellor & fill up a notifiable incident report form in case of becoming aware of any bullying incidents.○ Take disciplinary action against those who misbehave or bully in the class.
School Counsellor	<ul style="list-style-type: none">○ The school counsellor is one of the school professionals involved in the evaluation of a probable inappropriate behaviour/ bullying situation. It is imperative for the school counsellor to maintain records of incidents of bullying. (notifiable incident form, records of discussions with concerned parties etc)

	<ul style="list-style-type: none"> ○ Is an integral member of the Discipline Committee. ○ Follow up on incidents involving bullying by speaking confidentially to all parties concerned (including the child/children who were bullied and the ones who bullied) ○ Conduct individual or group or in-class sessions & trainings (eg: role plays) about assertiveness skills, protecting classmates from getting bullied, telling a trusted adult in school about the bullying behaviour etc. ○ Training teachers to identify the warning signs & to deal with bullying in the classroom. ○ Training parents to identify the warning signs at home, how to speak to their own children if they know or suspect that their child is being bullied or is a bully.
Principal	<ul style="list-style-type: none"> ○ Integral member of the Discipline Committee ○ Ensure the enforcement of the anti-bullying policy (no exceptions) ○ Ensure appropriate disciplinary action (as outlined previously) is taken against those who bully, with no exceptions. ○ Ensure appropriate support is provided to those who are found to have been bullied in school. ○ Oversee the functioning of the nominated disciplinary officer, school counsellor & teachers. ○ Oversee meetings conducted with relevant parties to discuss cases of bullying. ○ Ensure appropriate training is carried out with teachers, students & parents regarding Behavioural consequences, Anti-Bullying laws, identification of warning signs, consequences of bullying & strategies to reduce further cases of bullying.
Disciplinary Officers	<ul style="list-style-type: none"> ○ To implement & enforce all policies related to school discipline & Anti-Bullying. ○ Reports all incidents of bullying to the school counsellor & fills up Incident forms in that regard. ○ Carefully supervises all students, especially those who are new to the school or are/were involved in incidents of bullying
Disciplinary Committee	<p>The Discipline Committee compulsorily involve the following:</p> <ul style="list-style-type: none"> ○ Form Tutors ○ School Counsellor ○ Principal ○ Head of Inclusion ○ Disciplinary Officer - Child and Safeguarding Leads ○ Wellbeing and Anti-Bullying Team

Follow up Protocol.

Promoting and encouraging positive behavior among students

1. Teachers always exhibit professional behavior in the classrooms.
2. Staff members are good role models.
3. Availability of teachers to aid achievement in learners.
4. Teachers show respect for their students.
5. Staff members do not show favoritism.
6. Setting clear classroom rules, acting appropriately and consistently when rules are broken or upheld.

Positive Reinforcement

Teachers should take every opportunity to praise children for behavior, and this praise should be timely, and specific in nature.

Rewards

Rewards need to be age specific but should include:

1. Use of reward tokens (see later in the document)
2. Positive verbal and written affirmation of the students for producing good work or good behavior (where appropriate, comments can be written in the student's book about work and behavior). Teachers and specialists can communicate with home about areas that show achievement and growth. Recognition and public affirmation can be given at a variety of places in the school day – class time, form time, assemblies etc.
3. Subject areas will be encouraged to offer their own recognition of achievement and growth.
4. Displaying students' work that shows they have achieved by their own standards should be used as a reward by staff.
5. Verbal praise and encouragement by members of staff should be used as much as possible as a reward.
6. Recognize and praise student's written work. Done either during the morning assembly or in class.
7. Certificates and appreciation letters
8. Putting student's name and photo on recognition boards
9. Sending a "Thank you" /Congratulatory/ 'Well done' note to the student and parent.
10. Encouraging student's participation in school trips, honoring ceremonies, camps and other types of events and activities which would enhance student's social skills and experience.

Consequences/Sanctions

Sanctions it should be remembered by all staff that the first responsibility for sanctions is their own. Inclusion, suspension, and expulsion

- Inclusion is removal from class, an alternative work area provided.
- Exclusion means the student does not attend school for a period. Only the Director or those nominated by the Director, can exclude a student. There are various lengths of 'fixed term exclusions' from school where the student is not permitted to attend school. There is also 'Permanent Expulsion'

in exceptional circumstances. Students who are suspended will have other privileges withdrawn as appropriate, such as the right to be involved in educational visits/trips. (Exclusions will take place after getting permission from KHDA)

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

LEVEL 1 TEACHER RESPONSIBILITY

LEVEL 1 – low level, infrequent behaviors that interrupt teaching and learning.

These behaviors such as...

1. Off task
2. Not finishing work
3. Non-compliance
4. Incomplete homework
5. Inappropriate moving around the school
6. Using inappropriate language
7. Chewing Gum
8. Littering or Spitting
9. Bringing inappropriate items to school
10. Unsafe play
11. Uniform infringement
12. Late to class
13. Inappropriate use of a device

LEVEL 2 TEACHER AND ONE OTHER - (e.g. counsellor, vice principal, principal etc.)

LEVEL 2 - Repeated behaviors that disrupt teaching and learning or are repeated level 1 behavior and require outside assistance.

1. Non-compliance
2. Defiance
3. Disrespect in any forms including social media
4. Verbal Abuse (minor)
5. Swearing
6. Signs/Developing instances of Bullying.
7. Truancy
8. Minor misuse of computers/social media
9. Persistent lateness to class
10. Nonadherence to school uniform

LEVEL 3 SENIOR LEADERSHIP TEAM LEVEL

1. Possession or use of controlled substances
2. Smoking, possessing consuming or selling illegal substances while under the school's jurisdiction Possessing dangerous items or weapons while under the school's jurisdiction.
3. Possession or consumption of tobacco or alcohol
4. Bringing to school or accessing pornographic material
5. Computer hacking

6. Theft and or vandalism of school property
7. Any behavior on or off campus which contradicts the standards and expectations of behavior/conduct of all AICS students.
8. Long term absenteeism (after 4 warnings)/ persistent lateness (after 5 warnings) despite of the warnings
9. Nonadherence to school uniform despite of several warnings
10. Breaching confidentiality, posing threats to any stakeholders through social media

Parents will be informed if a student's behavior is a cause for concern. Sanctions may include one or more of the following:

1. Verbal reprimand
2. Loss of privilege
3. Meeting with parents
4. Break time detentions
5. Withdrawal from lessons
6. Internal isolations
7. Non-participation in school trips
8. Confiscation of banned items
9. Exclusions (fixed term) from school – only by the principal or those nominated by the Principal (upon consultation with KHDA).
10. Exclusions (permanent) from school – only for Level 3 or 4 behaviors and only as authorized by the Director by KHDA.



Pretty Khosla

Principal

Apple International Community School

