



SIA Restorative Behaviour Policy (2021-2022)

VISION

We envisage growing a learning 'eco system' that supports learners to become resilient, feel empowered and be courageous aspirational global citizens who are life ready.

MISSION

As a High-Performance Learning school, we aim to instil an evidence-based set of advanced characteristics alongside the values, attitudes, and attributes. We recognise the importance to equip our learners to be intellectually and socially confident young people who capitalise on life's opportunities.



Scholars International Academy Behaviour Policy

Policy Title:	SIA Restorative Policy
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Approved By:	SLT

“Be the best you can be.”

Pastoral Team

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Mission/Policy Statement

Our aim at Scholars International Academy is to create an eco-system of learning that provides our students with a safe and nurturing environment in order to reach their full potential. A student should be given every opportunity that we can provide to ensure that every day is a day in which they can expand their learning and reach new levels in their education. To do this, teachers and students must work together to create welcoming and inclusive classrooms, ensuring a pleasant working environment for all.

Introduction/Purpose

This policy will outline how we can create our successful eco-system of learning in line with our High-Performance Learning guidelines. We will outline how restorative practice will be used in order to deal with any disruptive behaviour. The aim is to do this through open communication and positive reinforcement of improved behaviour. This policy will be a move away from sanctions and these will only be used as a last resort. Through this we hope to make students aware of the impact of their actions on the school community and allow them to make a morally correct decision to improve on their behaviour because they want to instead of being punished until they adjust their attitudes. Through this we remove the negative aspect of punitive reactions and instead we move to the positive aspect of restorative behaviour where relationships, respect, responsibility, repair and reintegration will make up the 5 pillars of our process. We will integrate this into our HPL system by instilling our expected Values, Attitudes and Attributes into the policy.

The primary purpose of this policy is to build a culture that will prevent disruptive behaviour within the school. By providing students and staff the tools they need to build strong working relationships and always have open and honest communication. Nurturing a Professional Learning Community in SIA will give us the base for our restorative practice to take place. By showing students that teachers are on the same level as them and that everyone is working towards the same goal of helping the students to achieve their full potential.

“SIA is committed to safeguarding and promoting the welfare of children and young people as it recognises that the safety of the children in its care is of paramount importance and expects all staff and volunteers to share this commitment. The effectiveness and safety of our recruitment policy and procedures make a major contribution to child protection by helping to deter, reject or identify people who might be unsuitable for working with children”

Aims/Objectives

This document is a statement of the agreed aims, principles and strategies for Behaviour for Learning policy at SIA where we aim to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of restorative practice and rewards in EYFS, Primary and Secondary.

Rights and Responsibilities

Students will respond to the expectations of all staff members of the SIA community, who themselves should treat each other with professional courtesy and respect i.e., model the best of behaviours to students.

As members of our school community, all students have rights and responsibilities. These rights and responsibilities can be summarised as follows:

Rights	Responsibilities
<p>RIGHTS</p> <ul style="list-style-type: none"> ✓ To be valued and treated respectfully. ✓ To be safe. ✓ To achieve. ✓ To be treated equally. 	<p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> ✓ To respect the views and possessions of other people. ✓ To allow and support others to achieve. ✓ To ensure your actions do not harm others, physically or emotionally. ✓ To represent SIA positively, inside and outside of school.

WHILST ONSITE AT SIA, STUDENTS MUST:

- ✓ Respect and uphold the values of SIA
- ✓ Maintain a positive and enthusiastic attitude to learning.
- ✓ Listen to, be polite and follow all instructions from any staff member.
- ✓ Complete all homework set, meeting all deadlines.
- ✓ Attend school regularly and be punctual to school and lessons.
- ✓ Take pride in their appearance and wear the SIA school uniform correctly.
- ✓ Maintain high standards of behaviour in all areas of the school.
- ✓ Take care of all personal and school equipment and property.

IN THE WIDER COMMUNITY, STUDENTS MUST:

- ✓ Respect the values of the community
- ✓ Remain lawful and law abiding
- ✓ Respect others whilst using social media and other devices
- ✓ Uphold the values and positive reputation of SIA at all times

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a series of strategies designed to proactively deal with challenging behaviour. The strategies are positive by nature and encourage the desired positive outcome of behaviours, as opposed to focusing and highlighting the unwanted being displayed.

At SIA, all staff are expected to follow five key strategies in support of PBL:

- ✓ Use of Positive Language
- ✓ Calm, fair and consistent
- ✓ Proactively Building Relationships
- ✓ Constructive Classroom Culture
- ✓ Praise and reward

By incorporating this into our everyday school life and setting these strategies as the “norm”, we can build a learning community that all of us can be proud to be a part of.

Restorative Practice

There are several benefits for restorative practices:

- Builds relationships
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision-making
- Involves relevant stakeholders
- Addresses harms, needs, obligations
- Encourages all to take responsibility

The 5 Rs of Restorative Practice:

Relationships - **Empathetic** – **Confident** – **Collaboration** – **Concern for Society**

Building a strong relationship between all stakeholders at SIA is the fundamental step to Restorative Practice. By having a foundation of a strong relationship, we can maintain open lines of communication where all parties have an equal voice.

Respect – **Empathetic** – **Concern for others** – **Collaboration**

All strong relationships are rooted in respect. If the individuals that are involved in the relationship do not respect each other's ideas or thought processes then conflict will start to arise. By giving time for everyone to share an opinion and trying to understand that opinion we learn to show respect to our peers and work together towards our common end goal.

Responsibility – **Agile** – **Enquiring**

In order for our restorative practice to take hold we need to ensure that all students and teachers take responsibility for their actions and behaviour within our eco-system of learning. Responsibility is a huge part of our Restorative Practice. We want students to own this practice by being an equal stakeholder in this whole process. By showing students their importance in this practice, they will see that they need to build upon making stronger relationships within our Professional Learning Community

Repair – **Hardworking** – Resilience

Should a behavioural issue take place it is important that the student understands what was wrong about their actions. By having clear and open communication between the teacher and the students, this relationship can be repaired and strengthened moving forward by acknowledging their error in judgement and repairing the damage that might have been caused.

Re-integration - **Hardworking** – Perseverance

The re-integration part of this process is integral for restorative practice to take hold. We want to ensure that after an incident has been discussed and dealt with, all parties are able to move on and work cohesively together again. This means no student should be known as being a consistent disruptive presence in the school as they now want to repair their actions and return to being an active and equal part of the school community

What can we incorporate?

There are four restorative practices that we can implement in our school building that all work on the same model of restorative justice: community-building circles, norm setting, community circles for content, and restorative chats.

Community-building circles: This practice is great for the beginning of the year, as well as use throughout the year to build a community of learners. This allows the students to get to know one another, as well as the teacher. This practice builds empathy amongst the students and will reduce the negative attacking behaviours that can exist in classrooms.

Build relationships throughout the year in order to establish a connection with the students. This can be done during form time/circle time.

Norm setting: This practice is done using the model of a community-building circle but emphasizes the building of classroom norms together. Oftentimes, rules are handed down by authority and are necessary. Through the norm-setting process, students discuss the values (love, kindness, honesty, etc.) that are important to them in a relationship. From there, students take the values and turn them into action statements describing how they could live out those values in the classroom. A list of action statements or norms are created and can then be edited together as a class. What is awesome about this process is that the norms created are not adult-driven but instead are created as a community and thus has more community buy-in. **VAAs need to become part of our norm setting.**

Community circles for content: This again uses the community-circle model for the base of practice. The difference is that rather than simply looking to build community, you can use the circle to present content in a class. It is a great discussion model. I have used it to introduce units and gather feedback about students' background information. The students are able to share openly and yet in an organized fashion, using the talking piece to moderate. **Discuss the day, were there issues? Were they resolved? How can we as a class move forward?**

Restorative chats:

This is non-prepared, often quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions. Restorative chats are very effective in developing empathy and building on established restorative practices within our school, it can help resolve issues quickly before they escalate.

To be able to use this effectively, you will need an understanding of what a restorative solution is and how to use restorative language to help others come to a resolution to a problem or issue. A Restorative Chat works most effectively when restorative practice is an integral part of your school culture and your pupils understand what is expected of them within this ethos.

When having a restorative chat it is important to remember to:

1. Ask open questions using restorative language
2. Use active listening skills
3. Think about body language

Restorative chats are used when students do not meet the norms that were established in the classroom. It can be one on one or can be done with the whole class. It is centered around the following four questions:

What happened? - This differs from what did you do and allows students to tell the whole story and feel heard.

What were you thinking at the time? - This asks students to go back through the mental process they used when making the decision to act outside of the norms. This is a meta-cognitive practice. It allows for reflection on what thoughts and/or emotions may have led to the behaviour.

Who or what was harmed? - This question asks the student to be accountable for the idea that their behaviour caused harm to someone or something. Students are quick to discover that they have harmed themselves and, oftentimes, see how their behaviour has harmed a teacher or classmate. This builds empathy.

How do you repair the harm? - This question asks the student to think about how they can make the situation right rather than simply serving a consequence that is not directly connected to the action. Students may offer to apologize or clean up a mess created. Students get to be a part of deciding what happens rather than having a decision made for them.

Staff Responsibility

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We expect all staff to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;

- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

Sanctions

Consistent with the school's ethos of supporting pupils rather than blaming and punishing, excessive and/or 'knee-jerk' reliance on sanctions is to be avoided; instead, sanctions - escalating in nature - need to be used proportionately, *flexibly and creatively* to respond to each individual and the specific situation and **only after suitable reflection, discussion and negotiation as necessary have taken place.**

For example, a child who has caused damage to the building might better take part in a restorative meeting with the Facilities Manager and/or literally repair the damage by removing graffiti or similar. Furthermore, where a more traditional sanction - such as a detention - is unavoidable, staff should take every opportunity to ensure this becomes part of a restorative process through guided discussion/exploration of negative actions and their impacts on others in the school community (or beyond), the development of contracts (with or without any other participants in the conflict), or simply the use of circles to build skills and promote strategies for positive behaviour.

At times negative behaviours may be of a degree such that despite all attempts to use the restorative approach it may be necessary for the young person to receive a more traditional sanction - for example, a fixed-term exclusion.

It is a requirement that staff record all serious incidents of unacceptable behaviour using the school's behaviour tracking software. Individual incident reports also include a record of what members of staff have done to address the poor behaviour so that students are able to modify and improve it.

FS and KS1 BEHAVIOUR FOR LEARNING

The behaviour system that we follow in FS is the FS Promise and must be displayed in the classroom. This consists of three key statements that the students can understand and that can be applied to every situation:

We promise to:

have good listening ears...

be kind...


be friends with everyone...

The effectiveness of the FS Promise is dependent upon the FS teachers consistently applying the promises to all situations. The FS Promise should be displayed in each classroom and should be in both English and Arabic. Children will learn this promise and say it out loud, receiving a certificate. Foundation Stage Positive Praise Strategies Descriptive Praise- say what you like about their behaviour ' I love the way you shared the.....' Encouragement – praise for effort 'Show me how well you can.....' Rewards- can be jobs in the classroom, a choice of activity, a message to parents, Thank You Thursday, a sticker/ certificate, visit to YGL/ APH/ HOS



Connect with the child's emotions- when a child demonstrates success ask 'Are you pleased with yourself? Use a ratio of 3 to 1- balance being positive with a negative comment for one negative comment there should be three



Values, Attitudes and Attributes (VAA's)

	Components	In class	Communal areas and the bus
<p>Agility</p> 	<p>Enquiring</p> <p>Creative and enterprising</p> <p>Open-minded</p> <p>Risk taking</p>	<p>To develop curiosity at every opportunity.</p> <p>Explore different solutions.</p> <p>Aware that others may have different views and opinions.</p> <p>Is interested in the world around them.</p> <p>Talk about known risks in everyday situations.</p> <p>Can weigh up positive and negatives and suggest a variety of solutions.</p> <p>Identify problems and solutions.</p>	<p>Consider view points on issues, events or problems.</p> <p>Interested in the world around them.</p> <p>Can identify and apply different steps and strategies.</p> <p>Will experiment with unfamiliar approaches or forms and decide the right one.</p> <p>Can take an objective view and be open minded.</p>



 <p>Empathy</p>	<p>Collaborative</p> <p>Concerned for society</p> <p>confident</p>	<p>To talk and listen in small groups and whole class.</p> <p>Clearly articulate own ideas.</p> <p>Recognise and realise that there is right and wrong and how to make good choices.</p> <p>Realise that there are things we do not know and do not understand.</p>	<p>Develop awareness of who others are in the school and on the bus.</p> <p>Go out of your way to help others at all times.</p> <p>Be polite and kind to all students and adults.</p>
 <p>Hard Working</p>	<p>Practice</p> <p>Perseverance</p> <p>Resilience</p>	<p>Repeat work to improve and realise mistakes are good and we can learn from them.</p> <p>Recognises obstacles and tries to figure out ways to overcome them.</p> <p>Completes tasks with support, recognising some frustrations or obstacles.</p> <p>Can set personal goals and targets.</p>	<p>To always be ready for the bus or lessons on time and prepared.</p> <p>Identify distractions and begin to recognise the effect these might have.</p> <p>Will plan projects beyond what is expected, supporting their community.</p>



Rewards

“The reward of our work is not what we get but what we become.” - Robin Sharma

Level	Reward	Types of Behaviours, Virtues, Attitudes and Attributes
Outstanding	<p>Principal Awards (Annually)</p> <p>Phase Head Awards (Termly)</p> <p>Assistant Phase Head Awards (Half-Termly)</p> <p>Any of the previous level rewards may also be given</p>	<p>Empathy</p> <p>1. <u>Collaboration:</u></p> <ul style="list-style-type: none"> . Demonstrates a sustained commitment to roles and responsibilities both in and out of school . Proactively seeks opportunities to demonstrate commitment to their own progress and that of others <p>2. <u>Concern for Society:</u></p> <ul style="list-style-type: none"> . Proactively demonstrates awareness and consideration of others by taking action to address social injustice . Inclusive and thoughtful of others . Takes proactive and direct action to help in the wider community . Analyses how different circumstances, belief systems and emotions influence events and acts independently according to their own belief systems . Initiates issue-based campaigns and challenges injustice taking the needs of present and future generations into account <p>3. <u>Confidence:</u></p> <ul style="list-style-type: none"> . Critically reflects on their knowledge, understanding and ideas in the light of new experiences and interaction with others and knows when to modify their knowledge, understanding and ideas based on their critical reflection. . Seeks out new challenges <p>Agile</p> <p>1. <u>Enquiring:</u></p> <ul style="list-style-type: none"> . Independently identifies questions and problems, justifies their interest in them, and critically considers whether they are worth asking and solving. . Seeks solutions and takes action to answer or solve questions or problems that are of real value to society both in school and outside.



		<p>2. <u>Creative and Enterprising:</u> .Exhibits innovative skill and provides original and practical solutions to complex problems.</p> <p>3. <u>Open-minded:</u> . Exemplifies a global citizen . Evaluates cultural perspectives by drawing on the views of people from other cultures and backgrounds when forming opinions</p> <p>4. <u>Risk-Taking:</u> .Demonstrates bravery in taking risks in whole variety of situations and knows how to be safe.</p> <p>Hard-Working</p> <p>1. <u>Practice:</u> .Acts as a role model by being independently prepared for all learning and being positive about their learning experiences . Self-regulates and revises schedules/goals in line with improvements . Actively seeks out ways to improve</p> <p>2. <u>Perseverance:</u> . Perseveres in all risk taking activities . Independently plans an activity or project beyond what is asked of them . Recognises and accepts that making mistakes is a natural part of learning, and can explain this to others . Demonstrates enough self-awareness and confidence to accept that some tasks cannot be completed</p> <p>3. <u>Resilience:</u> . Selects and self-manages extended and complex tasks consistently to completion no matter how challenging . Is deliberately and unwilling to allow adversity to prevent them from reaching their goal and are unswerving in their focus on their eventual success</p>
<p>Excellent</p>	<p>-Star of the Week -Visit the Assistant Phase Head/Head of Phase for Positive Praise and Acknowledgement Any of the previous level rewards may also be given</p>	<p>Empathy</p> <p>1. <u>Collaboration:</u> .Listens to others and is able to take on different viewpoints to adjust their original stance on a particular topic/issue .Is able to see the strengths and value in others and proactively seeks to bring these to the forefront</p> <p>2. <u>Concern for Society:</u> .Consistently displaying respect inside and outside the classroom to all adults and peers .Exhibits tolerance for others with different belief systems . Develops critical opinions on global issues and comfortably debates these using evidence . Understands the relationship between the rights of the individual and the laws of society</p> <p>3. <u>Confidence</u></p>



	<ul style="list-style-type: none">. Respectfully justifies their own beliefs, ideas and behaviours with an understanding that they may need to change based on new information or arguments of others. Displays enthusiasm for new challenges and situations <p>Agile</p> <p><u>1. Enquiring:</u></p> <ul style="list-style-type: none">. Identifies appropriate research steps/strategies/techniques and begins to refine, modify, describe and justify methods of enquiry applicable to a range of situations. Realises which information is relevant and communicates this appropriately. Begins to teach enquiry skills to others. Considers different viewpoints, begins to make connections and make well-informed decisions. <p><u>2. Creative and Enterprising:</u></p> <ul style="list-style-type: none">. Experiments with different approaches and decides on the right ones for the right circumstances.. Develops individuality in presentation of work. Selects increasingly innovative approaches to solving problems <p><u>3. Open-minded:</u></p> <ul style="list-style-type: none">. Begins to take an objective view and becomes more receptive of different ideas and beliefs based on the argument of others. Is willing to change their ideas or stance on a particular issue if presented with compelling evidence. Appreciates the benefit of knowing, and working with people from other cultures <p><u>4. Risk-Taking:</u></p> <ul style="list-style-type: none">. Proactively tries out new ideas in different situations by drawing on previous experiences. Predicts outcomes of certain risks and recognises that outcomes cannot always be predicted <p>Hard-Working</p> <p><u>1. Practice:</u></p> <ul style="list-style-type: none">. Independently establishes and consistently creates schedules/goals to practise regularly. Seeks and responds positively to feedback and sets goals to improve. Responds to goals set by others and monitors their own performance; seeking objective feedback from others <p><u>2. Perseverance:</u></p> <ul style="list-style-type: none">. Displays self-motivation to work on extended projects. Identifies and uses strategies for setting and meeting personal targets in order to increase personal motivation. Identifies distractions and manages them to minimise their effect. Sees the long-term benefits of performing a task to completion <p><u>3. Resilience:</u></p>
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		<ul style="list-style-type: none"> . Exhibits greater independence in setting personal goals and targets . Employs appropriate strategies to complete tasks and consistently overcome frustrations and barriers
<p>Very Good</p>	<p>-Parent Message to Highlight -Visit the Year Leader for Positive Praise and Acknowledgement</p> <p>Any of the previous level rewards may also be given</p>	<p>Empathy</p> <p>1. <u>Collaboration</u>:</p> <ul style="list-style-type: none"> . Recognises the role of others in development of ideas and begins to model the skills of collaboration to younger students . Acknowledges and explains the advantages of collaboration <p>2. <u>Concern for Society</u>:</p> <ul style="list-style-type: none"> . Willingly seeks to help others in the class, school and/or local community. . Voluntarily participates in group activities to tackle issues; identifies the needs and courses of action to meet those needs . Demonstrates a sense of justice and rationalises why change is needed in simple terms <p>3. <u>Confidence</u></p> <ul style="list-style-type: none"> . Articulates and believes in their knowledge, understanding and ideas . Enjoys discussing their beliefs, ideas or behaviours with others and listens to others <p>Agile</p> <p>1. <u>Enquiring</u></p> <ul style="list-style-type: none"> . Identifies questions and problems and justifies their interest in them . Plans and carries out research unaided, while collecting relevant information . Identifies the strengths and weaknesses of information and whether it is relevant to their enquiry, with guidance <p>2. <u>Creative and Enterprising</u></p> <ul style="list-style-type: none"> . Asks questions about their own learning and seeks ways of finding their own answers . Creates original work that demonstrates good outcomes in terms of quality and suitability for the task set <p>3. <u>Open-minded</u></p> <ul style="list-style-type: none"> . Recognises that other people may have different ideas and beliefs and is prepared to listen to them . Becomes more receptive to different ideas and beliefs based on the argument of others . Shows an interest in people from other cultures and backgrounds <p>4. <u>Risk-Taking</u></p> <ul style="list-style-type: none"> . Weighs up positive and negative risks in new situations and suggests different solutions and approaches to those situations based on their assessment . Confidently approaches new and unknown situations, seeing them as a challenge to be faced



		<p>Hard-Working</p> <p>1. <u>Practice:</u></p> <ul style="list-style-type: none"> . Practises regularly in order to improve . Understands the value of practice in improving performance . Responds to feedback from others about next steps to improvement and how to improve <p>2. <u>Perseverance:</u></p> <ul style="list-style-type: none"> . Works for sustained periods of time and can see the benefits of doing so . Identifies distractions and begins to recognise the effect these might have on their work <p>3. <u>Resilience:</u></p> <ul style="list-style-type: none"> . Learns ways to manage their own time and work towards personal targets they have set . Demonstrates greater independence in setting personal goals and targets . Uses time effectively and persists with extended tasks to completion, recognising strategies, overcoming frustration and distractions and seeing the long-term benefits
<p>Good</p>	<p>-Verbal Praise</p>	<p>Empathy</p> <p>1. <u>Collaboration:</u></p> <ul style="list-style-type: none"> . Talks in small groups and pairs about themselves . Listens to others in pairs and small groups; presents and share their ideas . Demonstrates their listening skills by asking the speaker appropriate/ guided questions <p>2. <u>Concern for Society:</u></p> <ul style="list-style-type: none"> . Recognises the difference between right and wrong . Develops an awareness of who others are in the school and local community; expresses an opinion about change <p>3. <u>Confidence:</u></p> <ul style="list-style-type: none"> . Realises there are things they know and understand and things they do not . With guidance, admits their mistakes and learns from them <p>Agile</p> <p>1. <u>Enquiring:</u></p> <ul style="list-style-type: none"> . Begins to develop natural curiosity . With guidance, identifies questions and problems which interest them . With direction, plans to undertake research; collects, stores and organises information that is relevant to the research <p>2. <u>Creative and Enterprising:</u></p> <ul style="list-style-type: none"> . Explores different solutions to problems that are set for them . Displays interest in the world around them . Produces pieces of work that are original to them in form or content <p>3. <u>Open-minded:</u></p> <ul style="list-style-type: none"> . Becomes aware that other people may have different ideas and beliefs and come from different background



	<p>4. <u>Risk-Taking:</u></p> <ul style="list-style-type: none">. Realises that things we do involve an element of risk-taking. Talks about known risks in everyday situations and ways to approach those risks if they affect personal safety and wellbeing <p>Hard-Working</p> <p>1. <u>Practice:</u></p> <ul style="list-style-type: none">. Repeats work in order to improve <p>2. <u>Perseverance:</u></p> <ul style="list-style-type: none">. Works for extended periods of time on a task with encouragement. Begins to recognise that there may be obstacles to their progress <p>3. <u>Resilience:</u></p> <ul style="list-style-type: none">. Completes tasks with support. Completes longer tasks with increasing independence, recognising frustrations that inhibit performance
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Response to Negative Behaviour

"You are free to choose but you are not free of the consequences of your choice." - Ezra Taft Benson

Degree of Behaviour	Team Around the Child	What types of behaviour fall into this category?	Response to Behaviour	Ministry Behavioural Mark Deduction
1st Degree	<p>1st degree behaviour should be dealt with by the member of staff that encounters them.</p> <p>Lead: The member of staff who encounters the behaviour</p> <p>Wider Team: Class Teacher Parent</p>	<p>Throwing items in the classroom (or other inappropriate areas of the school) or Littering (1.11)</p> <p>Failure to complete work to an appropriate level Not completing sufficient work in class or homework set. (1.8)</p> <p>Not paying attention or being prepared for class (1.4/1.6)</p> <p>Talking at inappropriate times (1.5)</p> <p>Misuse of any electronic device (or other educational equipment) at an inappropriate time (1.10)</p> <p>Repeatedly being late for school or lessons (1.1)</p> <p>Running in the corridors Not lining up correctly (1.2)</p> <p>Failing to follow school uniform protocol (1.3)</p> <p>Deliberately failing to follow instructions (1.11)</p> <p>Being in places without permission or unsupervised (1.2)</p>	<p>Class teacher would use agreed behaviour strategies to support the learner in making positive behavioural choices This may include: - An extended pause - Eye contact This may then lead to a: - Verbal Warning - Reminder of expectations (Phase appropriate) - Time out within the classroom as 'thinking time' to try and make better choices moving forwards. This will be followed up with a discussion with the teacher if necessary.</p>	<p>Upon Committing: Verbal warning</p> <p>First Repetition: Verbal warning</p> <p>Second Repetition: -Deduct 2 ministry behavioural marks -Call the parent/guardian</p> <p>Third Repetition: -Deduct 4 ministry behavioural marks -Call the parent in for a meeting -Issue a written warning in case of non-reponse -Implement a set of strategies to reduce negative behaviour -Convert the negative behaviour to 2nd degree</p>



<p>2nd Degree</p>	<p>Persistent 1st degree behaviour or single acts of 2nd degree behaviour will be referred upwards to a YL/APH</p> <p>Lead: YL/APH</p> <p>Wider team: Class teacher Parent Head of Learning Support (external agencies)</p>	<p>Repetition of any 1st degree behaviour (2.1)</p> <p>Refusal to follow instructions (2.10)</p> <p>Acting in a manner that causes upset or offense to others</p> <p>Unkind words used towards another student/staff member or Teasing/taunting peers (2.5/2.8)</p> <p>Leaving the classroom or activity without permission (2.3)</p> <p>Defacing school property (2.6)</p> <p>Use of mobile phones during the school day without permission (2.7)</p> <p>Threatening or intimidating behaviour (2.4)</p> <p>Truancy (2.2)</p> <p>In possession of and or using age restricted paraphernalia e.g. Vape Pen (2.9)</p>	<p>-Verbal face to face communication with parents and the lead member of staff -YL will communicate with APH and Head of Learning Support if needed.</p> <p>-YL/APH to document</p> <p>-This may also lead to a student with responsibility being removed from their role.</p>	<p>Upon Committing: -Deduct 4 ministry behavioural points -Call the parent -Get the student and parent to sign on a pledge to not repeat the behaviour</p> <p>First Repetition: -Deduct 8 ministry behavioral marks</p> <p>-Get the signatures of the parent and the student on a warning or an internal suspension of one to two days</p> <p>-Implement a set of strategies to reduce negative behaviour</p> <p>Second Repetition: -Deduct 10 ministry behavioural marks -Letter of warning -Implement a set of strategies to reduce negative behaviour</p>
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				<p>Third Repetition:</p> <ul style="list-style-type: none"> -Deduct 12 behavioural marks -SLT to carry out a set of actions that would contribute to improving the behaviour -Convert the level to 3rd degree
3rd Degree	<p>Persistent 2nd degree and/or any single acts of 3rd degree behaviour will be referred to the Head of Phase.</p> <p>Lead: Head of Phase Principal</p> <p>Wider Team: APH YL Class Teacher Head of Learning Support External Agencies Head of Operations Government Liaison Board of Governors</p>	<p>Repetitions of any 2nd degree behaviour (3.1)</p> <p>Derogatory or discriminatory language and/or actions towards any SIA stakeholder (3.3)</p> <p>Using defaming or insulting photos of school community without permission (3.3)</p> <p>Theft (3.7)</p> <p>Accessing or sharing inappropriate material in any format including digital (3.2)</p> <p>Deliberately damaging school property or the property of another student (3.8)</p> <p>Destruction of school property (3.8/3.10)</p> <p>Sexual Harassment (3.5)</p> <p>Compromise of Academic Honesty (Copying, cheating in any form (3.2)</p> <p>Various forms and types of bullying (3.6)</p>	<p>-An internal exclusion (of up to 5 days) may be applied.</p> <p>- Structured Behaviour plan may be put in place via the Head of Learning support</p> <p>Referrals may be made to external agencies Internal/external exclusion may be applied</p>	<p>Upon Committing:</p> <ul style="list-style-type: none"> -Deduct 20 ministry behavioural marks -Immediate SLT intervention to conclude on a decision (this may be internal suspension/issuance of transfer card to another school -Immediate summons of the parent to sign a letter on the decision taken <p>First Repetition:</p> <ul style="list-style-type: none"> -Deduct a further 20 ministry behavioural marks -Suspend the student from school for a period of 1-2 weeks



		Assaulting without causing injury (3.6) Possession of a bladed weapon in school (3.4)		-Seek ministry guidance on exclusion from school
--	--	--	--	--



4th Degree	<p>Second repetition of any 3rd degree behaviour and/or any single acts of 4th degree behaviour will be referred to the school principal</p> <p>Lead: Principal</p> <p>Wider Team: Head of Phase APH YL Class Teacher Head of Learning Support Head of Operations Government Liaison Board of Governors External Agencies</p>	<p>Second repetition of any 3rd degree behaviour (4.1)</p> <p>Repeated verbal or physical abuse towards a member of the community (including via the internet) (4.4)</p> <p>Preplanned Theft / Vandalism or Starting fires (4.6)</p> <p>Abusing political, religious or social figures in the UAE. (4.8/4.10)</p> <p>Any form of sexual assault (4.3)</p> <p>Use of weapons within the school (4.2)</p> <p>Leaking of exam questions, falsifying documents (4.7/4.5)</p> <p>Possessing, bringing, promoting or using drugs, narcotic medications or psychotropic substances within the school, or coming to school under the influence of drugs, narcotic medicine or psychotropic substances (4.9)</p>	<p>Referrals may be made to external agencies; external exclusion may be applied</p>	<p>Upon Committing:</p> <ul style="list-style-type: none"> -Deduct 30 ministry behavioural marks -Immediate intervention from the school principal -Immediate summons of the parent -External suspension of student from school for two weeks -Seek ministry guidance on exclusion from school
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Appendix A

[Primary/Secondary Student Expectations - PROUD](#)

Appendix B

Class Dojo/House points breakdown (To be decided with staff in PD)

Appendix C



SCHOLARS
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[Class Behaviour Record](#)

Appendix D

[Reflection Time/Star of the Week Record](#)



Ministerial Resolution No. (851) of 2018 on the Code of Behavior For Students in General Education Institutions

Index of Forms

Form No.	Subject
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2	Written undertaking (for students of integrated continuing education)
3	Transcript of student behavior
4	Decision of the Behavior Management Committee to withhold the certificate and determine the procedure for modifying student's behavior (end of semester / school year)
5	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
6	The Report of Offense
7	Written warning / warning / first warning / second warning / final warning to the guardian
8	Summons letter to the guardian
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12	Temporary suspension of the student
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19	Grievance of the guardian
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21	Re-scoring the deduction marks of behavior
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26	Undertaking of the guardian regarding the persons authorized to receive their son / daughter at the end of the school day.
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**Appendix (24) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (1)**

Written Undertaking by the Guardian

The general policy of the Code of Behavior of Students states that students, school staff, and guardians have roles and responsibilities that all shall comply with in order to ensure personal, cognitive, and social upbringing to the student in a safe and secure environment, through applying this regulation properly. Based on the above, the student and his / her guardian shall acknowledge 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.

Name of guardian:	Name of student:	Grade:
Date:	Date:	
Signature:	Signature:	
Signature of the school Principal:		



**Appendix (25) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. 2**

Written Undertaking (for the students of the integrated continuing education)

The student shall sign this Undertaking at the beginning of the school year by accepting that they are informed of the contents of the Code of Students' Behavior.

The general policy of the Code of Behavior of Students states that students, school staff and guardians have roles and responsibilities that all shall comply with in order to ensure personal, cognitive, and social upbringing to the student in a safe and secure environment, through applying this regulation properly.

Based on the above, the student acknowledges that he / she has been informed of the Code of Students Behavior and agrees to respect its provisions and to comply with all the provisions contained therein.

Name of guardian:	Name of student:	Grade:
Date:	Date:	
Signature:	Signature:	
Signature of the Center Director:		



Appendix (1) To the Ministerial Resolution No. (851) of year 2018 on the Code of Behavior of Students in General Education Institutions
Form No. (3)

Transcript of Behavior Marks (Scores)

For the (first / second / third) semester of the school year (20 .../ 20...)

A brief description of the exemplary Behavior, offense or compensation	Scoring the exemplary behavior (Marks awarded out of 20)		Scoring the offenses (Marks Deducted From 80)		Compensating the student	Action taken	Final score
	Code of Indicator/ Standard	Mark due to the student	Offense code	The deducted mark due to the offense			
Total behavior marks of the semester							



**Appendix (27) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (4)**

Decision of the Behavior Management Committee to withhold the certificate and determine the procedure for modifying student's behavior

Dear guardian of the student/
Grade and division: ...

Kindly be informed that by a decision of the Behavior Management Committee in its meeting held on , your son's / daughter's certificate has been withheld because of his / her offense of the school rules, regulations, and the provisions of the Code of Behavior of Students in General Education Institutions, in addition to his/ her failure to meet the behavior criteria during the... semester of the school year..... and the procedure for modifying his / her behavior was determined during the period fromtoof the school year , (), in the following area ()

Therefore, we expect your cooperation in following-up the student to complete this period successfully and achieve the required behavior mark.

Signature of the student's guardian:
Tel:
Date:
Head, Student Affairs Unit/ Academic Advisor
School Principal:
Issued on -/ -/



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**Appendix (28) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Address : P.O.Box 47425, Sharjah, UAE
Telephone : +971 6 519 7000
Email : admin@sia.ae
Website : www.sia.ae





**Appendix (29) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate:
School Operations Department /
Council :
Sector :
School :

Form No. 5

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

Dear guardian of the student

Grade and Division

Kindly be informed that by a decision of the Behavior Management Committee in its meeting held on, it has been approved to hand over the certificate of your son / daughter after his / her passing the Behavior Modification Programs resulting from his / her offenses to the school rules, regulations, and the provisions of the Code of Behavior of Students in General Education Institutions during the Semester of the school year during the period from..... to of the school year ().

Therefore, we expect your cooperation in following-up the student to maintain his / her positive behavior.

Signature of the concerned employee

School Principal:

Signature of the student's guardian:

Tel:

Date:

Issued on: - / - /



**Appendix (30) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. 6**

The Offense Report

Name of the student:	
Grade:	
Name of the teacher:	
Date of incident:	
incident:	
Place of incident occurrence:	
Time:	

Description of the action / incident /situation:

The action taken:

Classification of the Offense: (according to the Students ' Code of Behavior)

- First degree if committed for the () first time () second time () third time
- Second degree if committed for the () first time
- Third degree if committed for the () first time
- Fourth degree for the () first time

Name of the offense organizer:

Job title:

Oracle No.:

School Principal

Date:

Signature:

Time:



**Appendix (31) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. 7**

Written warning / warning / first warning / second warning / final warning to the guardian

Emirate :
School Operations Department /
Council :
Sector :
School :

To guardian of the student:

Grade and division:

Dear Guardian,

On the day the aforementioned student has committed a behavior
offense as follows:

.....
.....

As this behavior contravenes school rules, regulations, and the provisions of the Code of Behavior of Students in General Education Institutions, you are kindly requested to observe careful follow up of the student to avoid repetition of such a behavior, otherwise the school management shall be obliged to take severer action in case of repetition of such an offense or behaving badly again.

**Signature of the concerned
employee:**

School Principal:

Signature of the student as acknowledgement:

Signature of the student's guardian as acknowledgement:

Tel:

Issued on:



**Appendix (32) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (8)
Summons Letter to the Guardian**

To guardian of the student:
Grade:

Dear Guardian,,
You are kindly requested to attend at the school on /.....

To meet the school management for a matter related to your son / daughter:.....

Thanking you for your kind cooperation and your response with us to achieve the interests of the student.

Signature of the student on receipt	School Principal
Name:	Name:
Signature:	Signature:
Date:	Date:



**Appendix (33) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (9)
Written warning following verbal warning**

I, the student: Grade do hereby undertake to comply with the rules and regulations of behavior inside the school, maintain its facilities, and to follow- up the instructions and rules of the school. In case of any breach to the same, I shall be subject to all the measures taken by the school management against me according to the rules stipulated under the Code of Behavior of Students in General Education Institutions, keeping in mind that I had been already warned verbally more than once regarding my adverse behaviors summarized as follows:

1.
2.
3.

Name of student:
signature:

Approved by the school Vice Principal:
Issued on: - / - /

(The guardian shall be provided with a copy of this written undertaking; a copy will be kept in the student's file and a copy will be sent to the academic advisor / social worker).

The guardian has been notified,

Name :
Kinship :
Tel. Number :
Contact Date:

Time:



**Appendix (34) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (10)
Undertaking of the Guardian in Case Student's Offenses are Repeated**

I, , guardian of the student: Grade:do hereby undertake that my son / daughter shall comply with the rules and regulation of behavior in the school, maintain its facilities, and follow the school instructions and regulations. In the case of any offense to the same, I shall assume all the measures applied by the school management against him / her according to the rules stipulated under the Code of Behavior of Students in General Education Institutions, and that I have taken note of the offenses committed by him / her, summarized as follows:

1.
2.

In witness whereof , this undertaking is given by me.

Name of guardian :
Signature :
Tel.:

Approved by Vice Principal of the school :
Issued on : - / - /



**Appendix (35) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (11)
Referring a student to assessing his/ her case**

Academic advisor/ social worker / Behavior Management Committee of the school

Dear Sirs,

We refer you the case of the student: Grade:

Due to committing a behavior offense, degree: ,namely;
.....

You are kindly requested to follow up the student and study his/ her case, and provide us with a detailed report, treatment plan, and involve the concerned parties, such as the teachers, and the guardian to reach an appropriate solutions and support for the case.

Signature of the academic advisor / social worker on receipt	Signature of the Vice Principal of the School
Name:	Name:
Signature:	Signature:
Date:	Date:



**Appendix (36) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (12)
Temporary suspension Decision**

To guardian of the student:... Grade

Dear Guardian,,

Kindly be informed that due to the repetition of the offenses committed by the above-mentioned student, and his / her not responding to the preventive, developmental, and remedial programs provided to him / her to modify his / her behavior during the previous period, despite of the fact that the following actions have been already taken against him / her:

- 1.
- 2.

Therefore, the Behavior Management Committee in the school decided in its meeting No. ()

held on.....dated - / - to expel the student temporarily from school, and enroll him / her in a Behavior Modifying Program during the period:

Fromdated - / - / todated - / - For the following reasons:

- 1.
- 2.
- 3.

School Principal:
Signature of the student's guardian
Signature of the student:
Tel.:

Issued on :.



**Appendix (37) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (13)
Application for Support by Behavior assessment agency**

Agency:	Name of the informant:
Reporting Time:	Reason for call:

Summary of the topic:

.....
.....
.....

Name of the concerned employee:	School Principal:
Job Title:	Name:
Signature:	Signature:
Date:	Date:



**Appendix (38) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (14)
Decision to transfer the student to another school**

To/ guardian of the student:
Grade & division

Dear Guardian,,

Kindly be informed that due to the repetition of the offenses committed by the above-mentioned student, and his/ her not responding to the preventive, developmental, and remedial programs provided to him / her to modify his / her behavior during the previous period, despite of the fact that the following actions have been already taken against him / her:

1.
2.

Therefore, the Behavior Management Committee in the school decided in its meeting No. ()

held on.....dated - / - to raise the matter to the School Operations Department/council ()
to transfer him / her to another school, due to the following reasons :

Accordingly, head of the Student Affairs at the Ministry shall be contacted to determine the school where the student shall be transferred to. In case of your non-compliance the student shall be transferred automatically.

Signature of the student's guardian:

Signature of the student:

Issued on: - / - /

School Principal:

(copy to School Operations Department / Council)



**Appendix (39) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (15)**

**Decision of the Behavior Management Committee to enroll the student and transfer his/ her file to
Behavior assessment agencies for the first / second time**

To/ guardian of the student:
Grade & division:

Dear Guardian,,

Kindly be informed that your son / daughter will be enrolled with the Behavior Assessment Agencies due to his / her offense of the school regulations and the rules and the provisions of the Code of Behavior of Students in General Education Institutions. This is a summary of some of the student's behaviors and the actions taken regarding them:

1.
2.
3.

Expecting your kind cooperation to modify your son's / daughter's behavior to be better.

Members of the Behavior Management Committee:

Name :

Signature :

Vice Principal :

Academic advisor / social worker (responsible for the case).

Teacher :

Teacher :

Teacher :

Approved by School Principal :

Signature of the student's guardian :

Tel.:

Issued on: -/ -/



**Appendix (40) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department/
Council :
Sector :
School :

Form No. (16)

A decision on expulsion of a student from school until the end of the semester/ end of the school year

To/ guardian of the student:
Grade & division

Dear Guardian,,

Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1.
2.

After taking the view the School Operations Department / Council and informing them of all the details and obtaining their approval, it has been decided to expel the student mentioned above from the school until the end of the current semester / school year and transferring him / her to a competent behavior modifying agency. For the following reasons:

1.
2.

Best regards,

Issued on: -/ -/

School Principal:

Signature of the student:	Signature of the student's guardian :	Tel. No.:
A copy to the school operations department / () sector.		



**Appendix (41) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department/
Council :
Sector :
School :

Form No. (17)

A notice of final dismissal of the student from the school and transferring him / her to the integrated continuing education and to a competent authority for remedial and rehabilitation

To/ guardian of the student:
Grade & division

Dear Guardian,,

Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1.
2.

Due to his / her behavior contravening the school rules and regulations, represented in:
.....

Upon the approval of H.E. Undersecretary of the Ministry for Academic Affairs, and after briefing him on all details and obtaining his approval, it has been decided to expel the student permanently from the public schools and transferring him / her to the integrated continuing education and a competent authority for remedial and rehabilitation for the following reasons:

1.
2.

School Principal:

Signature of the student:	Signature of the student's guardian :	Tel. No.:
Issued on: -/ -/		
A copy to the school operations department / () sector.		



**Appendix (42) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (18)
A notice of the decision of the Undersecretary for Academic Affairs**

To/ guardian of the student:
Grade & division

Dear Guardian,,

Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1.
2.

Due to his / her Behavior contravening the school rules and regulations, represented in:
.....

It has been decided to expel the student permanently and deprive him / her of study in all General Education Institutions for the following reasons:

1.
2.

School Principal:

Signature of the Student:	Signature of the student's guardian :	Tel. No.:
Issued on: -/-/		
A copy to the school operations department / () sector.		



**Appendix (43) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

Emirate :
School Operations Department:
Council :
Sector :
School :

**Form No. (19)
Grievance of the Guardian**

I, The guardian of student Grade & division:..... do hereby submit a grievance for the following:

Subject of grievance

.....

Signature of student's guardian: on/...../

Tel No.:

Opinion of the Assistant Undersecretary for the School Operations Sector

Signature of the Assistant Undersecretary for School Operations Sector on: .../ .../

Opinion of the Undersecretary for Academic Affairs of General Education

.....

Signature of the Undersecretary for Academic Affairs of General Education..... on .../ .../

Note: Please note that the complaint will be answered within one working day effective from

**Appendix (20) To the Ministerial Resolution No. 851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

A Notice on deduction from the behavior marks

To guardian of student:
Grade & division:

Dear Guardian,,

Kindly be informed that your son / daughter has committed a behavior offense of degree, namely;
.....

So, pursuant to the decision of the Behavior Management Committee in the school No. dated ---/ --
---/ --- the corrective action stipulated under the Code of Behavior of the Ministry of Education has been
applied against your son / daughter , namely; deduction of (...) marks from the behavior marks in the
..... semester for the school year /

However,, the student shall be given the opportunity to recover a part of these marks according to the Code of
Behavior under the following suggestions:

1.
2.
3.

Signature of the guardian on the receipt:	Signature of the School Principal:
Name:	Name:
Signature:	Signature:
Date:	Date:
Tel:	



**Appendix (21) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (21)**

A form of Re-scoring of marks deducted against an offense

Name of student:	Grade:
------------------	--------

Degree of offense	Offense No.	Description of the offense	Deducted Marks	Correction (Positive Behavior description)	Re-scoring the deducted marks
Total positive behavior scores after re-scoring					

Total Marks:

Total Marks at the end of the semester:

The concerned employee:	School Principal:
Name:	Name:
Signature:	Signature:
Date:	Date:



**Appendix (46) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (22)**

Form of Scoring for the exemplary Behavior

Name of student:

Grade:

Day and date of exemplary Behavior	Standard of exemplary Behavior	Indicator of exemplary Behavior	Mark of exemplary Behavior	Type of exemplary Behavior	Scope of participation
Total positive behavior scores after re-scoring					

Signature of the student:

Total Marks:

Total Marks at the end of the semester:

The concerned employee:	School Principal:
Name:	Name:
Signature:	Signature:
Date:	Date:



**Appendix (47) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

**Form No. (23)
Decision of fraudulence & cheating cases**

To guardian of student:
Grade & division:

Dear Guardian,,

Kindly be informed that you your son / daughter has been caught in a cheating incident in..... and has been found guilty after conclusive evidences have been produced against him / her. This is an offense to the school rules, regulations and provisions of the Code of Behavior for Students in General Education Institutions.

Therefore, the student shall be suspended for a period of () days until the decision of the Assistant Undersecretary for School Operations Sector is issued.

Signature of the concerned employee	Signature of School Principal:
Signature of student's guardian:	
Tel.:	
Issued on: - / - / -	



**Appendix (48) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

**Form No. (24)
Confiscation of electronic devices**

To guardian of student:
Grade & division:

Dear Guardian,,

Kindly be informed that that we have confiscated a _____ device from your son / daughter. This is an offense to the school rules, regulations and provisions of the Code of Behavior for Students in General Education Institutions.

Therefore, the device will be retained with us for a period of (.....) days. However, if it is proved that the device contains photos of any administrative and teaching staff, any student or if it contained some pictures that are contrary to religion and customs and traditions in the UAE, the device shall be handed over to the concerned authorities for their action.

Signature of the concerned employee:	School Principal:
Signature of student's guardian:	
Tel.:	
Issued on: - / - / -	



**Appendix (49) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions**

**Form No. (25)
Returning of Electronic Devices**

To guardian of student:
Grade & division:

Dear Guardian,,

Kindly be informed that that we have returned the -----device which was confiscated under offense No.
-----dated -----

Therefore, you are hereby requested to sign hereunder on receiving the notice and undertake not to repeat the offense.

Signature of the concerned employee:	School Principal:
Signature of student's guardian:	
Tel.:	
Issued on: - / - / -	



**Appendix (50) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (26)**

**Undertaking of the guardian regarding the persons
authorized to receive his son / daughter at the end of the school day.**

I, the guardian of the student, do hereby undertake to transport my son / daughter to and from the school every day on time of school attendance and leaving. However, in case there is any personal excuse I shall communicate with the school management immediately, explaining the reasons and sending the authorized person to transport my son / daughter.

In witness whereof, this undertaking is issued.

Student's Name:
Name of guardian:
Tel.:

The person authorized to transport the student to and from the school
Kinship to the student:
ID No.:
Tel.:
Signature of the guardian:



**Appendix (51) To the Ministerial Resolution No. (851) of year 2018 on
the Code of Behavior of Students in General Education Institutions
Form No. (27)**

**Undertaking of the guardian on the commitment
of their son/ daughter to school attendance**

I, the guardian of the student, do hereby undertake that my son / daughter shall comply with the school attendance, and not to be absent unless for an acceptable excuse. I am aware that the acceptable excuses are (illness, travel abroad for treatment, and death of a relative). I shall provide a written excuse for the illness of my son / daughter according to the policy of the Ministry of Education.

In case there is a personal excuse, I shall communicate with the school management within two days from the absence incidence to explain the reason for the absence.

Verbal warning (SMS)	First notice	Second notice	third notice	Student Expulsion
After the absence for 3 days	After the absence for 5 days	After the absence for 10 days	After the absence for 14 days	After the absence for 15 days

Name of the guardian:

Kinship:

Signature:



Emirate :
School Operations Department:
Council :
Sector :
School :

Form No. (28)
A notice on the need to receive the student at the door of the house

Dear Guardians,,

According to the instructions of the Ministry of Education, and pursuant to the policy of the Transportation Authority for students who use school buses, Kindly be informed that you should be available at the door of the house before arrival of the bus transporting your son / daughter. We would like to stress that the bus supervisor shall return the child to the school in case of guardian's absence to receive the child into the house. In such a case the guardian shall go to receive the child from the school management.

Best regards,