



المدرسة الهندية العامة العليا - رأس الخيمة  
**INDIAN PUBLIC HIGH SCHOOL, RAK**

*(Recognized by the Ministry of Education, UAE, affiliated to CBSE, New Delhi)*

*Tel: 07-223124, Fax: 07-2222807, e-mail: [iphs@eim.ae](mailto:iphs@eim.ae), [www.iphsrak.com](http://www.iphsrak.com)*

*P.O.Box: 5079, Ras Al Khaimah, UAE*

عام  
زايـد



YEAR OF  
**ZAYED**



# **BEHAVIOUR POLICY**

## **2018-2019**



## **VISION**

**To be a pioneer in education to produce students of noble mind.**



## **MISSION**

**To serve as a model, where teaching and learning is innovative and to excel beyond the classroom.**



## **MOTTO**

**Wisdom is better than riches.**



## **CORE VALUES**

**Tolerance  
Honesty  
Respect  
Responsibility  
Generosity  
Innovation**

# **1. BEHAVIOUR POLICY**

*“Behaviour is a mirror in which everyone displays his/her own image.”*

— Johann Wolfgang von Goethe

## **Aims and objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Rewards and punishments**

Positive student behavior is promoted through co-dependent factors, which include a sense of heritage and culture, a positive school setting, and strong parental and community relationships. These factors need to be supported by a consistent system for shaping and managing student behaviour. Students are to be supported in contributing to a positive school setting and should receive age and gender appropriate rewards and recognition for positive behaviour. For those students who will fully disrespect school rules and engage in negative behaviours, school should use appropriate guidance and disciplinary actions to address the situation and prevent further misconduct.

We praise and reward children for good behavior in a variety of ways:

- All students are eligible for recognition and rewards
- Consistent level and use of recognition associated with specific positive behaviours.
- Teachers congratulate children in the form of verbal (praises), action (clapping hands), or material (star) and writes in the anecdotes.
- Teachers give house points (for working well as part of a team).

## **Roles and Responsibilities**

Everyone has an important role and responsibility for achieving positive student behavior and promoting a positive school environment.

### **School Disciplinary Team**

- Class Teacher
- Section Supervisors
- Social Worker
- Principal
- Chairman

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and implements the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner.
- Modeling positive behavior and providing feedback to students when necessary.
- Working with Social Workers, Supervisors and Principal to support a positive school setting.
- Following behavioural support plans for students with special education needs.
- Recording positive behavior.
- Maintaining a record of misconduct.
- Reporting student misconduct to the Social Worker, Supervisor and Principal.

### **The role of the Supervisor**

- The supervisor supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The supervisor keeps records of all reported serious incidents of misbehavior or may refer the child to the counsellor/social worker.
- The supervisor has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

### **The role of parents**

- The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school calendar and we expect parents to read them and support them.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school principal.

### **The role of Counsellor/Social Workers(S/W)**

The S/W has the role of providing guidance and support to students and ensuring that students follow school-based rules and regulations governing behaviours.

The S/W has the responsibility of:

- Supporting the establishment of a positive safe school environment.
- Supporting and enforcing the rules and regulations of the school.
- Providing guidance and assistance if a student has been referred by teachers for breaking the school rules, or class room rules.
- Assisting students in accessing appropriate resources to support positive behaviour
- Working with students, teachers, and other school staff to resolve student behavioural issues.
- Working with families to resolve student behavioural issues
- Reporting the situation to higher authorities at the school and working with teachers to develop and implement plans for positive student behavior in classrooms.

### **Level of Disciplinary Action**

MOE categorizes student misconducting to four levels. Each level of behavior requires a different disciplinary approach for modifying and correcting the student behaviour. The strategy applied for the level of behavior must be appropriate for the school cycle, student age and gender.

#### **Levels of misconduct**

**Level One considered as minor problem**:- Behaviour that causes the disruption of teaching and learning such as Tardiness, Unexplained absences, Not bringing the necessary books and equipment, In correct school uniform, Disruptive classroom and school behaviour, Breaking school rules including classrooms, hallways, playground and buses, Defying school authority and staff members and not obeying school authority, staff and teachers orders.

**Level1 Intervention:-**

- Teacher provides verbal recognition of misbehavior.
- Teacher makes note of incident in anecdotes and school calendar.
- Teacher provides verbal reminder of proper conduct.
- Parents are contacted (get signed in Discipline contract- 1)

**Level Two and Level Three considered as major problem :-**

Behaviour, that causes greater disruption of teaching and learning than level one behaviour. It also covers student behaviours that may lead to physical and mental harm of another person or property damage. Incidents such as Disrespectful behaviour during National anthem or prayer, Leaving school without permission, Bringing electronic devices/toys/weapons, Harassment/ teasing/ taunting, School property damage (vandalism)- bus/classroom equipment, Abusive/Inappropriate language usage, Forgery/Theft, Fighting/Physical aggression , Violation of school policy.

**For Level Three** of fences that involve vandalism, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children’s acts of vandalism.

**Level 2 and level 3 Intervention**

- Teacher provides verbal recognition of misbehavior.
- Teacher makes note of incident in anecdotes and school calendar.
- Student is sent to the Counsellor/Social Worker for behavior management.
- Parents are contacted (get signed in Discipline contract- 2 or 3).
- Student is sent home for the day.
- Written warning is sent home and requires parent signature.

**Level Four considered as major violation: -**

Behaviour that causes the physical / mental endangerment of fellow students, school staff and other people. Behaviours in Level3 are at times also violating UAE Laws. Incidents such as Abusing or possessing alcohol/drug/tobacco, Assaulting schoolmates/ Staffs, Inappropriate touch, Promoting non ethical values, counterfeiting the official documents of the school/others.

***Level 4 - considered as major violation and school authorities take it as a serious matter and student will be suspended / expelled (if it repeats) from attending the school .***

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