



SHARJAH INDIAN SCHOOL

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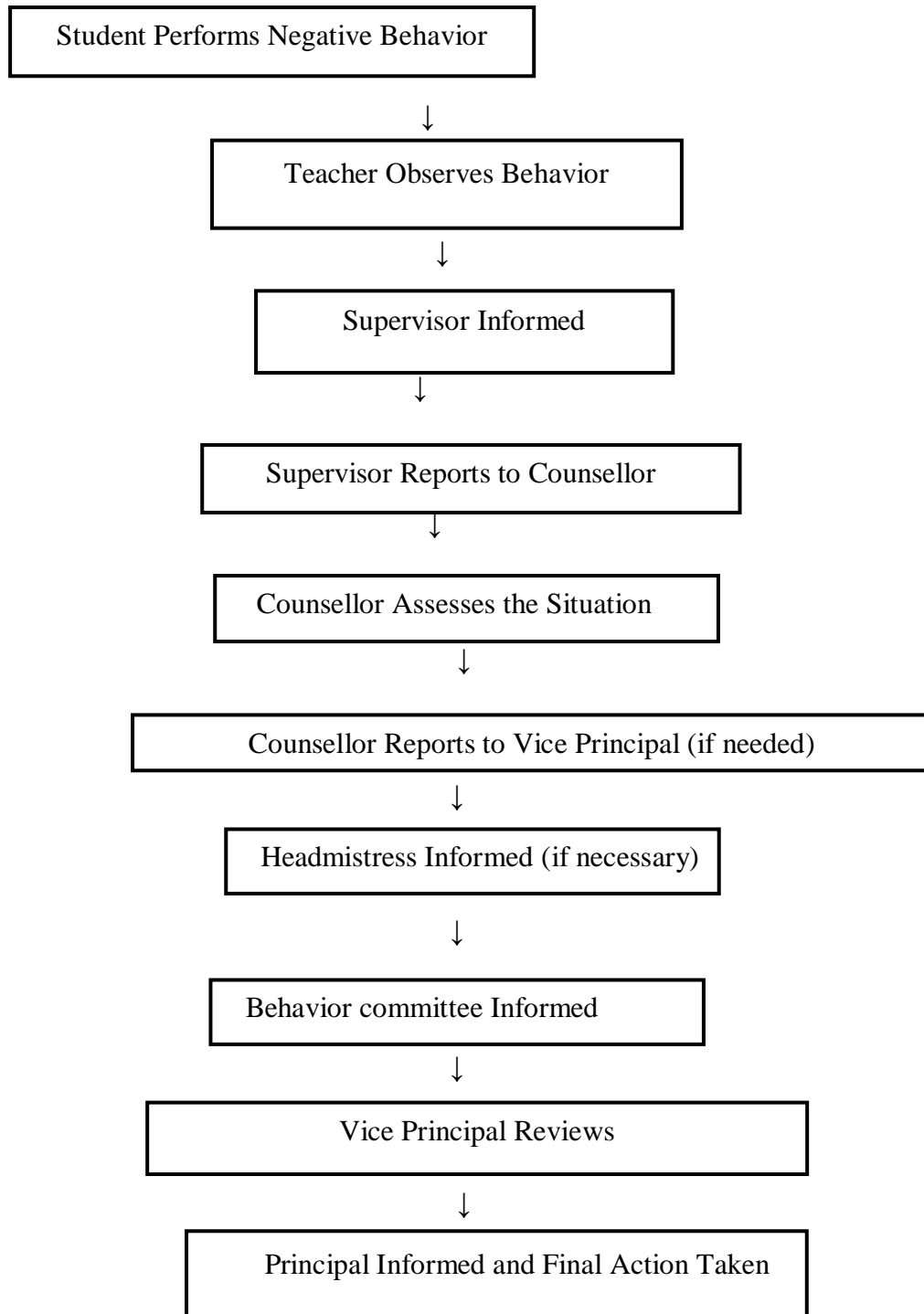
OUR VISION

Educate Enlighten Empower



BEHAVIOUR MANAGEMENT POLICY

BEHAVIOR FRAMEWORK





SHARJAH INDIAN SCHOOL

OUR VISION

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Behaviour Management Policy

Version date	April 2018
Last reviewed	April 2024
Next review	April 2026

INTRODUCTION

The aim of Sharjah Indian School behavior management policy is to create a safe, respectful and conducive learning environment that supports the well-being and academic success of students.

The policy encourages students to exhibit positive behavior by clearly defining expectations and providing appropriate recognition for good conduct. It ensures safety and security of students and school environment by addressing and managing disruptive or unsafe behavior promptly and effectively. The policy provides a consistent and fair framework for addressing behavior issues, ensuring that students understand the consequences of their actions. It helps the students to develop good character, social skills and ethical decision making by providing guidance and support in managing their behavior.

The Sharjah Indian School behavior policy promote collaboration between school staff and parents, guardians in addressing behavior concerns and supporting student's development. The concerned authorities regularly review and update the behavior management policy to reflect best practices and adapt to changing needs and circumstances within the school community.

Estd.1979

GOAL

The ultimate goal of this behavior management policy is to create an environment where students can thrive academically and personally while learning responsible and respectful behavior, which will serve them well in their future endeavors.

OBJECTIVES OF THE BEHAVIOUR MANAGEMENT

This objective aims to achieve the principles of Sharjah Indian School and is represented by the enhancement of good morals, and the practice of positive and exemplary behavior, while promoting loyalty to the homeland.

1. Building positive behavior among the students inside the school community.
2. Enhancing the positive and exemplary behaviors and having them repeated on a regular and persistent basis, through the application of promotion, encouragement and care principles at all times, and reducing the behavioral offenses by using the best possible educational means.
3. Identifying the lines of responsibility in order to achieve integration among the roles inside the school community, through activating, applying and determining the procedures, to ensure the enforcement of the regulation of students' behavior management in a clear, flexible and fair manner.
4. Creation of an educational environment that is proper to enhance the principle of integrated upbringing, which is based on the parity and harmony between the cognitive, personal and social aspects forming the features of each student.
5. Application of the principles and culture of the promotion, encouragement and permanent care within the educational community, in order to decrease the behavioral offenses inside and outside the school, by using the best possible educational methods.
6. Orienting the students and their guardians on their obligations and earning their trust in respect of the fairness of the adopted procedures and methods, in order to achieve self-discipline and the development of the positive and exemplary behavioral attitudes of the students inside the school community on a permanent basis.
7. Provision of a reference for identifying the rules, standards and procedures that should

be referred to in dealing with the students' behaviors, in order to ensure the compliance with the school values and systems.

8. Behavioral and educational rehabilitation of students through rehabilitation services and programs in partnership with the behavior reforming agencies, in accordance with their behavioral cases, in order to ensure that they are re-integrated within the society.

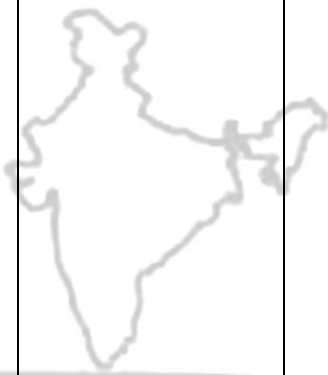
OFFENSES

Behavior offenses are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general. The procedures of such levels shall be carried out in accordance with the provisions, provided that each of them shall be documented in accordance with the approved regulations and forms and shall be dealt with in accordance with the educational values and systems.

MECHANISM OF DEALING WITH OFFENSES

The Sharjah Indian School will take below sequential action, and deduction shall be made to the behavior marks in case of committing an offense, with due consideration to the instructions, and ensuring that the topics falling within the functions of the Behavior Management Committee has been brought before the committee for making the necessary decisions.

Degree of offense	Upon committing	Reoccurrence		
		First time	second time	third time
First-degree (simple offenses)	Verbal warning	Written warning	Deducting half of the mark	Deducting the full mark and instructing the student and his / her guardian to sign an undertaking for not committing

				this offense again.
If the aggregate deduction, which is made against the reoccurrence of the first-degree offenses (of one type or more), reaches 10 marks or more; then a case study file shall be opened.				
Second-degree (medium severity offenses)	Written warning	Deducting half of the mark	Deducting the full mark and instructing the student and his / her guardian to sign an undertaking for not committing this offense again.	
If the aggregate deduction, which is made against the reoccurrence of the second-degree offenses (of one type or more), reaches 20 marks or more; then a case study file shall be opened.				
Third-degree (grievous offenses)	Deducting the full mark	Deducting the full mark and taking the actions prescribed under mechanism of dealing with offenses		

Estd.1979

Fourth-degree (highly grievous offenses)	Taking the actions prescribed under mechanism of dealing with offenses
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1. In case of the occurrence of any offense inside the classroom; then the teacher shall observe and document it.
2. In case of the occurrence of any offense outside the classroom; then it shall be reported to the administrator in charge (the academic advisor, social worker, head of students' affairs unit, the Vice Principal for the students' affairs, or the school Principal).
3. Once summoned, if the student's guardian refrains from attending or sending his representative or fails to cooperate with the school in respect of the behavioral offenses committed by the student; then the case shall be referred to the Legal Affairs Department to take the necessary actions, and the student's guardian shall be notified of so through an official letter or a text message sent via the Ministry's message system.
4. If the student's behavior cannot be reformed in accordance with the evaluation and recommendations of the competent specialized institutions by the end of the school year; then a resolution shall be made by the undersecretary for academic affairs for suspending the student's enrollment in the schools and depriving him / her from joining them, and transferring him / her to the integrated continuing education and observing his / her behavior therein.

CONTROLS OF PROCEDURES APPLICATIONS

Before applying procedures, the behavior management committee of the Sharjah Indian School examine the cause of the occurrence of offenses, with due consideration to the social, educational, psychological, health, and financial circumstances of the student, the circumstances in which the offense occurred and the recurrence of that offense.

Estd. 1979

PERSON OF SPECIAL EDUCATION NEEDS AND PEOPLE OF DETERMINATION

1. Making sure that the student of special need or of determination is assessed and that a comprehensive report issued for his / her case, which is approved by the special education support centers, and also that this student was categorized among the approved disability categories.
2. If the student of special need or of determination commits a behavioral offense; then coordination shall be made between the Behavior Management Committee, the school support team and the special education support center to study the behavior done by this student, and to determine the relations of the offense to his / her disability, and then the following actions shall be taken:
 - If the offense is not related to the nature of his / her disability; then the procedures of the behavioral offenses as prescribed herein shall be applied, after getting the approval of the special education support centers.
 - If the offense is related to the nature of his / her disability; then a relevant behavior reform plan shall be set and implemented by the concerned persons. This plan shall be followed up and reviewed on a periodic basis. Necessary support shall be continuously provided to the student, who shall be integrated in the school.
3. If a behavior reform plan previously existed; then it shall be reviewed and amended to address the behavior leading to the offense.
4. In case the student of special needs or of determination does not get benefit from the behavior reform program applied to him / her; then he / she shall be transferred to another alternative environment that is suitable for his / her case, through the competent committee of the special education support centers after getting the approval of the Special Education Department.

ROLES AND RESPONSIBILITIES OF THE STAKEHOLDERS IN THE EDUCATIONAL INSTITUTIONS

1. Guardian:

- Motivating, encouraging and promoting positive behavior, and working on reducing the behavioral problems of their child.
- Instilling self-discipline inside their child's mind, and always reminding them of their religious and social values and that they are responsible for the future of their country.
- Commitment to attend the meetings and the educational and awareness-raising events whenever invited by the school administration to attend such meetings or events.

2. The Student:

- Taking the educational and behavioral responsibility and having positive attitudes towards education.
- Committed to the positive behavior and seeking to achieve the criteria of the exemplary behavior.
- Committed to respecting the provisions hereof and acting accordingly as a responsible person.

3. Teacher and Assistant Teacher:

- Representing the good example of the positive behavior through his / her saying and actions.
- Committed to the creation of a secure environment for all the students in all times.
- Contributing to the setting of mechanisms for promoting positive and exemplary behavior and for handling offenses.

4. **Academic Advisor/ Social Worker**

- Providing orientation, education and guidance to the students and their guardians in respect of this Code of Behavior.
- Planning the preventive and remedial programs aiming at reducing the negative behavior and encouraging the positive and exemplary behavior among students.
- Studying and documenting the social status of the students who repeatedly commit offenses and bringing the case study before the Behavior Management Committee after obtaining the student's written consent.

5. **Vice Principal**

- Preparing a periodical plan (weekly, monthly, annual) for all the meetings of the school Behavior Management Committee.
- Identifying the training needs of the teaching and administrative staff and providing the necessary support to develop their competences in behavior management.
- Directly communicating with all of the staff and the students to ensure their full compliance with the decisions and procedures in relation to the Code.

6. **School Principal**

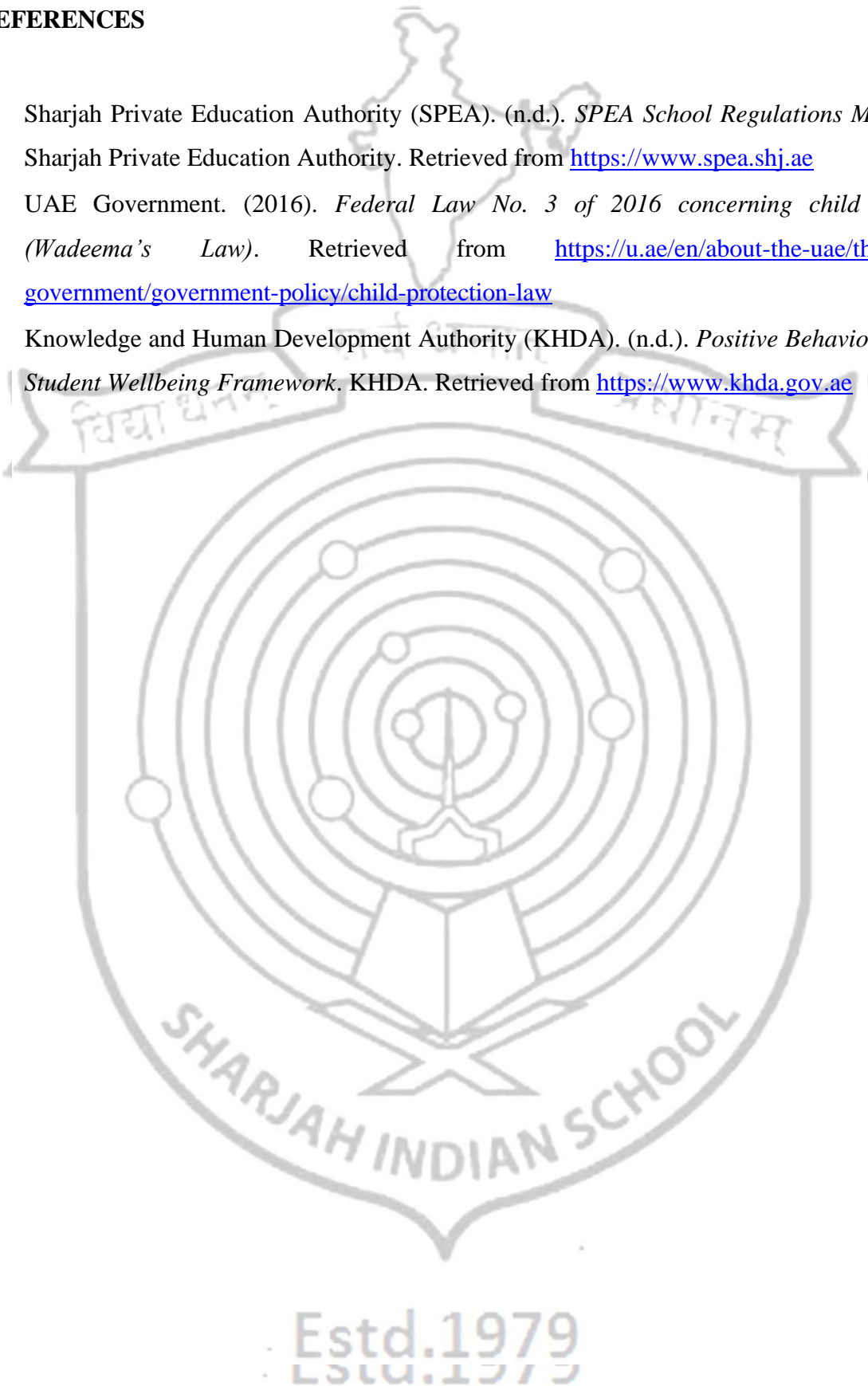
- Overseeing the implementation of the professional development and training plans for the teaching staff, in respect of the application of this Code.
- Overseeing the establishment of an integrated system of the teaching and administrative staff's roles for getting informed about the student's personal, social, and value development and for raising their awareness on their responsibilities towards the school community.
- Providing due care for the students of determination and creating an effective framework to have them integrated into the learning environment with the other members of the school community, provided that a following system shall be provided for fulfilling their individual needs.

**** We follow ministry guidelines for cases of indiscipline in school. Refer to the school calendar for further information. ****



REFERENCES

- Sharjah Private Education Authority (SPEA). (n.d.). *SPEA School Regulations Manual*. Sharjah Private Education Authority. Retrieved from <https://www.spea.shj.ae>
- UAE Government. (2016). *Federal Law No. 3 of 2016 concerning child rights (Wadeema's Law)*. Retrieved from <https://u.ae/en/about-the-uae/the-uae-government/government-policy/child-protection-law>
- Knowledge and Human Development Authority (KHDA). (n.d.). *Positive Behaviour and Student Wellbeing Framework*. KHDA. Retrieved from <https://www.khda.gov.ae>





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OUR VISION

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DEPARTMENT OF COUNSELLING

DISCIPLINE RECORDS

In accordance with Ministerial Resolution No. 851 on the Code of Behavior Management for Students in General Educational Institutions, our school is committed to fostering a positive learning environment that promotes respect, responsibility, and engagement among students. This resolution outlines essential guidelines for behavior management, emphasizing the importance of developing effective disciplinary measures that prioritize the well-being and development of each student. Our approach integrates proactive strategies to encourage exemplary behavior while providing support for those who may face challenges. By aligning our practices with this resolution, we aim to create a safe and inclusive atmosphere conducive to academic success and personal growth for all students.

BEHAVIOUR CHART

Each week, teachers are required to mark the behavior chart to track students' practice of golden behavior in class. This helps monitor positive behavior development and encourages students to maintain a respectful and responsible attitude.

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Behaviour Chart

Month : _____

Class : _____

[illegible]

Name of the Class Teacher: _____

[illegible][illegible]



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DEPARTMENT OF COUNSELLING

As per UAE Ministerial Resolution No. 851 on the Code of Behavior Management for Students in General Education Institutions, effective from the academic year 2024-25, Sharjah Indian School will introduce a new subject focusing on student behaviour.

Behavior subject shall be considered as one of the basic subjects that reflect the learning outputs and the student's attainment in the moral terms and shall be dealt with same as other subjects in terms of **passing and failure**.

One hundred marks shall be allocated to student's behavior subject. This Regulation shows the basis and mechanism of granting and deduction of behavior marks, where it is divided into two basic components:

A. Positive behavior:

1. It is the behavior expected from all students without committing any offenses, for which 80% of the total behavior marks are allocated.
2. Each student shall be considered as automatically eligible to the positive behavior marks (80 marks), at the beginning of each semester.
3. If any offense is committed by the student, then the proper action is taken as per the degree of offense according to the guidelines by the **Ministry of Education**.

B. Exemplary behavior:

1. It reflects the exemplary practices undertaken by the student, through his / her good behavior and morals, and his / her initiatives in the school community.
2. 20% of the total behavior marks are allocated to exemplary behavior.
3. During the semester, the educational staff shall assess the topics, indicators, and criteria of the exemplary behavior, and at the end of the semester; shall

BEHAVIOUR MODIFICATION PLAN



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DEPARTMENT OF COUNSELLING INDIVIDUALIZED BEHAVIOURAL PLAN (IBP)

STUDENT NAME	HANNA MARIYAM SHIBU	CONCERN	BEHAVIOR	GENDER: F	ACADEMIC YEAR: 2024-2025
GRADE & SECTION	7 O	MODERATE INTELLECTUAL DISABILITY	NIL	GR NUMBER	036657
CLASS TEACHER'S DETAILS		PARENT'S DETAILS		STUDENT COUNSELLOR'S DETAILS	
MRS. VARSHA	0559379360	MRS. ANSU THOMAS	0557284492	MRS. ANJU MATTUPARA SURESH	0582664264
GR 6 SUPERVISOR DETAILS		TARGET COMPLETION PERIOD		REMARKS	
MRS. BAINI KURIAN	0503964358	STARTED ON: 25/09/2024	FINISHED ON:		
AREA/CONCERN	GOAL/ TARGET	STRATEGIES	ATTEMPTED	ACHIEVED	COMMENTS
Refusal to enter class if the bus is late	SHORT TERM- Increase Hanna's willingness to	<ul style="list-style-type: none">Sticker Chart: Create a visual chart where	<input type="checkbox"/>	<input type="checkbox"/>	



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DEPARTMENT OF COUNSELLING INDIVIDUALIZED BEHAVIOURAL PLAN (IBP)

STUDENT NAME		CONCERN	BEHAVIOR	GENDER: F	ACADEMIC YEAR: 2024-2025
GRADE & SECTION	6 I	MEDICAL REPORT	NIL	GR NUMBER	048515
CLASS TEACHER'S DETAILS		PARENT'S DETAILS		STUDENT COUNSELLOR'S DETAILS	
MRS. VARSHA RAJITH	0585166514	MRS. JESTY SOJI	0563622019	MRS. FIDHA	0561896010
GR 6 SUPERVISOR DETAILS		TARGET COMPLETION PERIOD		REMARKS	
MRS. SHABIHA	050 7879495	STARTED ON: 25/09/2024	FINISHED ON:		
AREA/CONCERN	GOAL/ TARGET	STRATEGIES	ATTEMPTED	ACHIEVED	COMMENTS
Not bringing books; frequently coming to class without necessary materials.	Student will bring required materials to class.	<ul style="list-style-type: none">Create a checklist for the student to track daily required materials.	<input type="checkbox"/>	<input type="checkbox"/>	



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PHASE 4 – BEHAVIOUR CHART

Students consistently demonstrates a positive attitude towards school rules and expectations, maintaining a disciplined approach in both academic and extracurricular activities. They exhibit respect for teachers and peers, contributing to a supportive and harmonious learning environment. Their proactive attitude towards personal growth and improvement reflects a commitment to upholding the values of the school. Following are the evidences for the same.



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Department of Counselling Weekly Report of Behaviour Marks

Name of the class teacher: *Githu Liya Philip*
Name of the counsellor:

Class: 9 Section: J
Date: From 10/06/2024 To 13/06/2024

S. No.	Name of the Student	GR. No.	Exemplary Behaviour Code	1 st Degree Offense No.	2 nd Degree Offense No.	3 rd Degree Offense No.	4 th Degree Offense No.	Remarks
1		049804		1.3				not pinning the scarf
2		046750		1.3				not putting the scarf properly
3		034248	1.2					
4		035002	1.1, 1.4					
5		054394	1.2, 1.4, 3.2					
6								
7								
8								
9								
10								
11								

Discipline record – The students consistently follow school rules and maintains a respectful attitude toward both teachers and peers. The monthly tracker of the behavior of students helps in keeping a track of the disciplined behavior. This contributes to a positive and orderly learning environment.



Behaviour Chart

Month : _____

Class : _____

[illegible]

Name of the Class Teacher: _____

Class and Section: _____

Behavior chart – The chart is used to track the student's daily conduct, providing a clear visual of their progress and areas for improvement. It serves as a helpful tool in reinforcing positive behavior and encouraging accountability.



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PHASE 4 – OFFENSE REPORT

The students maintain positive relationships with both peers and teachers, fostering collaborative and supportive classroom environment. The students demonstrate respect and empathy in their interactions, helping to create a sense of inclusivity within the school community. Teachers have observed the student's willingness to assist others and resolve conflicts in a mature and respectful manner.

Form No. 6

The Offense Report

Name of the student:	Nimisha Mohanty
Grade:	10 B
Name of the teacher:	Ms. Abhila Ajith
Date of incident:	16/09/2024
Incident:	(3-8) Assaulting other's in school without causing any injuries.
Place of incident occurrence:	Block - 6 Corridor
Time:	During second Recess

Description of the action / incident / situation: Student slapped 9th grade student (90) during the second recess

The action taken: This offense falls under the third degree of offenses, so written warning has been issued and informed the parent. Her marks deducted

Classification of the Offense: (according to the Students' Code of Behavior) from the behaviour subject guidelines.

☐ First degree if committed for the () first time () second time () third time as per MoE

☐ 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: Rosmin Jay Kuttikkattu

Job title: Student counselor

Oracle No.: _____

School Principal

Date: _____

Signature: _____

Time: _____

Form No. 6

The Offense Report

Name of the student:	[REDACTED]
Grade:	10 B
Name of the teacher:	Ms. Abhila Ajith
Date of incident:	16/09/2024
incident:	(3.8) Assaulting other's in sched. without causing any injuries.
Place of incident occurrence:	Block-6 Corridor
Time:	During second Recess

Description of the action / incident / situation: Student slapped 9th grade student (90) during the second recess

The action taken: This offense falls under the third degree of offenses, so written warning has been issued and informed the parent. Her marks deducted from the behaviour subject

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

☐ First degree if committed for the () first time () second time () third time as per MoE guidelines.
☐ Second degree if committed for the () first time
☒ Third degree if committed for the (x) first time
☐ Fourth degree for the () first time

Name of the offense organizer: Rosmin Jay Kuttikkattu
 Job title: Student Counsellor
 Oracle No.:
 School Principal
 Date:

Signature:

Time:

Bullying record – Students respectful behavior is recorded. The positive interactions with peers contribute to a safe and supportive school environment.

**RECORD
OF BEHAVIOR
MANAGEMENT
CASES**