



INDIAN SCHOOL

RAS AL KHAIMAH

Behavioural Policy (for students, staff, parents, visitors)

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
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Signature	



1. Policy Statement

Indian School RAK (The 'School') promotes positive student behaviour at all times including when applying disciplinary actions for student misconduct. All School based behaviour management systems are aligned with the "Guidelines for Managing Student Behaviour in Ras Al Khaimah Schools."

Any form of corporal punishment of students is strictly prohibited in all Schools in the Emirate. While at School, students should feel secure from all types of physical punishment and abuse.

2. Aims

The aims and purpose of this policy is to:

- To promote positive student behaviour in the School.
- To set out the procedures in order to comply with the guidelines of the Ministry of Education
- State the regularity of the review of the Behaviour Policy
- Detail the practice for communicating with clarity to students and their Parents/Guardians the School's expectations of students' behaviour and how the School will deal with any misconduct. To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order
- To make it clear to all employees of Indian School RAK that all forms of corporal punishment of students are strictly prohibited and unacceptable and in doing so help create a safe and attractive learning environment, where students are adequately protected.

3. Practice and Procedure

This policy is devised in accordance with the "Guidelines for Managing Student Behaviour in Ras Al Khaimah Schools". A copy of which is available in the Policy Folder on the Staff network. This document provides additional details and guidance on all guiding principles mentioned in this policy.

The policy and associated codes are devised to be in accordance with the organising regulations and policy guidance and are subject to the approval of the School's regulator.

This policy ensures users to be aware of these strategies which emphasize the rationale behind them through the acceptable use guidance – clarifying that the strategies are in place to protect themselves, the school, and other users.

This policy also ensures that the strategies for managing unacceptable use are communicated to all users through a variety of channels – through school website, school portal-ERP, GSuite and through class interaction

This policy for managing unacceptable use are linked to the Acceptable Use Policy .

3.1 Definitions

For the purposes of this policy:

Students' behaviour refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

Expulsion of students refers in particular to permanent exclusion from the School in accordance with the

Ministry of Education official procedures.

Suspension refers to temporary exclusion of students for a short period of time as determined by the Ministry of Education .

Unofficial suspension refers to student suspension without complying with the formal School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

School Procedures for Promoting Positive Behaviour

Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators.

3.1.1 Reinforcing Student Behaviour

The school uses strategies and frameworks that recognise, reward and reinforce positive behaviour rather than relying on a set of rules and punishments for dealing with student misconduct.

3.1.2 Co-dependent factors for positive student behaviour:

- Heritage and culture: a sense of the behavioural values and principles that address the UAE's culture and traditions are incorporated into the Codes of Conduct
- Positive School environment: AIS aims to establish a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- Management of student behaviour: Role models in the form of teachers, other staff, other pupils and family members are presented in order to encourage an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.
- Partnerships with Parents/Guardians and the local community: Procedures for encouraging an active involvement of Parents/Guardians and strong community partnerships are established.

3.3.3 Student Code of Conduct

All students must respect the main code of conduct. This states the following:

All students will:

- Comply with the rules of the school
- Take pride in your school uniform and follow the dress regulations
- Follow the instructions of staff promptly
- Stay within the bounds of the school

- Arrive at school and at lessons on time and justify any poor punctuality and absence
- Demonstrate a positive attitude to your studies and high expectations of what you can achieve; strive for excellence
- Complete homework to the best of your ability and on time
- Behave responsibly, and in a manner that does not endanger the safety and welfare of yourself and others
- Take good care of your possessions. Make sure they are named
- Respect and care for the facilities and property of others and of the school
- Promote a positive school community. Be an active contributor and a positive role model to others by being courteous, kind and respectful to all staff, pupils, their families, and members of the community
- Behave responsibly so as not to disrupt the learning of others
- Commit to the heritage and culture of the UAE by being honest and dignified in your behaviour

The school holds three behaviours in high disdain and pupils who commit these acts are likely to have their place at the school removed subject to affirmation of such behaviour following an investigation. These are

- Systematic Bullying
- Theft
- Involvement in illegal or dangerous behaviour

Supplementary Codes of Conduct exist specific to: use of the library (please Refer to school library policy for the details)

- use of IT on school premises (please Refer to school ICT policy for the details)
- bus travel (please Refer to school Transportation policy for the details)
- school field trips extra-curricular activities.

3.2 School Procedures for Guiding and Disciplinary Action Following Misconduct

The schools uses the guidance and disciplinary actions advised in the “Guidance to Schools on Managing School Behaviour” published by its regulator to encourage students to understand why their behaviour is unacceptable and how to behave better in the future.

In their response to incidents of student misconduct, Schools shall take into consideration the students’ individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student’s behaviour. Managing students’ misconduct must be consistent with the following:

3.2.1 Disciplinary Actions

The School conforms with the Education and Knowledge department categorises for students’ misconduct by categorising the misconduct into three levels. Each level is assigned appropriate advised disciplinary action. These categories are as follows:

Level One

Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (lateness/unpunctuality). - Unexplained absences.
- Not bringing the necessary books and equipment to class.
- Incorrect School uniform (including sports uniforms).
- Disruptive behaviour in classrooms and in School.
- Breaking School rules including in classrooms, hallways, playgrounds and buses. Defying orders from School management and staff.
- Mocking others.
- Disruptive behaviour on School buses

Level Two

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or School.
- Sneaking into School after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.

- ▶ Fighting with other students and/or bullying them.
- ▶ Theft.
- ▶ Vandalizing School property or the property of others.
- ▶ Using cell phones during School time without the School administration's permission. Possessing or viewing pornographic or other inappropriate material.
- ▶ Cheating in exams or assignments.
- ▶ Providing false documents (e.g. forging Parents'/Guardians' signatures).
- ▶ Misuse or abuse of the School's IT systems.

Level Three

Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- ▶ Assaulting Teaching Faculty members, staff or members of the local community.
- ▶ Distributing (or participating in the distribution of) pornographic material.
- ▶ Wilful damage to, or destruction of, School and personal property. Possessing or selling weapons or explosives.
- ▶ Using or promoting illegal drugs or substances in violation of public order and morals.
- ▶ Exchanging any inappropriate materials, such as letters or photos.
- ▶ Committing major actions contradictory to public morals such as sexual assault.

3.2.2 Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary

- ▶ actions: All forms of physical punishment
- ▶ Lowering or threatening to lower grades.
- ▶ Group punishment for an individual's misconduct. Imposing more School work.
- ▶ Mocking or insulting the student in private or in public.
- ▶ Preventing the student of using washroom facilities or consuming food.

3.3.2 Corporal Punishment

Corporal punishment is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping or hitting with a cane, by hand or any other object.

Any form of corporal punishment of students is strictly prohibited. While at School, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators. Schools are required to promote positive student behaviour at all times including when applying disciplinary actions for student misconduct.

If any incident of corporal punishment occurs, whether the incident is proven or suspected, the Principal (or in the case of the offence being carried out by the Principal, the Chair of Board of Trustees or School Owner) will:

- Take immediate action to safeguard all those involved, such as notifying relevant official entities, while complying with other laws that may be related to the incident such as the Penal Code.
- Report the incident immediately to concern authority within a maximum of 24 hours of the incident.
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff's eligibility to continue to work.
- Carry out a formal investigation obtaining written statements from those involved.
- Anyone found guilty of committing abuse will immediately be dismissed.

3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct

Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken.

Student misconduct shall be dealt with as follows:

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

3.3.4 School Disciplinary Committee

The School has a 'School Disciplinary Committee' to review and discuss student behavioural issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.

- That a transparent and fair appeals process for sanctions is available to students, Parents and/or Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response.

3.3.5 Confidentiality

The schools, and any supervisory authorities shall treat all information about students' behaviour as strictly confidential.

3.3.6 Students with Special Educational Needs

Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.

Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.

The implementation of a School code of conduct shall not generally differentiate between students with special education needs and other students.

3.3 Procedures for Distribution of the Codes of Conduct and Behaviour Procedures

This code is updated in the Student Diary referenced from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community.

3.4 Suspension, Exclusion and Expulsion of Students

The School will not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from Ministry Of Education . The school obtains the approval of Ministry of Education for the terms and implementation of its behaviour policy including its procedures for expulsion. This policy is then published and made accessible to Parents/Guardians.

In drafting these terms, the School sets out to comply with ADEK's related regulations and policies and the guidance included in the Ministry of Education "Guidelines for Managing Student Behaviour in Schools".

3.4.1 Guidelines for Suspension and Expulsion

The school provides give opportunities to help students act positively before any disciplinary action is escalated. It never requires students to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out above in section

3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct

The School will in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student. Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The School will use both temporary and permanent suspension measures very cautiously and judiciously. The School believes all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity it is used only as a last resort.

3.5.1.1 Temporary

Temporary suspension is only considered in circumstances where:

- it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School
- the behaviour poses a threat to the safety and welfare of other members of the School,
- Levels 2 and 3 of misconduct (see 3.3.1 Disciplinary Actions above) and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, will only suspend the concerned student after following formal discipline measures. The Principal ensures that a staged approach is followed to correct the student's misconduct, reviews the documented history of misconduct incidents and notifies Parents/Guardians and Ministry of Education of such.

The period of suspension must not exceed five school days.

3.5.1.2 Expulsion

Expulsion applies only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age. The School Disciplinary Committee must seek Ministry of Education approval in order to expel a student from the School. Students have the right to seek out alternate education institutions.

4. Assessment and Record Keeping

Records of positive behaviour and misconduct are stored as follows:

- 1) Using the School's MIS system, SiMS
- 2) On the 'Class Dojo' system in the primary school
- 3) In the student files

5.1 The School's Owner and Board of Trustees:

- ▶ Reviews and approves the School's behaviour and discipline policy, and ensure that the Behaviour Policy is fully compliant with the requirements of the Council's regulations and policies.
- ▶ Monitors the School's implementation of its Behaviour (and Expulsion) Policy.
- ▶ Creates a School Disciplinary Committee.
- ▶ Review and approve the School's policy terms with respect to expulsion, and ensure that such policy is compliant with Ministry of Education regulations, policies and guidelines.
- ▶ Ensure that the School adopts a robust policy prohibiting all forms of corporal punishment.

5.2 The School Principal and School Leadership Team:

- ▶ Develops and Implements the School's behaviour (and expulsion) policy and related procedures.
- ▶ Ensures, through regular review of the Behaviour Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- ▶ Maintains accurate records of all suspensions or expulsions of students
- ▶ Seeks approval from Ministry of Education before expelling any student
- ▶ Follows scrupulously the Council's required processes in response to alleged corporal punishment, reporting the incident to the Council immediately and presenting a report to the Council within 24 hours of the incident, knowing of the incident or suspecting it to have occurred inside the School
- ▶ Chairs the School Disciplinary Committee.

5.3 Teachers:

- ▶ Exert efforts to establish the motivation behind and the purpose of the student's misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.
- ▶ Observes and reinforces student positive behaviour. Adopts positive behaviour at all times.
- ▶ Reports known or suspected incidents of corporal punishment to the Principal or if the Principal is a party to the incident, to the Board of Trustees or Owner.

5.4 Visitors :

In the event the behaviour of a visitor to the school gives cause for concern, each situation will need to be considered individually by the Headteacher or a designated member of staff. The following factors should be taken into account as a risk assessment, before deciding on the most appropriate course of action:

- Has the individual been verbally aggressive/threatening/intimidating?
- Has the individual been physically aggressive/threatening/intimidating?
- What evidence is there? What do witnesses say happened?
- Does the individual have a known previous history of aggression/violence? (Information can only be sought from the police when an official complaint has been made).
- Do members of the school staff/community feel intimidated by the individual's behaviour?
- Have pupils witnessed aggressive/threatening/intimidating behaviour from the individual?
- Have pupils been approached inappropriately by the individual?

- Has the individual been abusive to school staff, pupils or other visitors?
- Has the individual been persistently abusive to school staff, pupils or other visitors?
- Was the individual provoked in any way prior to their behaviour and/or does the individual claim to have been provoked? Is there evidence of provocation?
- How frequently have the behaviours occurred?
- Is there a risk (low, medium or high) that the behaviour may be repeated?

All incidents must be reported to the Headteacher. All incidents where staff feel they are threatened or vulnerable must also be reported via the email esafetyreporting@indianschoolrak.com to the E-Safety leader

6. Associated documents

- Policy 50: Student Behaviour Policy Corresponding to Article (55) of the Organising Regulations
- Policy 51: Expelling Students Corresponding to Article (56) of the Organising Regulations
- Policy 52: Corporal Punishment Corresponding to Article (57) of the Organising Regulation
- "Guidelines for Managing Student Behaviour in Schools"
- Indian school Ras Al Khaimah School Codes of Conduct
- Indian school Ras Al Khaimah School behaviour management procedures (specific to the Foundation, Primary and Secondary Schools)

7. Monitoring and Review

This Policy is reviewed annually or sooner and ratified by the School's Board of Governors.
