

United Arab Emirates
Ministry of Education
Office of the Minister

Ministerial Decree No. (619) dated 2017

Policy on Managing Student Behaviour in General Education Institutions

Minister of Education:

- After reviewing Federal Law No. (1) of 1972 AD on the terms of reference of the ministries and the authorities of the ministers and its amendments
- Federal Law No. (29) of 2006 AD on the rights of disabled persons amended by Law No. (14) of 2009
- Federal Law No. (3) of 2016 AD on the Child Rights Act (Wadima)
- Federal Decree-Law No. (11) of 2008 AD concerning human resources in the federal government and its amendments
- Federal Decree-Law No. (15) of 2016 AD on establishing Emirates Foundation for school education
- Council of Ministers' resolution No. (13) of 2012 AD on the executive policy of the Federal Decree-Law No. (11) of 2008 AD concerning human resources in the federal government and its amendments
- Council of Ministers' Resolution No. (28) of 2016 on the organisational structure of the Ministry of Education
- Ministerial Resolution No. (820) of 2014 AD on the policy of student registration
- Ministerial Resolution No. (699) of 2016 AD on the organizational structure of the directorates, offices and departments, and their respective functions and competences at the Ministry of Education
- Ministerial Resolution No. (411) of 2015 AD on the policy of behavioural discipline for learners in the school community
- And for the general public interest;

Decrees

Article 1

Definitions

In the context of the provisions of this resolution, the following words and expressions shall have the meanings assigned to each of them unless the context requires otherwise:

country	United Arab Emirates
ministry	Ministry of Education
minister	Minister of Education
policy	Policy on Managing Student Behaviour in General Education Institutions
educational body	educational councils, authorities and bodies each within their competence
educational institution	the governmental or private institution in which the student is enrolled in the general education stages, including schools, technical institutes and continuing education centers
educational institution	the governmental or private institution in which the student is enrolled in the general education stages
stakeholders	the special education support centres of the Ministry of Education and the anti-smoking, addiction or psychiatric clinics of the Ministry of Health, Departments of Health and Community Police, and social support centres of the Ministry of the Interior
student	whoever is registered in any educational institution including students of determination (those with special educational needs)
specialists	all employees of educational institutions, and those who are mentioned and related to them, who affect the behaviour of the student, including their parents/guardians
guardian	a person who is legally responsible for the student or a person entrusted with the student's care
School Behaviour Management Committee	a school management committee charged with discussing students' educational and behavioural issues and taking appropriate decisions concerning them
Parent Council	an educational entity composed of students' parents, working in cooperation with the school administration to activate the partnership between school and home to ensure that students get

	the best educational and pedagogical services
stages of general education	includes education of all types and stages from basic/elementary to secondary
compulsory education	the minimum level of education that is deemed obligatory to be completed by the student
basic education	compulsory education; includes Grades 1-9, and consists of phases one and two, or their equivalent in private education schools delivering the Ministry of Education curriculum
secondary education	includes Grades 10-12, or their equivalent
continuous education	a set of educational programs in the continuous education system, including literacy tracks, vocational and academic education, and home schooling
people with special needs	includes the gifted and talented, people of determination (with disabilities), and those with learning difficulties
educational community	anyone who works for, or relates to, the educational institution and influences the behaviour of the student, including the parent/guardian
educational environment	the climate that describes the work environment of the educational community with its physical, social, human, psychological and virtual elements
behaviour	any statement, action, exercise or activity of the student through his/her interaction with the surrounding educational environment
exemplary behaviour	behaviour that exceeds expectations, and is within the three domains included in this policy

positive behaviour	the expected behaviour of the student which is consistent with the goals, values, policies, educational systems and norms prevailing in the educational community
offence	any behaviour committed by the student that is not consistent with expected positive behaviour, and which has a negative impact on the student and the educational environment
behaviour modification	a set of educational and remedial interventions and programs aimed at bringing about a positive change in student behaviour, thereby reducing the likelihood of committing offences, and improving positive and exemplary behaviours
corrective programs for behaviour modification during the school year	a set of interventions to modify the behaviour determined by the Student Behaviour Management Committee at the school, implemented throughout the semester by students who did not achieve the minimum pass score of behaviour, including what is implemented during the mid-year vacation in case of failure to achieve the minimum marks of behaviour
corrective programs for behaviour modification at the end of the school year	a set of behavioural modification interventions that are implemented during the summer vacation, approved by the Student Behaviour Management Committee at the school and applied to the student who did not achieve the minimum level to pass the 'behaviour' at the end of the school year; these interventions may include community services, completing a training course, or completing a remediation program. Completion of such intervention(s) is deemed necessary to deliver the student's report card.
absence	absenteeism for a whole or a part of a school day or more
warranted absence	absenteeism which is approved by the school administration, given that it is documented with official evidence justifying the reasons and duration; for example, a certified medical

	appointment or report, the death of a first-degree relative, the Hajj leave, or accompanying a parent for treatment
unwarranted absence	leaving or failing to attend a lesson or several lessons during the day or part of a lesson without justification; also includes the student leaving the school before the end of the school day in an irregular manner
bullying	any form of deliberate physical, verbal or electronic abuse, intimidation or threat by a student or group of students against one student or more, or against school personnel, on a repeated basis
sexual harassment	any statement or act that carries explicit or symbolic sexual connotations from the student verbally or in writing, or touching, or other physical contact, looking or winking, showing or exposing sensitive parts of the body or otherwise
sexual assault	any sexual activity by an adult or teenager which includes exposure to any sexual activity or behaviour; often involves sexual harassment such as touching or carrying on contact with a sexual harasser
individual educational plan	a plan that includes supportive services in the educational and behavioural aspects that support students with determination (people with disabilities and learning difficulties) on facilitating their integration, and adaptation academically, socially and behaviourally.
case study	a focused study of an individual or group to identify the background of the environmental, psychological and social problems of the study
	to resort to physical abuse - in all its types and forms - of the student by any of the employees in the educational community,

physical punishment

and for any reason, which is one form of physical abuse

behaviour

a set of incentives and rewards, both material and moral, in order to encourage and induce students' positive behaviour and reduce behavioural offences

reinforcement

Article 2

Scope of application of the policy

The provisions of this policy shall apply to all public and private educational institutions in the country, from the fourth grade to the twelfth grade. This policy remains subject to any rules, regulations, special requirements or directives issued by the Ministry within the limits prescribed by this policy.

Article 3

Objectives of the policy

The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:

1. Contribute to strengthening the core values of UAE society.
2. Elevate positive behaviours amongst students within the school community.
3. Promote positive and exemplary behaviours through frequent, regular and consistent reward, encouragement and care at all times, and through minimising behavioural offences by the best possible educational means.
4. Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned in order to uphold the principles of justice, transparency and accountability.
5. Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible and fair way.
6. Promote the principle of holistic education based on the equality and harmony of the cognitive, personal and social attributes that constitute the characteristics of each learner.

7. Create an adequate learning environment that is suitable for all students, including people with determination, and school staff to exercise their roles in order to achieve the objectives of the educational process.
8. Familiarise students and their parents with their rights and duties, policies and instructions on behaviour. and the importance of complying with these in a manner that achieves self-discipline, and enhances their awareness of the UAE society's values and heritage, and of those values of other neighboring communities, and their social responsibility towards the current issues, their environment, surroundings and the sustainability of their future.
9. Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
10. Provide reintegration services and programs appropriate to the student's behavioural and educational needs in order to reintegrate him/her into the school community.

Article 4

Roles and Responsibilities

1. In order to implement this policy, the following parties in the Ministry shall be responsible for carrying out their roles and responsibilities relating to this policy which are stated in Appendix A attached herein:
 - A. the student
 - B. the teacher
 - C. the safety officer or whoever exercises this role in the private education institutions
 - D. the academic and career guidance counselor/social worker or whoever exercises this role in private education institutions
 - E. the head of the student affairs unit or whoever exercises this role in private education institutions
 - F. the vice principal of the school
 - G. the principal of the school
 - H. the Student Behaviour Management Committee or whoever exercises such a role in private education institutions
 - I. the cluster manager or whoever exercises such a role in private education institutions.
 - J. the guardian
 - K. the Parent Council
 - L. the organizational units of the Ministry, including the:
 - 1) School Operations sector

- 2) Compliance sector (the Department of School Inspection, and the Environment, Health and Safety Department to liaise with the private education institutions)
 - 3) Student Care and Activities sector
 - 4) Quality Development sector (Evaluation and Quality Department and the Licensing Department for the private sector schools)
 - 5) Curriculum and Assessment sector
 - 6) Department of Legal Affairs
 - 7) Education Data Centre
2. All the above-mentioned parties shall cooperate with each other and with any other relevant parties within or outside the Ministry in order to ensure the full application and development of these policies.

Article 5

Behaviour scores

Total Behaviour Score is a set of estimates that monitor the student's overall positive and exemplary behaviour and is expressed in a numerical value of (100) marks at the end of the school year. It encompasses:

1. (20) marks of exemplary behaviour - granted by assessing the personal attributes of the student motivating them to enhance it and achieve the highest possible levels of positive behaviour indicators according to the criteria specified (in Article 6) within the following three axes:
 - A. Personal development
 - B. Appreciation of the values of Islam, respect of the identity, heritage and culture of the UAE and other cultures of the world
 - C. Social responsibility, leadership skills and innovation
2. (80) marks of positive behaviour - expected of all students and negatively affected by deduction according to the behaviour score and offences included in the following four categories:
 - A. Minor offences of the first degree, weighing (4) marks each
 - B. Moderate offences of the second degree, weighing (8) marks each
 - C. Serious offences of the third degree, weighing (12) marks each
 - D. Extremely serious offences of the fourth degree, weighing (20) marks each

Offences of deduction of exemplary behaviour

throughout the academic year	all students			all students			
First semester	80	0	80	20	0	20	100
Second semester	80	12	68	20	4	16	84
Third semester	80	8	72	20	3	17	89
End-of-year score	73			18			91

3. 60% is the minimum expected level for behaviour grades. Students shall be granted the opportunity to compensate for the deducted semester behaviour grades during the course of the school year by improving their exemplary behaviour grades, avoiding offences and committing to positive behaviour.
4. If the student's behaviour grades fall below 60% by the end of the semester, his/her certificate will be withheld and the case will be submitted to the School Behaviour Management Committee to approve the semester corrective procedures applying to the learner.
5. In case the student fails in the final behaviour grade at the end of the school year (average semesters' grades), the certificate shall be withheld from the student pending a decision by the School Behaviour Management Committee on the main corrective actions, the completion of which is binding upon the student in order to receive their certificate, by the decision of the Behaviour management Committee, except for students in Grade 12.
6. Students with repeated behavioural problems with a behaviour grade of (60) are required to enroll in programs aimed at the development and enhancement of positive behaviour.
7. Students with exemplary behaviour are rewarded by including them in the internal and external programs of the Ministry in order to motivate them to ensure the continuity of their exemplary behaviour.

Article 6

Exemplary behaviour

Exemplary behaviour of learners falls under three main domains with their standards. These are measured through a number of indicators according to which the student is evaluated and given the appropriate grades as shown in the following table:

Axes	Criteria	Indicators	Grade
1. Personal Development	1.1 The student demonstrates a positive attitude and behaviour and has a high sense of responsibility and self-discipline on a consistent basis.	1.1.1 Committed to school systems and policies within the classroom and the school, and during the external activities of the school on a permanent and continuous basis.	10
	1.2 The student demonstrates a consistent collaborative attitude with their colleagues, teachers, and school management.	1.2.1 Respects the feelings of peers, takes care of their needs, and continuously offers to help them.	5
		1.2.2 Encourages others to cooperate and collaborate, proposes solutions to involve others, and invites them for teamwork on an ongoing basis.	5
	1.3 The student is committed to health and safety standards.	1.3.1 Takes care of own his/her attire and his/her personal hygiene on an ongoing basis without needing a reminder.	10
		1.3.2 Demonstrates a clear awareness of the importance of healthy eating in his/her choices, practices sports continuously in the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles.	5
	1.4 The student is present and punctual on an ongoing basis.	1.4.1 Attendance is at least 98% and the student is always punctual to school and lessons.	10
	2. Appreciation of the values	2.1 The student demonstrates a high level of understanding	2.1.1 Is honest and has good character which can be testified to by his/her colleagues, teachers and staff.

of Islam and demonstrating respect of the identity, heritage, culture of the UAE and other cultures of the world	and acknowledgement of the values of Islam in the UAE and reflects them in his/her daily behaviour.	2.1.2 Demonstrates moderation and tolerance and reflects these in his/her behaviour through attitudes and activities that demonstrate his/her ability to understand others, listen to them, and to understand their positions.	5
	2.2 The student respects the identity, heritage and culture of the UAE and other cultures of the world.	2.1.3 Participates in a range of cultural activities leading to the promotion of values of belonging and national identity.	5
		2.1.4 Initiates extracurricular activities and projects to learn about other cultures, and compares them to his/her national culture.	5
3. Social responsibility and leadership and innovation skills	3.1 The student initiates active participation in meaningful social activities.	3.1.1 Represents the school in social events throughout the school year	5
		3.1.2 Participates in student council activities, teams, volunteer work or other school initiatives which has a positive impact on the school community as a whole.	5
		3.1.3 Participates in meaningful community activities during vacations.	5
	3.2 Student has a distinctive work ethic and demonstrates a high level of environmental awareness, ability to innovate, lead projects, find solutions, and make decisions.	3.2.1 Is independent and can lead initiatives and projects of important social benefit.	5
		3.2.2 Proposes innovative/creative solutions for the public good in his/her school community, or solves problems.	5
		3.2.3 Implements ideas and activities individually or collectively to conserve energy and natural resources and to maintain their sustainability inside and outside his/her school environment.	5
	Final score		
Exemplary behaviour score (the score is divided by 5)			20

Article 7

Rewarding positive and exemplary behaviour

1. The positive and exemplary behaviour of learners is rewarded in accordance with their age, school grade, mental and physical abilities, and in a variety of other ways, as described in Appendix B herein, given that the following policies should be taken into consideration when applying the procedures for promoting positive and exemplary behaviour:
 - Each learner shall be deemed to have positive and exemplary behaviour under this policy.
 - Reward should be done by direct praise for positive and exemplary behaviour.
 - Equal opportunities are provided to all students to reward their positive and exemplary behaviours.
 - Reward should correlate in its type and degree with the behaviour to be rewarded.
 - Reward should be focused on the behaviour of the student and not on his/her personality.
 - The methods of reward should vary between moral, material and educational rewards.

Article 8

Offences of behaviour

Behavioural offences are classified into four levels according to their degree, seriousness and impact on the student, the educational environment and society in general. Their respective procedures are implemented according to this policy, each of which shall be documented according to the approved systems and models, and shall be managed in accordance with the educational systems.

1. Offences of the first degree (minor) - (4) marks each.

No.	Description of the offences
1.1	Lateness to the morning assembly or failure to participate in it without an acceptable excuse, or tardiness to the first period of no more than (10) minutes without an acceptable excuse
1.2	Entering or exiting the classroom during lessons without permission, or not attending classes or school activities without an excuse
1.3	Non-compliance with the school or PE uniform, or failure to maintain it

1.4	Failure to bring books and school supplies
1.5	Failure to follow the rules of positive behaviour inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons, or making inappropriate noises inside or outside the classroom
1.6	Sleeping during lessons or formal school activities without justification or permission (after confirming the health status of the student)
1.7	Eating during lessons and during the morning assembly without justification or permission (after confirming the health status of the student)
1.8	Non-compliance with the submission of homework and/or assignments on time
1.9	Bringing means of communication such as a mobile phone
1.10	Misuse of electronic devices such as tablets and others during lessons, including the use of electronic games and headphones in the classroom
1.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

2. Offences of the second degree (mild) - (8) marks each

No.	Description of the offence
2.1	Repeating a first-degree offence
2.2	Absence from school before or after vacations, public holidays, weekends and prior to exams
2.3	Exiting school without permission, or truancy during the school day; also considered absence
2.4	Inciting fights, threatening or intimidating peers
2.5	Committing what shall be considered a breach of the school's common decency or values and customs of the society, such as imitating the opposite sex in clothing, appearance, haircuts, and the use of cosmetics, etc.
2.6	School graffiti and vandalism of school furniture or school buses
2.7	Photographing and possession, dissemination and circulation of photographs of school staff and students without their permission
2.8	Verbal abuse
2.9	Smoking on school premises or possession of smoking Paraphernalia
2.10	Any similar offences at the discretion of the Behaviour Management Committee at the school

3. Offences of the third degree (serious) - (12) marks each

No.	Description of the offence
3.1	Repeating a second-degree offence
3.2	Acquisition, possession, display and promotion of unauthorized physical media or electronic materials in violation of values, morals, etiquette and public order
3.3	Defaming and insulting peers or school staff on social media
3.4	Bringing or possessing bladed weapons or the like within the school
3.5	Sexual harassment within the school
3.6	Physical assault on peers or school workers (bullying)
3.7	Theft or concealment
3.8	Destruction, vandalism or seising of school property and/or facilities
3.9	Insulting heavenly religions, or provoking anything that causes sectarian strife in school
3.10	Tampering, vandalism or destruction of school buses or harming road users
3.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

4. Offences of the fourth degree (extremely serious) - (20) marks each

No.	Description of the offence
4.1	Repeating a third-degree offence
4.2	Bringing, possessing or using firearms or bladed weapons or the like within the school
4.3	Sexual assault within the school
4.4	Physical assault leading to injury to peers or school staff
4.5	Leaking exam questions or participating in that in any form
4.6	Causing fires within the school premises
4.7	Impersonating others in school transactions, or falsifying school documents
4.8	Insulting political, religious or social symbols in the country
4.9	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
4.10	Broadcasting or promoting extremist, expiatory or atheistic ideas and beliefs against the social and political policies of society
4.11	Any similar offences at the discretion of the Behaviour Management Committee at

	the school
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Article 9

Procedures for dealing with offences

The following levelled procedures shall be taken, and the deduction of behaviour grades shall be calculated in the event of committing various offences, taking into account the detailed instructions mentioned in Appendix C herein, with the School Behaviour Management Committee convening in order to take the necessary decisions.

Degree	Upon committing it	First repetition	Second repetition	Third repetition
1 - Offences of the first degree (simple) - (4) marks each	Verbal warning	<ul style="list-style-type: none"> - Open file and document the offence. - Inform the parent/guardian in writing. 	<ul style="list-style-type: none"> Deduct half of the grade. - Call the parent/guardian. - Issue a first written warning to the student with parent/guardian signature of acknowledgement. 	<ul style="list-style-type: none"> - Call the parent/guardian. - Issue a final written warning to the student and his/her parent/guardian in case of non-response. - Deduct the full grade. - Case study by the counselor. - Implement a set of strategies to reduce negative behaviour. - Convert the offences to the second degree.
2 - Offences of the second	<ul style="list-style-type: none"> - Call the parent/guardian. - Get the 	<ul style="list-style-type: none"> -Deduct the full grade. - Get the signatures 	<ul style="list-style-type: none"> -Suspend the student from one to three days in 	<ul style="list-style-type: none"> - Transfer the student to another

<p>degree (mild) - (8) marks each</p>	<p>signatures of the parent/guardian and the student on a pledge not to repeat the offence. - Deduct half of the grade.</p>	<p>of the parent/guardian and the student on a warning or in-school suspension of one to three days.</p>	<p>the school and assign school duties. - Give a final warning.</p>	<p>division. - Case study by the academic counselor and transfer of the case to the School Behaviour Management Committee to carry out a set of actions that would contribute to improving the behaviour. - Convert the offences to the third degree.</p>
<p>3 - Offences of the third degree (serious) - (12) marks each</p>	<p>- Immediate convening of the School Behaviour Management Committee to conclude a decision. - An immediate summons of the parent/guardian and signing the decision. - Deduct the full grade.</p>	<p>- Presentation before the Student Behaviour Management Committee to make a suspension decision. - Suspend the student from school and transfer him/her to the competent authority to receive a specialised program to modify the behaviour for a period of one to</p>	<p>-Issue a decision from the School Behaviour Management Committee to suspend the student. - Warn the parent/guardian to seek transferring the student to another school. - In case of non-compliance of the guardian, the student is to be transferred by</p>	<p>- The decision of the Student Behaviour Management Committee to convert the offences to the fourth grade. - Then final suspension out of public schools on the basis of a decision of the Undersecretary of the Ministry of Academic</p>

		two weeks. -Deduct the full grade.	decision of the Assistant Undersecretary of School Operations.	Affairs for General Education. - Referral of the student to specialised centres for behaviour modification programs. -Review the decision to re-register the student after the presentation to the Undersecretary of the Ministry of Academic Affairs.
4 - Offences of the fourth degree (extremely serious) - (20) marks each	<ul style="list-style-type: none"> - Immediate communication with the parent/guardian. - Take immediate procedure towards the offence with the help of the concerned parties. - Convene the Student Behaviour Management Committee to conclude its decision and inform the Student Guidance Department of the necessary action. - Suspend the student until the completion of the investigation. - The student and his/her guardian shall be held responsible for any damages resulting from the offence. - Transfer the student to the remedial programs approved by a decision of the Undersecretary of the Ministry of Academic Affairs in specialised institutions. - Suspend the student's registration in schools and full denial of access to schools and the transition to continuous home schooling. - Complete suspension in the case of exhausting all means of remedy, and transfer the student to a competent authority for behaviour modification and 			

	therapy. - Final dismissal in the event of exhausting all means of remediation.
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Offences of deduction of exemplary behaviour

Degree of offences	Upon committing it	Repetition			Type of deduction
		First	Second	Third	
Minor offences of the first degree	verbal warning	—	deduct half of the score	deduct the rest of the score	deduct the indicator's score
Mild offences of the second degree	deduct half of the score	deduct the whole score			deduct the standard score
Serious offences of the third degree	deduct the whole score	deduct the whole score			deduct the domain score
Extremely serious offences of the fourth degree	apply the procedures mentioned in Article (9) in the previous table				Fail the behaviour subject

- The deducted score is restored if the student acquires positive behaviour.

Article 10

Students with special needs

In the event that a student with special educational needs commits a behavioural offence, the School Behaviour Management Committee and the school support team shall coordinate with each other and with the special education support centre to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the following measures:

1. If the offence is not related to the nature of the disability, the measures of Article (9) above shall be applied.
2. If the offence is related to the nature of the disability:
 - Develop and implement a behaviour assessment plan relating to the offence.
 - In the case of an existing behavioural assessment plan, it shall be reviewed and modified to address the behaviour leading to the offence.
3. If the behaviour modification plan of the student with special needs confirms links of the behavioural offence to the nature of their disability, then the school shall continue to support and integrate the student, unless it is agreed with the parent/guardian and the Department of Special Education that the student should be transferred to another school or should continue his/her studies in an alternative environment.

Article 11

Attendance

The mechanism and measures for calculating attendance and absence shall be subject to the laws and policies issued in this regard.

Article 12

Suspension and re-enrollment

The mechanism and measures for suspension and re-enrollment of the student should be subject to the laws and policies issued in this regard.

Article 13

Behaviour modification

Intervention to gradually adjust and modify the student's behaviour shall take into account the student's developmental needs and problems, according to the methods and controls mentioned in Appendix D attached.

Article 14

Behaviour adjustment precautions

Employees of the school community are strictly cautioned not to undertake any of the following measures when dealing with students:

1. Physical punishment of any type, kind or form
2. Preventing students from nutrition
3. Provoking, ridiculing and mocking students
4. Preventing the student from using the toilet
5. Psychological punishment such as a verbal insult or threat
6. Limiting the student's freedom or locked detention in school
7. Seising student personal property by individual decision without the decision of the School Behaviour Management Committee
8. Reducing the subject's grades or threatening to do so
9. Dismissing the student from the class, activity or school during the school day by an individual decision, and leaving the student without supervision
10. Anything similar to these procedures shall be considered to be contrary to the rules and regulations at the discretion of the School Behaviour Management Committee.

Article 15

Grievance

- 1- The student or his/her parent has the right to submit a grievance or complaint to the Ministry's Undersecretary of Academic Affairs if any of the precautions mentioned in Article (14) are committed, and the School Operations sector shall directly investigate and immediately submit such grievance or complaint to the Undersecretary for consideration, and appropriate action will be taken as deemed necessary.
- 2- The student or his/her parent/guardian may file a complaint against the decision of the School Behaviour Management Committee and address it to the Undersecretary of Academic Affairs within one week from the date of notification. The procedure of the grievance may be reduced, canceled or may remain the same as the Student Behaviour Management Committee deems appropriate.
- 3- The student or his/her parent/guardian shall comply with the following procedures and controls in submitting his/her complaint:
 - A. Fill out the complaint form, and complete all the information with the accuracy and clarity required, and in short, without prejudice to content.

- B. Submit the complaint to the office of the Assistant Undersecretary for the School Operations Sector.
- C. The complaint shall be submitted within five working days from the date of the incident, whatever it is; for instance, receiving a written warning of negative behaviour or behaviour offence.
- D. The student may not submit his/her complaint after the period specified from the date of the incident subject matter of the complaint, and may not submit more than one complaint about the same incident.
- E. The relevant authority to the grievance shall take the necessary action, decide on it, and inform the student or his/her parent/guardian of its outcome within a period of not more than one week from the date of filing the grievance. The student or his/her parent/guardian shall be entitled to submit another grievance on the outcome of the first grievance and only one time to the higher authority.

Article 16

Ministerial Resolution No. (411) of 2015 regarding the Policy of the Behavioural Discipline of Learners in the School Community and any decisions contrary to this resolution shall be repealed and replaced by the policy issued pursuant to this resolution, with the annexes attached to this resolution being an integral part thereof.

Article 17

This resolution shall be published and effective from the beginning of the academic year 2017/2018.

Signed by the Minister

Issued on: 08/12/1438 H corresponding to: 30/08/2017

Appendices

**Ministerial Resolution No. (619) of 2017 regarding the Policy on Managing Student
Behaviour in General Education Institutions**

**Appendix (A) of Ministerial Resolution No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

The Roles and Responsibilities of the Parties Concerned in this Policy

1. The student shall:

- be self-disciplined.
- commit to attendance and punctuality.
- take responsibility for learning and behaviour, and demonstrate positive attitudes toward them.
- commit to positive behaviour and seek to achieve exemplary standards of behaviour.
- respect school rules and demonstrate responsibility.
- respect others, actively participate in school life to prove him/herself and develop his/her abilities and mental and physical talents.
- be keen to represent his/her school in school meetings that are related to the evaluation of his/her behaviour in its ideal form.
- be aware of other people's differences and care for their feelings.
- make informed decisions about his/her health and safety.
- demonstrate an understanding and appreciation of UAE culture, its customs and traditions, and of other cultures of the world, and appreciate the values of Islam and its role in UAE society.
- respect the school's natural environment and avoid causing harm to it (Rationing the consumption of water, electricity, plants, and care for pets in the school).

2. The teacher shall:

- review all the procedures of this policy and abide by them continuously.
- comply with good treatment based on fairness and respect for all students.
- represent a good example of positive behaviour in words and deeds.
- comply with creating a safe environment for all students at all times.

- contribute to the development of mechanisms to promote positive and exemplary behaviour and deal with offences.
- contribute to clarify the policy to the learners, and give them opportunities to participate in its application.
- demonstrate the spirit of cooperation and constantly communicate with all parties concerned in order to support and promote a positive climate.
- familiarise him/herself with student behaviour data continuously, and contribute to the monitoring and inventory of positive and exemplary behaviours and offences and participate in their analysis.
- participate and support the implementation of the individual educational plan for disabled students.
- If the student violates positive behaviour during the lesson, he or she shall be referred to the academic advisor, social specialist or the head of the student affairs unit and the safety officer shall be notified; the teacher shall complete the report of his/her offence (Form A) and file an official report of the actions taken against the student.

3. The safety officer shall:

- monitor students' behaviour in general, and identify the collective and individual behavioural phenomena and their impact on the safety of the individual and the school community.
- implement this policy in coordination with officials in the school and, using the approved models, encourage and stimulate the practices of positive and exemplary behaviours amongst students.
- keep a record of all offences, disciplinary measures, and the actions taken.
- minimise the causes that negatively affect student behaviour and seek to reduce their impact by promoting and encouraging positive and exemplary behaviours.
- participate with the teacher, the academic advisor, the social worker, the head of student affairs, the principal and the deputy principal in determining the factors influencing students' behaviours, establishing plans and applying procedures to analyse and address offences, and encouraging positive and exemplary behaviour practices amongst the students.

- communicate with the relevant security authorities to inform and cooperate in the event of any emergency or situations requiring the intervention of these agencies, in coordination with the principal of the school.

4. The academic and career advisor/social worker shall:

- inform, educate and guide students and parents regarding the policy.
- plan for preventive and remedial programs to minimise negative behaviour and encourage positive and exemplary behaviour of the students.
- conduct case studies of the social situation of the student with repeated offences, document them in writing, and present them to the Student Behaviour Management Committee after obtaining the student's written approval.
- study and follow the behavioural cases of students.
- actively participate as a reporter of the Student Behaviour Management Committee.
- follow individual cases of students and conduct the necessary procedures in communication and cooperation with their teachers and parents/guardians.
- strengthen the ties between home and school, and raise parents'/guardians' awareness about the importance of their role in following up with and finding solutions for their children's academic and/or behavioural problems.
- coordinate with the school administration to benefit from non-classroom activities as an effective tool for achieving the objectives of preventive and remedial programs for students at risk.
- recommend to refer the cases of students with severe behavioural problems to the competent authorities approved by the Ministry after the approval of the parent, and follow up the implementation of the recommendations contained in the report of specialists dealing with cases.
- collaborate directly with the school nurse and direct specialists to deal with special behavioural cases.
- support the implementation of the educational plans for the people of determination, and facilitate the process of communication with the concerned parties supporting them.
- follow up the implementation of all the recommendations contained in the reports of specialists dealing with cases.

5. The head of the student affairs unit shall:

- contribute to set an integrated plan to promote positive and exemplary behaviour with the participation of employees and parents.
- ensure that the policy is communicated to all school staff, students and parents, and ensure its compliance.
- monitor and keep track of positive and exemplary behaviour grades by teachers, safety officers and academic advisors, and calculate the overall behaviour grades by eliminating the offences and adding positive behaviour marks.
- ensure that documentation procedures of offences are completed and kept in electronic records that are accessible.
- follow up the implementation of behavioural remediation plans for students with special needs and those with determination (students with disabilities).
- analyse all behaviour-related data and submit proposals that contribute to the modification and promotion of behaviour.
- set plans to promote positive behaviour amongst students, and develop and oversee reward programs for the exemplary students.
- raise awareness of the school's behavioural policy amongst the administrative and educational staff and parents through the implementation of workshops, and design posters and bulletins for these workshops.

6. The vice principal for student affairs shall:

- prepare a calendar (weekly, monthly and yearly) for all meetings of the School Behaviour Management Committee.
- identify the training needs of teachers and administrative staff, and provide the necessary support to develop their competencies in behaviour management.
- participate in the training of teachers regarding the implementation of the policy.
- communicate directly with all employees and students to ensure full compliance with the decisions and procedures related to this policy.
- directly oversee the committees, teams and councils related to student affairs.
- ensure effective coordination between teachers, school administration and parents to facilitate the implementation of their roles and responsibilities.

- oversee students during the application of consequences such as exception from a break or social activity, or in-school suspension, and ensure students carry out their work or assigned duties.
- ensure parents sign the Parent- School Contract and acknowledge their understanding of the Compulsory Education Law and the Student Behaviour Management Policy.

7. The principal of the school shall:

- provide a safe, secure and healthy learning environment that supports the implementation of the policy.
- commit to informing the students and their parents/guardians of the provisions of the policy and any amendments thereto.
- establish an internal system for all employees in the school to clarify the roles and responsibilities of each in applying the policy.
- form the Behaviour Management Committee and follow up the decisions issued by it that relate to student behaviour.
- supervise the implementation of the professional development plans and training of the teaching staff regarding the implementation of the policy.
- oversee the establishment of an integrated approach where teachers and administrative staff take full responsibility for developing the students' personal, emotional and moral values, and raising their awareness of their responsibility towards their school community.
- receive parent/guardian complaints and grievances and refer them to the School Behaviour Management Committee.
- provide care and support to students of determination, and create an effective framework for integrating them into the learning environment with the rest of the school community, providing them with a follow-up system that meets their individual needs.
- establish an effective system to manage positive and exemplary behaviour and disseminate it to the educational community.
- establish an effective system to deal with behavioural offences and ensure its dissemination to the educational community.

- form committees, teams and councils that support the school's efforts in its holistic approach to educating all students.
- Familiarise him/herself with and analyse behaviour data, and lead on the planning processes to improve student performance.
- Take necessary action on development proposals submitted by the Head of Student Affairs and the educational community.

8. The School Behaviour Management Committee:

This is a school board committee that discusses students' educational and behavioural matters, and considers the actions taken against offences in accordance with the provisions of the policy. Its roles shall be to:

- examine student behavioural offences and make the necessary decisions as stipulated in the policy.
- adopt procedures for establishing the basis for positive behaviour amongst students and minimising offences.
- ensure complementarity of roles across the school to provide quality care for the students.
- prepare reports and submit recommendations to the sector director, the cluster manager and the Assistant Undersecretary of the School Operations Sector regarding the relevant offences, as set out in the policy.
- audit the granting of the students' behaviour grades and approve the final restorative intervention to modify the behaviour of the concerned students, considering each case separately.
- deal with parent/guardian complaints and grievances.
- coordinate with the academic advisor/social worker to activate the preventive, restorative and remedial programs needed and/or to seek access to specialist psychologist services from outside the school.
- coordinate with the school support team to assess the behaviour of students with special educational needs and take relevant decisions.
- document and keep records and correspondence that relate to the work of the committee.

- The committee shall take some of its actions with confidentiality and privacy, especially with respect to certain offences, like excluding members who are directly involved with students committing an offence or those who are not members of the school community such as the chairman of the Parent Council.
- The committee shall be formed by a decision of the school principal as follows:
 - principal of the school as chair of the committee
 - academic vice principal or head of the academic affairs unit as assistant chair of the committee
 - the guidance counselor/social worker as reporting member
 - head of the student affairs unit as a member
 - four teachers from different disciplines as members
 - chairman of the Parent Council at the school
 - chairman of the Student Council of Secondary School
- Meetings of the Behaviour Management Committee shall be as follows:
 - The School Behaviour Management Committee shall hold one meeting per month.
 - The committee shall hold emergency meetings at the invitation of the chairman of the committee to decide on the offences referred to the committee by its chairman, or to consider the identification of the awards programs for the students who have demonstrated exemplary behaviour.
 - The committee shall hold an evaluation meeting at the end of each semester and at the end of the academic year.

9. The cluster manager shall:

- keep school managers informed about the behaviour policy and its procedures as approved by the Ministry.
- provide support to school managers on the application and effective implementation of the policy's procedures in line with their respective school structures.
- participate in the preparation of professional developmental programs and action plans in support of the school's efforts to improve their performance.
- collect information about the impact of implementing the policy in schools, and provide analyses and discussion of the strengths and areas for improvement.

- gather suggestions to improve student behaviours within their respective cluster of schools, and follow up the distinguished practices by encouraging school initiatives.
- identify the challenges facing the implementation of the policy and report them to the director of school operations and to the Assistant Undersecretary of the School Operations Sector.

10. The parent shall:

- submit written acknowledgement to the school, stating he/she has read and approved of the conditions of the Compulsory Education Law and the decisions issued related to it. The parent also commits to sending the student to school regularly throughout the stages of compulsory education and to creating a safe and secure family environment for his/her child in order to achieve the policy's purposes. In case of his/her offence, the parent shall bear the criminal consequences according to the relevant law and policies.
- promote positive behaviour, and commits to providing care and to help minimising the risk of behavioural problems facing his/her child.
- educate his/her child about self-discipline and always reinforce the values of their religion and society and how they are responsible for the future of their country.
- commit to attending cultural and educational events and meetings when it is required by school management.
- notify the school about the needs of his/her child and cooperate with the school to solve behaviour-related problems.
- commit to bearing the cost for repairing or replacing goods or property damaged or destroyed by his/her child. The value shall be defined according to the supporting evidence and is subject to the decision of the Student Behaviour Management Committee.
- When asserting the direct responsibility of the parent regarding his/her child's behaviour, he/she shall be transferred to the competent authorities under recommendation of the Behaviour Management Committee.
- commit full responsibility for the student according to Wadima Law and other laws in the country.
- respond to school decisions. In the event a parent/guardian fails to do so, and in case responsibility regarding his/her child's offensive behaviour is asserted, the matter

shall be referred to the competent authorities by the Department of Legal Affairs in the Ministry.

11. The Parent Council shall:

- explore common behavioural issues and student disciplinary offences that need intervention, and determine ways in which the council can participate to help remediate them.
- suggest plans, programs and initiatives to raise parental awareness of the policy, its articles and clauses thereof.
- participate in community initiatives to support the programs of consolidation of positive behaviour and exemplary behaviour.
- effectively participate in asserting and formalising behavioural concepts and values for the students.

12. The educational authority (Ministry of Education) shall:

The Ministry shall issue the policy and shall develop it from time to time and when required. The Ministry's role and responsibilities shall focus on the following items regarding the application of the policy with both the:

A- School Operations sector

- Sets up directives and procedures related to managing student behaviour.
- Ensures compliance of all the schools in applying the Ministry's curriculum to all regulations and decisions related to behaviour management.
- Ensures that the directors of operations and cluster managers fulfill their assigned roles as per the policy.
- Collects and analyses all offences and procedures following them, and submits them to the Education Data Centre.
- Approves professional development programs on student behaviour management.

B- Inspection sector

- Prepares review, evaluation, monitoring and follow-up mechanisms related to the implementation procedures.
- Follows up on the review and development of the policy in line with students' and schools' needs.

- Coordinates with the private schools to inform them about developments and implementation of the policy.
- Submits end-of-term and end-of-year reports on the application of the policy.

C- Activities and Care sector

- Organises on-site and off-site educational activities for students under disciplinary measures with the purpose of improving their behaviour marks.

D- Optimises the use of resources made available in the Department of Special Education, Guidance and Health and Sports departments to ensure quality educational and behavioural care. Also, in schools, the Sector coordinates with other authorities inside and outside the Ministry.

E- Quality Development sector

- Evaluates the quality of student support services provided in all public and private schools in the country.
- Examines behaviour-related factors affecting the performance of the school community.
- Designs professional development and training programs for teachers, support staff, school leaders and cluster managers with the purpose of achieving the Ministry's vision for the holistic education of all students.

F- Curriculum and Assessment sector

- Promotes positive behaviour through the curriculum, particularly in subjects like moral education and integrated social studies.

G- Legal Affairs Directorate

- Audits procedures concerning disciplinary measures applied to students and their conformity to the policy.
- Refers disciplinary measures, including committing a criminal offense, against the students.

H- Education Data Centre

- Provides technical support within its competence and pursues behaviour cases and procedures taken on them.
- Develops continuous electronic communication with parents as part of school operations.

- Collects and analyses data on types of offences, grievances and procedures taken by the relevant sectors and directorates in the Ministry.
- Submits regular reports and offers recommendations to the relevant sectors in the Ministry.

Appendix (B) of Ministerial decision No. (619) of 2017 concerning the Policy on Managing Student Behaviour in General Education Institutions

Reinforcement of Positive Behaviour

1- Methods of reinforcement of positive behaviour for learners

A- Moral appreciation and reinforcement shall include:

- Encouraging student initiative and model behaviour at all times
- Verbal and written praise and encouragement in recognition of the student's behaviour, as well as the parent for their key role in the development of the positive behaviour
- Messages of thanks and appreciation, certificates addressed to the student and the parents and/or recognition during school-wide events
- Praise of student through school broadcasts, bulletin boards, journals or magazines, or by publication of the student's name on Ministry social media websites or by sending electronic messages through the SIS system
- Assigning leadership roles to the students through the student councils, school clubs and teams

B- Material appreciation and reinforcement shall include:

- All forms of awards and prizes
- Improved behaviour marks for students demonstrating progress on previous offences

C- Educational Reinforcement shall include:

- Granting of behaviour grades for the student who shows positive improvement after committing negative behaviour

- Encouraging student self-assessment and use of smart learning tools, using School Information System (SIS) to document their volunteer activity with the support of teachers and parents
- Increased opportunities to participate in educational and national programs
- Creation and dissemination of positive behaviour programs in all classrooms; for example, nominating students as role models and honoring them
- Granting distinction titles like Role Model Ambassador and Ambassador of Positive Behaviour

2- Rating and classification of positive behaviour:

- a- Responsive: student demonstrates an expected level of response to positive behaviour expectation; school continues to encourage them and maintains communication with their parent/guardian
- b- Diligent: student meets and exceeds behaviour expectations; their achievement shall be consolidated by various recognition methods like: encouragement certificates, thanks to the parents, and assignment of greater responsibilities for the student to further develop his/her character and ultimately achieve excellence
- c- Leading: student demonstrates leadership through exemplary behaviour; he/she shall be encouraged and appreciated by certificates of honour and prizes, and his/her parent shall be recognized as well

Appendix for Ministerial decision No. (619) of 2017 regarding the Policy on Managing Student Behaviour in General Educational Institutions

Mechanisms for dealing with disciplinary incidents

1- The following guidelines shall be considered when dealing with behavioural disciplinary incidents:

- A- All disciplinary actions for offensive behaviours are taken only by the decision of the Student Behaviour Management Committee at the school, and in accordance with the regulations and procedures in the policy. They shall be taken immediately and shall be documented using the approved forms.

- B- Such appropriate measures shall be taken after a written investigation is carried out and documented by the Student Behaviour Management Committee. Such documents shall provide evidence proving the offence.
- C- All cases requiring specialist programs shall be referred to the competent authorities concerned with behaviour adjustment and modification. These include support centres for special education needs, anti-smoking or addiction or psychiatric clinics of the Ministry of Health and other approved specialised governmental clinics under the recommendation of the Student Behaviour Management Committee. The school shall also seek approval from the cluster manager, the director of operations, and the Undersecretary of School Operations. The parent shall consent in writing, and the school shall receive a copy of the report confirming the student's commitment to complete the program from the concerned authority.
- D- An internal plan to modify the student's behaviour will be developed subject to the decision issued by the Student Behaviour Management Committee with the help of specialists in the relevant special education centres and in collaboration with the cluster manager.
- E- Any devices, machines or instruments used in the disciplinary incident – as the case may be – shall be confiscated subject to the decision of the Student Behaviour Management Committee in the school. Parents shall be informed in writing, and the confiscated object(s) shall be handed to the security or competent agencies after a disciplinary decision is made. The object(s) shall be handed back to the parent by the end of the school year.
- F- The student and his/her parent commit to bearing the cost of repairing or replacing the damaged or lost property. The value shall be determined according to the evidence produced.
- G- In the case of committing a behavioural offence requiring transfer from the school before and during exams, the student shall be allowed to sit the exam separately in the school.

The Assessment and Examination Policy shall apply to all offences related to fraud/cheating of all kinds. If more than one offence is committed, the measures and procedures ruled for the higher offence apply.

- H- All school employees shall use reasonable force to prevent harm as a result of conflict and physical violence around school campus or on the school bus to and

from the school or during trips or official visits. The employee in charge shall take the necessary actions.

- I- In the event of taking disciplinary action against a student without consideration of the procedures set forth in this policy, relevant accountability measures shall apply.
 - J- If the behaviour committed by the student involves a criminal offense, the Student Behaviour Management Committee shall discuss the matter of the student's referral under the supervision of the cluster manager, the director of operations, the Assistant Undersecretary of the School Operations sector, and with the Directorate of Legal Affairs for taking legal procedures subject to applicable rules and regulations.
- 2- If a student from Grade 1 to 3 commits an offence, the parent shall be contacted, and follow-up procedures will be put in place in accordance with the student's developmental needs. **Sequence of procedures for first degree disciplinary offences (minor offences):**
- A- First-time disciplinary incidents are followed up through a verbal warning. They shall be documented.
 - B- In case of first repetition of the disciplinary incident, a file shall be opened, the disciplinary incident shall be documented, and the parent shall be informed.
 - C- In case of second repetition of the disciplinary incident, half of the disciplinary incident level mark will be deducted. The parent shall be informed in writing according to the relevant procedure and this shall be documented according to the approved form.
 - D- In case of third repetition of the disciplinary incident, the full mark of the disciplinary incident shall be deducted. The parent shall be contacted to discuss the case. Any negative factors affecting the student's behaviour shall be determined. The parent and the student shall sign a final written warning.
 - E- In case there is evidence of the direct responsibility of the parent for his/her child's behaviour, the necessary measures shall be taken to protect the student's life, and his/her rights for physical, emotional, mental and moral well-being, on recommendation from the Student Behaviour Management Committee and in coordination with the cluster manager.

F- In the case that a student brings means of communication (phones) and repeats the offence, the full mark of the offence shall be deducted and the following procedures shall take place:

- First-time offence: the school seises the device and returns it to the student by the end of the school day with a written warning
- Second-time offence: the school seises the device for a week and the school deducts half of the mark; the school returns the device to the parent with a written warning to both student and parent
- Third-time offence: the full offence mark is deducted and the device is returned to the parent at the end of the term

3- Sequence of procedures for disciplinary incidents of the second degree (mild offences):

A- On committing the offence, the parent shall be contacted and they (the parent and the student) shall submit a written acknowledgement not to repeat the disciplinary incident. Half of the offence mark shall be deducted.

B- In the event of repetition of the disciplinary incident for the first time, the full offence mark will be deducted and the student and his/her parent shall sign a first warning.

C- In the case of repeating the disciplinary incident for the second time, the student shall be dismissed from lessons for one to three days and shall be assigned in-school duties based on the decision of the Student Behaviour Management Committee. The student shall sign a written warning.

D- In the case of repetition of the disciplinary incident for the third time, the student shall be transferred to another section/class and referred to the academic advisor/social worker. A behaviour modification plan shall be decided in collaboration with relevant parties. The student and his/her parent shall sign a final written warning.

E- Confiscation of the tools used in the disciplinary incident.

4- If the student vandalises a school bus, he/she shall be deprived from the bus service for one to three days subject to the decision of the Student Behaviour Management Committee. Procedures for third-degree disciplinary incidents (serious offences):

- A- The parent is summoned and informed of all procedures applicable to the offence and about the decision of the Student Behaviour Management Committee. The parent shall sign an acknowledgement of these procedures.
- B- The immediate deduction of the full mark assigned to the disciplinary incident.
- C- Final deprivation from using the school bus in the case of repeated disciplinary incidents on the bus.
- D- The parent shall bear the cost of damages resulting from the inappropriate behaviour of the student.
- E- Application of the procedures relevant to exam fraud/cheating as per the Examinations and Assessment Policy.
- F- Referral of the student to a relevant approved specialist centre for behaviour modification.
- G- Seising of the tools used in the disciplinary incident in the school or delivering them and the student to the relevant security agencies if necessary.
- H- In the case of repeating the disciplinary incident for the first time, the student shall be dismissed from the school for one to two weeks (Student behaviour management committee) after the approval of the Undersecretary of School Operations.
- I- In case of a second repetition, the student shall be transferred to another school (based on the report of the Student Behaviour Management Committee) after approval of the Undersecretary of School Operations. In this case, the parent shall be notified about the transfer decision and given the opportunity to transfer the student optionally before the issuance of the official decision to minimise the negative psychological impact on the parent and the student. This shall be subject to related regulations and guidelines.
- J- In case of a third repetition, the student shall be dismissed from public schools after the approval of the Undersecretary of Academic Affairs. He/she shall be ordered to return to school after passing the qualifying program at one of the approved specialised centres for behaviour modification.

5- Procedures for fourth-degree disciplinary incidents (most severe):

- A- Immediate necessary protective procedures shall be taken against the student committing the offence. These include: seising the tools used in the disciplinary incident and any evidence used by the student or any other person supporting

him/her; and notification of the Directorate of Legal Affairs in the case of criminal acts in order to take the necessary procedures.

- B- The Legal Affairs Directorate shall contact the parent and shall notify him/her of all procedures applicable to the disciplinary incident.
- C- Provision for full psychological and moral support for the victim(s) of sexual harassment. A doctor or a psychology specialist shall be contacted for examination and treatment of the psychological and physical effects on the victim.
- D- Full preservation of the confidentiality of procedures – The school is to ensure the incident is not shared amongst the other students or on social media.
- E- The Student Behaviour Management Committee is to hold an immediate meeting to make the appropriate decisions.
- F- The full behaviour mark is deducted and the student is suspended from the school until the investigation is completed.
- G- Hold the student and parent responsible for adjusting the student's behaviour. They shall seek relevant psychological therapy in specialist institutions.
- H- Hold the student and his/her parent responsible for the damages resulting from the disciplinary incident.
- I- Final deprivation from the public school system once the investigation is completed.

**Appendix (D) of Ministerial decision No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

Behaviour Modification and Adjustment

1- While applying the procedures concerning the behaviour, the following guidelines shall be considered:

- A- All concerned parties and stakeholders shall bear their respective responsibility in adjusting the student's behaviour according to the degree of severity and recurrence.
- B- Before applying the procedures, the causes leading to the occurrence of the disciplinary incident shall be examined with particular consideration given to the social, psychological, physical and mental conditions and circumstances that led to the offence and the extent of its recurrence.
- C- Methods shall be applied for the sake of behaviour guidance and modification, and not out of anger or for the sake of revenge.

- D- Students shall be treated with all due respect, and preference shall be given to support and reinforcement rather than modification. Vary the methods used for behaviour modification in accordance with the student's readiness and will.
 - E- Avoid cruelty, psychological abuse, contestation, indignity, irony or personal humiliation.
 - F- Behaviour measures shall not be generalized to the whole school or a cohort of students for a mistake committed by one of the students.
 - G- Measures and procedures shall be applied in a timely fashion and in accordance with the type and degree of behaviour
 - H- All students shall be treated fairly and equally.
 - I- All measures and procedures shall be in accordance with the student's developmental needs and his/her special needs, as well as in accordance with the nature of offences, their recurrence and degree of severity.
 - J- All disciplinary measures shall be taken with firmness. Ensure non-positive behaviour is identified with accuracy before any modification is ruled out.
- 2- The school shall be careful not to apply any consequences on the student unless it fulfils its preventive duty towards them and they document it. **Intervention to modify a student's behaviour shall take place gradually as per the following:**
- A- Eradication of the conditions leading to the occurrence of behavioural offences by following preventive methods such as:
 - Creating a supportive learning environment with clear expectations from all in all activities, programs and events
 - Active implementation of school rules and policies permanently among the school community.
 - Nurturing of values and rooting them in all school programs and activities.
 - Provision of individual and group counselling programs
 - Continuous reminders of role model and model behaviour among teachers and students.
 - Partnership with parents and specialist bodies in modifying unwanted behaviour.

B- Gradual remedial intervention and modification of the student's behaviour shall take place in a tiered approach taking into consideration the students' developmental needs and the nature of his/her problems. This shall be as the following:

Level 1 - The preventive level:

This refers to establishing a school-wide positive behaviour management system that targets all the students and starts as follows:

- Establishing a database whereby the school identifies all behavioural phenomena and cases
- Developing strategies for preventive intervention for all categories of behaviour
- Identifying all positive behaviours and promoting them across the school community
- Immediate reinforcement and celebration of desired behaviour
- Supporting the positive behaviour amongst students in the school community
- Continuing to implement preventive programs throughout the school.

Level Two - The developmental level:

This level targets students at risk of problem behaviour:

- The school identifies the most unwanted behaviours that are common and recurrent among its students.
- The school shall develop an action plan and programs for the development of the behavioural skills for those particular groups of students. Such programs shall not be less than (4) sessions.
- Program strategies shall include specific goals and timelines for completion. School to nominate a direct supervisor to implement such strategies.
- Students receive training on expected behaviours and the skills to be developed. School to provide immediate support and follow up on improved behaviour as a result of training.
- The school to nominate a personal supervisor from amongst the teachers or administrators. He shall adopt a small group from this category of at-risk students. Additional employees may be needed to support the follow-up and monitoring process.

- The school shall determine clear follow-up mechanisms to implement and develop such programs and evaluate their impact.

Level Three - The remedial level:

This level refers to severe aggravating behavioural cases. The school shall support these cases through:

- Development of remedial programs and individual plans based on the accurate and correct identification of the problems.
- The support team will follow up on the progress of such plans with specialist support assessment of the remedial programs and plans and the extent of response. The Student Behaviour Management committee shall refer unsuccessful cases to specialist bodies after agreeing the necessary decisions.
- School to follow up on the work of the support team and to ensure the provision of specialist support.

Appendix (e) of Ministerial decision No. (619) of 2017 regarding the Policy on Managing Student Behaviour in General Education Institutions

United Arab Emirates

Ministry of Education

Form (1)

Parent-School Pact

The parent/guardian and the student shall sign this agreement at the beginning of the school year confirming their knowledge and consent to the content of the Policy on Managing Student Behaviour:

This agreement is reaffirmation of the direction of the Ministry of Education in achieving the vision of the United Arab Emirates for a first-class educational system that provides all students with a coherent social, cognitive and personal education in a safe learning environment. This policy derives its foundations from the core values of the Ministry of Education which embrace the values of Islam, the spirit of citizenship, collective responsibility, accountability, commitment, transparency and the right to education for all.

Therefore, the school, represented by its teaching and administrative staff, undertake to inform, guide and train all students on the expectations to be respected in all times. The school expects all students to demonstrate respect and appreciation for their teachers and their peers at all times. Students shall also show respect towards their learning environment including school property and facilities.

The general guidelines stated in the policy on managing student behaviour indicate that all students, employees and parents shall assume their roles and responsibilities. These include the general responsibilities of the administrative and teaching staff, such as their permanent adherence to the principles of the professional code of conduct for teachers, and good preparation of the teaching and learning activities as well as the extracurricular activities.

According to the aforementioned, the student and his/her parent acknowledge that they have read and understood the Policy on Managing Student Behaviour and that they acknowledge their commitment to all that is mentioned thereto.

Parent's/guardian's name:**Student's name:**
.....**Grade:**

Date: **Date:**

Signature:**Signature:**
.....**School director:**.....

Appendix (f) of Ministerial decision No. (619) of 2017 regarding the Policy on Managing Student Behaviour in General Education Institutions

**United Arab Emirates
Ministry of Education**

Form (2)

Disciplinary Incident Report

- Verbal Warning**
- Written Warning**

Student's name:.....

Grade:.....

Teacher's name:.....

Date of incident:.....

Incident:.....

Place of occurrence:.....

Time:.....

Description of the situation/incident/procedure:

.....

**Disciplinary incident classification: Recurrence of Disciplinary Incident
(according to student behaviour management policy)**

- | | |
|-------------------------------------|-----------------------------------|
| <input type="radio"/> First degree | <input type="radio"/> First time |
| <input type="radio"/> Second degree | <input type="radio"/> Second time |
| <input type="radio"/> Third degree | <input type="radio"/> Third time |
| <input type="radio"/> Fourth degree | <input type="radio"/> Fourth time |

Name of disciplinary incident reporter:.....**Job title:**
.....

Oracle No.:.....**Signature:**.....**School principal:**.....

Date:**Time:**

Appendix (g) of Ministerial decision No. (619) of 2017 regarding the Policy on Managing Student Behaviour in General Education Institutions

**United Arab Emirates
Ministry of Education**

Sample No. (3)

Emirate of:.....

School Operations

Sector (..):.....

Cluster:.....

School:.....

Student's Acknowledgement

I, the student /Grade:..... hereby acknowledge:

Complying with discipline and behaviour rules inside the school, protecting its facilities and following school rules and regulations. In the event of committing a disciplinary incident, I shall bear all procedures applied by the school management in my right according to what is stated in the Policy on Managing Student Behaviour in General Education Institutions, noting that I was verbally notified on more than one occasion about my negative behaviours summarised below:

- 1-
- 2-
- 3-
- 4-

Student's name:.....Signature:

Assistant Director's signature:

.....

Issued on:/..../.....

(The parent shall be given a copy of this written acknowledgement and a copy shall be kept in the student's file and a copy with the academic advisor/social worker.)

The parent was notified. Name:Kinship name:
.....

Mobile No.:**Date of call:**

Time:

**Appendix (h) of Ministerial decision No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

**United Arab Emirates
Ministry of Education**

Form (4)

Emirate of:.....

School Operations

Sector (..):.....

Cluster:.....

School:.....

Parent's Acknowledgement

I,hereby acknowledge

The parent/guardian of the student:.....

Grade:.....

That the student shall comply with the disciplinary and behavioural rules in the school. He/she shall keep its facilities in good conditions and follow the school rules and regulations. In the case of a disciplinary incident, I shall bear all consequences applied by school management in the right of the student according to the Policy on Managing Student Behaviour in General Education Institutions. I have also been informed about the disciplinary incidents caused by my son/daughter as follows:

- 1-
- 2-
- 3-
- 4-

This is an acknowledgement on my part

Parent's/guardian's name:.....

Signature:.....

School director's signature:

Date:..../..../....

**Appendix (h) of Ministerial decision No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

United Arab Emirates

Ministry of Education

Sample No. (5)

Emirate of:.....

School Operations

Sector (..):.....

Cluster:.....

School:.....

Parent's/Guardian's Notification

Dear parent of student.....Grade/Division.....

Whereas on the day of.....corresponding to.....the above-mentioned student
committed a disciplinary incident represented
in:.....

Whereas this behaviour violates the school rules and regulations as stated in the Policy on
Managing Student Behaviour in General Education Institutions, you must be careful to
supervise and follow up with the student so that he/she does not commit this behaviour again.
In the event of committing this disciplinary incident again or committing any similar
unwanted behaviour, school management will have to take other severe procedures.

Competent Officer's Signature Vice principal

.....
.....

Student's signature of agreement:.....

Dated on: .../.../...

Appendix (j) of Ministerial decision No. (619) of 2017 regarding the Policy on Managing Student Behaviour in General Education Institutions

United Arab Emirates

Ministry of Education

Form (6)

Emirate of:.....

School Operations

Sector (.):.....

Cluster :.....

School:.....

Temporary Suspension

Dear _____ parent/guardian _____ of
student.....Grade/Division.....

We hereby inform you of the following:

Due to repetition of the disciplinary incident by the above-mentioned student more than once without responding to the protective developmental and remedial programs for the modification of the behaviour during the last period, the following procedures were taken in his/her right:

- 1-
- 2-
- 3-

The Student Behaviour Management Committee at his/her school has decided in session No. (...) on the day ofdated .../.../... to temporarily prevent the student from attending

school and to enlist him/her in the school's behaviour modification program during this period.

From the date ofcorresponding to: .../.../..G

Until the date ofcorresponding to: .../.../..G

As for the following reasons:

1-

2-

3-

School director's signature

.....

Parent's/guardian's signature:.....

Student's acknowledgement:Dated on:../../..

Student's signature:

**Appendix (k) of Ministerial decision No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

**United Arab Emirates
Ministry of Education**

Sample No. (7)

Emirate of:.....

School operations

Sector (..):.....

Cluster:.....

School:.....

Transfer to another school decision

Dear parent/guardian Grade/Division.....

We hereby inform you of the following:

Due to repeated offences by the above-mentioned student and with no successful response to the preventive, developmental improvement and remedial programs to modify the behaviour during the last period despite the following procedures being taken in his/her right:

- 1-
- 2-

The Student Behaviour Management Committee at his/her school decided in session No. (...) on the day ofdated .../.../.... to submit the matter to the school operations management of sector (..) so that the student can be transferred to another school (inside / outside the sector) **as for the following reasons:**
.....

Therefore, please search for another school to transfer the student to and inform us of its name within a week of the date of transfer so that we can send the student's file thereto.

In the event of non-compliance with this, the student will be transferred automatically.

Student's parent/guardian signature:.....

Student's acknowledgement signature:.....

Dated: .../.../...

School management
.....

[A copy to the school process management/sector (...)]

They were as the following:.....

After taking the opinion of the competent school operations/sector (..) and being informed of all details and their consent, the student shall be suspended finally from the study in public schools and shall be transferred to the competent body for treatment and rehabilitation for the following reasons:

- 1-
- 2-
- 3-

School Director

.....

Student's signature:.....Student's parent's/guardian's signature:.....

Dated: .../.../....

[A copy shall be sent to school operations/sector (..).]

**Appendix (m) of Ministerial decision No. (619) of 2017 regarding the Policy on
Managing Student Behaviour in General Education Institutions**

**United Arab Emirates
Ministry of Education**

Sample No. (10)

Emirate of:.....

School Process Management

Sector (..):.....

Domain:.....

School:.....

Parent Complaint

I,, hereby submit my complaint.

Parent of student:.....

Division and Grade:.....

Subject of complaint:

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

Student's parent/guardian signature:Date: .../.../....

Opinion of the Undersecretary for Academic Affairs:

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

Undersecretary's Signature:.....

Date:../.../....