



**RADIANT INDIAN SCHOOL
FOR GIRLS AND BOYS,
SHARJAH**

**BEHAVIOUR MANAGEMENT POLICY
(2023-2024)**

RADIANT INDIAN SCHOOL-SHARJAH

Behavior Management Policy

*Discipline is the bridge between goals and accomplishment:
Jim Rohn*

At Radiant School-Sharjah rules are provided as guidelines to help each student develop self-discipline. The intention is to have each student (from KG to Grade 12) become aware of the importance of self-control and to take responsibility for his or her own actions and how they may affect others around them.

The school's authority takes precedence once the student is within the school grounds, wearing the school's uniform or representing the school at functions. Students should realize and accept that the reputation of the school is dependent on the behavior of every member of the school community.

At Radiant we foster a welcoming and caring environment, where students feel comfortable, we promote self-acceptance and respect, respect for oneself, peers, staff, and property. Each student is shown the utmost respect and is expected to reciprocate. We provide a challenging yet supportive environment where students can learn, academically and socially in an engaging setting and reach one's full potential.

We believe that self-actualization can occur through the development of positive relationships based on mutual respect, the fostering of self-discipline and self-esteem. It is imperative that students realize and accept the uniqueness and rights of every individual present within the school community. Through this acceptance they can work together achieving greater heights.

It is equally important that teachers and non-teaching staff establish a connection with students, as learning cannot readily take place without mutual understanding, empathy, and respect.

The aim is to.

1. To develop a caring school community where students can learn without any forms of barrier.
2. Implement a consistent approach to discipline, where each student understands the consequences that come with breaking rules and that no one is immune.
3. Teaching and non-teaching staff being positive role models, modeling the appropriate behavior students should learn.
4. Help students learn how to manage their feelings. Students learn how to express themselves in a positive manner, becoming assertive and not aggressive.
5. Provide students with a clear set of rules, detailing appropriate behavior for inside and outside the classroom and the consequences and rewards supporting said rules.
6. Provide a happy, secure environment, where children are encouraged to develop social skills to help them be accepted and welcome in society as they grow and develop.

7. Intervening in play if the behavior exhibited is offensive, unsafe or leads to bullying.
8. Being positive role models as children learn behavior from adults.
9. Provide teachers with a clear plan of action when faced with students who exhibit behavioral problems or are prone to conflicts.

To achieve this and be successful in our endeavors it is expected that all member of the school community should be always prepared and will work diligently and responsibly and always be mindful of the overall school community, property, space, and the possession of others. Additionally, it is the school's responsibility to model the behavior it expects the students to learn, ensuring that the behavior is not disruptive to others, while keeping the environment clean, safe, and neat.

Guidelines for Students

As previously stated, the school has jurisdiction over students once they are on the compound, wearing the uniform or representing the institution at a function. Outside of this, the school expects that the parents will take full responsibility for the child's behavior and will assist them by developing the essence of responsibility, self-control, consideration, and respect for others.

Expectations for Students

- I. Students are expected to be courteous to staff (both teaching and non-teaching) and other students.
- II. Students are expected to arrive before the school gate closes at 7:25 a.m.
- III. 97 % attendance is must to get the promotion to next class.
- IV. Students are expected to respect the property of the school, staff, and students.
- V. Students are expected to arrive on time for classes equipped with books and the correct equipment to aid learning.
- VI. No student should interfere with the learning environment of others.
- VII. Students are to enter the classroom only with the permission of the teacher.
- VIII. Students are expected to complete all assigned tasks within the time frame allotted.
- IX. Students are expected to have their diary every day as this is used for assignments and a communicative tool between teachers and parents.
- X. Food may not be consumed outside of the specified time without permission from the teacher.
- XI. Items that have the potential to harm other students may not be carried to school.
- XII. Students are not permitted to have gadgets (mobiles etc.) at school.
- XIII. Students are expected to always behave in a fair and honorable manner.

Dress and Appearance

Students and Parents should ensure that the guidelines to the dress code are followed:

- I. A full and correct school uniform or sports uniform (when required) must be worn to school each day.
- II. Uniforms must be neat, properly fitted, and clean.
- III. Students are not permitted to wear make-up or nailpolish.
- IV. Any type of Jewelry is not allowed in School.
- V. Boys' hair length must be appropriate, older boys should be clean shaven.
- VI. Girls should wear two plaits.

Academic Behavioural Problems and Guidelines

These are dealt with in class as often students have trouble in grasping a concept or failure to complete assigned tasks. Failure to do an activities in-class task or submit homework is classified as an academic behavioral problem. The teachers implement strategies to help students learn and or to motivate them to complete class or homework. Disciplinary intervention comes into effect if the student constantly sits in class without finishing classwork or fails to hand in assignments.

Consequences for academic difficulties are not usually punitive, teachers normally communicate with parents using the diary. However, if this negative behavior escalates parents are called in to meet with teacher and school counselor to find a suitable way going forward to help the students.

In some instances, Individual Education plans (IEP) are created and implemented to counteract barriers to learning. Students who experience difficulty grasping content taught benefit from the IEP as different approaches are taken to teach content on an individual basis to ensure learning.

Social Behaviour

Whenever there are behavioural issues in class it is dealt with firstly by the in-class teacher. Depending on the infraction a verbal warning is given, and parents are notified via the diary. If this behavior escalates or remains unchanged it is brought to the attention of the grade supervisor, a second verbal warning is issued, and the student is referred to the student counselor. The counselor meets with the student to establish a timeline for the behavior and what is causing this behavior to occur. The counselor observes the student randomly during classes and a report filed, the counselor contacts the parents for a meeting regarding the behavior and to determine a plan of action.

If the child is at risk of injuring himself /herself, peers, and damage to school property then the principal is notified. The student is observed more intently, and extensive communication is established with parents. The counselor meets with the student daily and more intensive strategies are implemented. Depending on the infraction a written warning may be issued, and a copy placed on file.

Suspension or expulsion is the physical removal of the student from the school; this method is rarely used but used whenever required. The principal is the only person within school with the authority to exercise such sanctions, before this extreme the principal meets with parents on several occasions and tries all strategies at the school's disposal before such drastic measure is taken.

Positive Behaviour

Positive behavior is modeled by staff, both teaching and non-teaching

- I. Points reward system is in place to encourage positive individual behavior, points recorded by classroom teacher.
- II. Social reinforcement used by classroom teacher- words of praise
- III. Merit awards
- IV. Stickers
- V. Positive notes of Praise in homework diary

Consequences for Unacceptable Behaviour

The school is following the Behavior Management Policy by the ministry of UAE (MOE). According to that policy, Behavior offenses are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general.

Description	Degree	Upon committing	1st repeated	2nd repeated
Repeatedly late to morning parade	First degree	Verbal warning	Written warning	Mark deduction
Failing to attend classes on time.	First degree	Verbal warning	Written warning	Mark deduction
Non-compliance with school uniforms,	First degree	Verbal warning	Written warning	Mark deduction
Non-compliance with positive behavior rules,	First degree	Verbal warning	Written warning	Mark deduction
Non-compliance with presenting homework	First degree	Verbal warning	Written warning	Mark deduction
Getting in or out of the classroom during the class time without permission	Second degree	Written warning	Mark deduction	Notifying the parents and taking sign in the ministry form.
Inciting quarrel, threatening, or intimidating peer in the school.	Second degree	Written warning	Mark deduction	Notifying the parents and taking sign in the ministry form.

Bringing mobile phones or misuse any means of communication	Second degree	Written warning	Mark deduction	Notifying the parents and taking sign in the ministry form.
Verbally abusing or insulting students, staff, or visitors of the school.	Second degree	Written warning	Mark deduction	Notifying the parents and taking sign in the ministry form.
Smoking or possessing the relevant kit inside the school.	Second degree	Written warning	Mark deduction	Notifying the parents and taking sign in the ministry form.
Various types and forms of bullying.	Third degree	Mark deduction	Suspending the student on an immediate basis	
Copying or reproducing the assignments, reports, or projects.	Third degree	Mark deduction	Suspending the student on an immediate basis	
Getting out of this school without permission.	Third degree	Mark deduction	Suspending the student on an immediate basis	
Assaulting others in the school without causing any injuries to the victim.	Third degree	Mark deduction	Suspending the student on an immediate basis	
Processing. or using arms or blade weapons or their equivalent inside this school.	Fourth degree	Failing in behavior subject or expelling the student.		
Committing sexual assault inside the school.	Fourth degree	Failing in behavior subject or expelling the student.		
Assaulting others in the school, causing injuries to the victim.	Fourth degree	Failing in behavior subject or expelling the student.		
Systematic or covering up theft.	Fourth degree	Failing in behavior subject or expelling the student.		
Sexual harassment inside the school.	Fourth degree	Failing in behavior subject or expelling the student.		

The school constantly reevaluates and ratifies disciplinary procedures; the students and parents are made aware of the changes and procedures in place to deal with unwanted behavior. The principal and staff take into consideration the needs of the students, how their needs change and plan for the long term how to accommodate these changes. Teachers are provided with strategies to effectively meet the specific needs of students who display challenging behavior

