مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

BEHAVIOUR POLICY

Implemented : April 2014

Reviewed : May 2026

Next Review : May 2027

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SHARJAH - U.A.E.
Our Own English High School, Sharjah

At Our Own English High School, Sharjah(Girls) we believe that good behavior is essential for an effective learning environment in which all students are given the opportunity to achieve. We seek to create a caring and inclusive environment which encourages and reinforces good behavior. We acknowledge that our parents and wider community expect good behavior as an important outcome of the educational process.

1. Objective and Scope

- To ensure the safety of staff and students
- To create an environment conducive to learning and to ensure that all children are involved and value their learning experiences aligned with SPEA regulations.
- To work along parents to foster positive character development that cultivates productive citizens.
- Apply to all learners, staff, and stakeholders within the school community.

2. Code of Conduct:

Expected Student Behavior: Students are expected to behave appropriately for a school setting. Students should come to school ready to learn. They should be respectful, responsible and prepared to work hard. The staff will prepare students to be contributing citizens by providing encouragement, support and rich and varied opportunities for academic achievement.

1. Respect:
    - Respect for Others: Students should treat everyone with courtesy, kindness, and consideration, regardless of differences in opinions, backgrounds, or beliefs.
    - Respect for Authority: Demonstrating respect towards teachers, staff, and school authorities by following instructions and acknowledging their guidance and expertise.
    - Respect for Property: Showing care and responsibility towards school property, personal belongings, and the belongings of others.
2. Responsibility:
    - Academic Responsibility: Completing assignments, participating actively in class, and striving for academic excellence.
    - Personal Responsibility: Taking ownership of actions, decisions, and their consequences. Being accountable for one's behavior and choices.
    - Community Responsibility: Contributing positively to the school community through involvement in extracurricular activities, volunteering, or initiatives that benefit others.
3. Tolerance:
    - Cultural Tolerance: Embracing and celebrating diversity, respecting cultural differences, and fostering an inclusive environment where everyone feels valued and accepted.
    - Acceptance of Differences: Understanding and appreciating individual differences in abilities, opinions, and backgrounds without prejudice or discrimination.
    - Conflict Resolution: Resolving conflicts peacefully, respectfully, and empathetically, seeking understanding and compromise when disagreements arise.

4. Integrity:
    - Honesty and Truthfulness: Being truthful in words and actions, maintaining academic honesty, and avoiding cheating or plagiarism.
    - Ethical Behavior: Acting with fairness, moral courage, and ethical principles in all situations, even when faced with challenges or peer pressure.
    - Trustworthiness: Building trust by keeping promises, respecting confidentiality, and being reliable and dependable.

Expected Behaviors	What does it look like?
Be respectful **Treat others the way I want to be treated**	• Check my voice level • Show courtesy and good manners • Use respectful and appropriate language • Follow adult directions • Smile as a silent greetings to others
Be safe **Make sure my actions are safe for everyone**	• Keep hands, feet, body and objects to myself • Always walk in the building and on walkways around school • Settle conflicts in a positive manner • Ask an adult if I need help • Report people/situations that appear unsafe • Report bullying that you see or experience • Do not bring, hold or play with unsafe objects or weapons • Follow safety rules and procedures
Be productive **I come to school ready to learn**	• Keep a positive attitude • Be persistent • Focus attention • Follow directions and use time wisely • Take care of materials • Clean up after myself • Help others • Be on time • Come prepared for class (materials, homework, etc.)

Negative prohibited behaviors: The prohibited behaviors are communicated to all stakeholders for promoting a safe and respectful environment in school.

1. Bullying:
    - Verbal Bullying: Any form of teasing, name-calling, or using derogatory language intended to hurt, intimidate, or belittle others.
    - Physical Bullying: Physical aggression, hitting, pushing, or any form of violence towards peers.

- Cyberbullying: Harassment, threats, or intimidation using digital communication tools, social media, or online platforms.

2. Discrimination:
   - Racial Discrimination: Any action, speech, or behavior that discriminates against someone based on their race, ethnicity, or nationality.
   - Gender Discrimination: Treating individuals differently or unfairly based on their gender or gender identity.
   - Religious Discrimination: Behaviors or comments that target someone's religious beliefs or practices.
3. Harassment:
   - Sexual Harassment: Unwanted or unwelcome behavior of a sexual nature, including comments, advances, or gestures that create discomfort or distress.
   - Emotional Harassment: Persistent teasing, humiliation, or intimidation that causes emotional distress or discomfort to others.
4. Vandalism:
   - Property Damage: Intentional destruction or defacement of school property, including graffiti, vandalism, or destruction of materials.
   - Theft or Unauthorized Use: Stealing or using school property without permission.
5. Substance Abuse:
   - Cigarettes, E- cigarettes, Drug and Alcohol Use: Possession, use, or distribution of drugs or alcohol on school premises.
6. Disruptive Behavior:
   - Classroom Disruption: Actions that interrupt or disrupt the learning environment, such as constant talking, refusing to follow instructions, or being consistently late.
   - Disrespectful Behavior: Rudeness, defiance, or insubordination towards teachers, staff, or peers.
7. Threats and Violence:
   - Physical Threats: Any actions, verbal threats, or gestures that indicate a potential for physical harm to oneself or others.
   - Weapon Possession: Possession of any weapon or dangerous objects on school grounds.
8. Hate Speech and Intolerance:
   - Expressions of Hate: Speech, actions, or behaviors that promote hate, prejudice, or intolerance towards any individual or group based on their characteristics.
9. Inappropriate Use of Technology:
   - Unauthorized Access: Hacking, unauthorized access to school systems, or misuse of technology for illegal or unethical purposes.
   - Sharing Inappropriate Content: Sharing inappropriate, offensive, or explicit content through digital platforms.
10. Gang-Related Activities:
    - Membership or Participation: Involvement in gangs, gang-related activities, or displaying gang-affiliated symbols or behavior.
11. Forgery or Fraud:
    - Forgery: Falsifying documents, signatures, or information to deceive school authorities.

2. **Roles and Responsibilities:**

- **<u>Student Rights and Responsibilities</u>**: All OOS students are expected to honor and practice their student rights and responsibilities.

  <u>All students have the right to:</u>
  - Be provided with a high-quality education without being negatively affected by others' behavior
  - Be safe and respected in a welcoming school environment with no physical punishment
  - Be treated with respect and fairness by teachers, staff and fellow students
  - Be provided with appropriate educational activities that promote individual talents, abilities and potential
  - Be recognized for good behavior in class and while at school
  - Be supported in how to change misconduct into positive student behavior
  - Be supported by parents, guardians at school meetings about behavior

- **<u>Teachers and other staff</u>**
  - The classroom teacher is responsible for managing behavior in the classroom. Each teacher must have a behavior plan that includes classroom rules, expectations and consequences.
  - As a matter of course, all staff within the school should use encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behavior is instantly recognized and positively rewarded. Strategies agreed are applied by all, as consistency is the key.

- **<u>Parents are:</u>**
  - Asked to encourage students to follow the school rules and behavior expectations
  - Expected to respond quickly to a request to attend the school for a meeting about behavior
  - Asked to follow-up on behavior concerns at home and to implement the suggested consequences
  - Expected to act as good role-models for their children
  - Asked to inform the school if there are any circumstances that may affect their child's behavior
  - Expected to support any disciplinary action taken by the school and to ensure their child understands that school and home are working together and are in agreement

4. Disciplinary Procedures:

- At OOS, teachers and other adults manage the behavior of students in and around the school, address any inappropriate behavior themselves, prior to referring students to senior staff.
- Any disciplinary actions will be fair, consistent, and aligned with SPEA guidelines.
- A corporate responsibility around school is expected from all staff.
- Students will have the choice to learn from mistakes and to not commit a similar action. Any time-out imposed becomes a part of reflective process, where children are given the chance to learn and discuss their negative actions with staff.

- Serious and repeated behavior incidents must be recorded along with recording of all meetings with parents to discuss behavior concerns. Ideally, records will be kept electronically and should be available for future access.
- When applying penalties for behavioral violations, the following regulations shall be considered:
    - Dealing with the learner shall be done on the basis of respect for the student's personality and feelings.
    - Studying the reasons that lead to the occurrence of the violating behavior, and considering the learner's social, educational, psychological, health, and physical conditions and the circumstances in which the behavioral violation occurred and the extent of its recurrence.
    - Avoiding cruel procedures, psychological or physical abuse, insult, humiliation, ridicule, personal humiliation, or contempt.
    - Not generalizing the application of procedures to all students in the classroom or school for a mistake committed by one of the students.
    - Maintain the confidentiality of information related to behavioral violations and the learner's privacy and not defame him.
    - Avoid restricting the learner's freedom or detaining the student in school.
    - Avoid seizing the learner's personal belongings.
    - Avoid deducting grades in school subjects or threatening to do so. It is permissible to deduct grades from behavior subject.
    - Avoid depriving the learner of participating in events and trips.

  Behavior Management Committee: is entrusted with discussing the students' problems in educational and behavioral terms and deciding the actions to be taken against the violating students, in accordance with the MOE/SPEA guidelines. The Committee also adopts the procedures of the establishment of positive behavior among the students and reducing offenses

  This Committee is composed as follows:

    - Chairman- The school Principal
    - Vice Chairman- The Vice Principal
    - Members- Head of Sections, Supervisors, Counsellor, Safety officer.
    - LAB-Local Advisory board Governor
    - Student council (member for discussion session)
- Any behavioral violation matter is reported to the Principal, Head of Section and concerned supervisor.
- The Principal assigns the behavior management committee to investigate each behavioral violation and extract evidence to issue final decisions. The committee then addresses the matter to the parents
- If the student's guardian refuses to sign or abstains from attending when they are requested to do so; then this shall be recorded on the paper that they are requested to sign, in the presence of Head of section/advisor and the safety officer whose signature shall be deemed as an evidence on that the student's guardian knows about the occurrence of the offense.

- The violating student and her guardian shall be obligated to pay for repairing or replacing the items damaged or lost by the student. The value to be paid shall be determined in the light of the relevant supporting documents.

Mechanism of Behavior Mark Calculation

Behavior subject shall be considered as one of the basic subjects that reflect the learning outputs and the student's attainment in the moral terms and shall be dealt with same as other subjects in terms of passing and failure.
One hundred marks shall be allocated to student's behavior subject. This Regulation shows the basis and mechanism of granting and deduction of behavior marks, where it is divided into two basic components:

Positive behavior:

- It is the behavior expected from all students without committing any offenses, for which 80% of the total behavior marks are allocated.
- Each student shall be considered as automatically eligible to the positive behavior marks (80 marks), at the beginning of each semester.
- If any offense is committed by the student in accordance herewith; then the proper action, taken as per the degree of offense according to the table to be included hereunder.

Exemplary behavior:

- It reflects the exemplary practices undertaken by the student, through his / her good behavior
  and morals, and his / her initiatives in the school community.20% of the total behavior marks are allocated to exemplary behavior.
- During the semester, the educational staff shall assess the topics, indicators, and criteria of the exemplary behavior, and at the end of the semester; shall grant the student the marks he/she is eligible as per such topics, indicators and criteria, which are classified within three main topics:
  1) Personal development.
  2) Appreciating the religious values and respecting the identity, heritage, and culture of the UAE and the global cultures.
  3) Social responsibility as well as leadership and innovation skills.

The due mark of exemplary behavior shall be granted as per the topics, indicators, and criteria during each school semester.

Promotion of Behavior

The students' positive and exemplary behavior shall be promoted in consistence with their age groups, school grades and their mental and physical capabilities by using various methods. The following controls shall be considered when the procedures of positive and exemplary behavior promotion are applied:

- Promotion shall focus on the student's behavior.
- Promotion shall be done on immediate basis, through applauding the exemplary behavior and developing the positive behavior.
- Equal opportunities shall be provided for all students, in order to promote their positive and exemplary behaviors.
- Promotion shall be commensurate, in type and degree terms, with behavior to be promoted.

- Methods of promotion include moral, material, and educational methods.
- The students achieving the exemplary behavior criteria shall be rewarded by engaging them in the programs in which they will represent their school, whether inside or outside UAE.
- The student's guardian shall be informed of his daughter's behavior through periodic reports and meetings. The methods and strategies adopted by the school shall be discussed in order to promote the student's behavior. Emphasis shall be made on the need for cooperation between the student's guardian and the school, to establish the culture of the student admitting the mistakes and apologizing.

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

First degree offenses (simple offenses)

1.1 Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse.

1.2 Failing to attend the classes on time repeatedly without an acceptable excuse.

1.3 Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.

1.4 Bizarre haircuts for girls.

1.5 Not bringing the books and school kits without an acceptable excuse.

1.6 Non-compliance with the positive behavior rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.

1.7 Sleeping during the class time or formal school activities with no justification (after making sure of the student's health status).

1.8 Eating during the class times or during the morning parade without a justification or permission (after making sure of the student's health status).

1.9 Non -compliance with presenting homework and assignments given to her in a timely manner.

1.10 Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.

1.11 All of what is similar to these offenses as per the discretion of the Behavior Management Committee

Second degree offenses (medium severity offenses)

2.1 Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.

2.2 Getting in or out of the classroom during the class time without permission.

2.3 Not attending the school activities and events without an acceptable excuse.

2.4 Inciting quarrel, threatening or intimidating peers in the school.

2.5 Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.

2.6 Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.

2.7 Bringing mobile phones or misuse any means of communication.

2.8 Verbally abusing or insulting students, staff, or visitors of the school.

2.9 Smoking or possessing the relevant kits inside the school campus.

2.10 Refusing to respond to the instruction of inspection or to hand over the banned materials.

2.11 All of what is similar to these offenses as per the discretion of the Behavior Management Committee

Third degree offenses (grievous offenses)

3.1 Various types and forms of bullying.

3.2 Copying or reproducing the assignments, reports, researches or projects and taking credit for them, as per the Form No.23.

3.3 Getting out of the school without permission or absconding during the school day.

3.4 Attempting to defame peers and the school staff via the social media or abusing them.

3.5 Impersonating others' personality in the school, during transactions, or forging the school documents.

3.6 Destroying or seizing the school furniture, tools, and vandalism

3.7 Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.

3.8 Assaulting others in the school, without causing any injuries to the victim (corporal abuse).

3.9 Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.

3.10 Capturing, possessing, publishing or disseminating photos of the school staff and /or students without their permission.

3.11 All of what is similar to these offenses, as per the discretion of the Behavior Management Committee

Fourth degree offenses (highly grievous offenses)

4.1 Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.

4.2 Possessing or using arms or blade weapons, or their equivalent inside the school.

4.3 Committing sexual assault inside the school, the bus or during activities.

4.4 Assaulting others in the school causing injuries to the victim (corporal abuse).

4.5 Systematic (pre-planned) or covering up theft.

4.6 Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.

4.7 Sexual harassment inside the school, the bus, or during activities.

4.8 Leaking questions of the exams or engaging therein, in any way.

4.9 Setting the school campus on fire.

4.10 Abusing political, religious, or social figures in UAE.

4.11 Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the

influence of narcotics, non-prescribed medical drugs or the psychotropic substances.
4.12 Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
4.13 Disdaining the divinely revealed religions or stirring sectarian strife in the school.
4.14 All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.

Mechanism of Dealing with Offenses

The below sequential actions shall be taken, and deduction shall be made to the behavior marks in case of committing an offense, with due consideration to the mentioned detailed instructions, and ensuring that the topics falling within the functions of the Behavior Management Committee have been brought before the committee for making the necessary decisions.

Measures to be taken against the First degree(simple offense)

- In case of committing:
    1. Verbal warning and directions.
    2. Documenting the offense and the action taken, in accordance with Form No.6.
    3. Deducted marks- None
- In case of first repetition:
    1. Written warning and documenting the offense
    2. Informing the guardian in writing, as per the Form No.7.
    3. Deducted marks -None
- In case of second repetition:
    1. as per the Form No.8
    2. Referring the student to the academic advisor/social worker
    3. Signing an undertaking not to repeat the offense again by the student's guardian and informing them of the marks deducted, as per the Forms No.9, 10 & 20.
    4. Deducted marks -Two
- In case of third repetition:
    1. Summoning the guardian on the day next to the offense date.
    2. Issuing a written warning for the student and his / her guardian in case no response is made, as per the Form No.9
    3. Deducted marks – Four
- When repeated for more than 3 times-
    1. Behavior Management Committee shall meet on the day next to the offense date
    2. The academic advisor/social worker shall open a file for studying an individual case, as per the Form No.11.
    3. Implementing a set of strategies aiming at reducing this negative behavior
    4. Deducted marks-To be calculated in accordance with the Committee's discretion.

*** If the total of 10 marks is deducted against the first-degree offenses; then a file shall be opened to study and follow up the student's case in accordance with the recommendations of the Behavior Management Committee.

Measures to be taken against Second degree(medium severity offenses)

- In case of committing –
    1. Issuing the first written warning and instructing the student to sign on an undertaking not to repeat the offense, as per the Form No.9.
    2. Completing the file of the individual case study by the academic advisor/social worker.
    3. Summoning the student's guardian on the day next to the offense date and asking them to sign on an agreement for reforming the student's behavior.
    4. Monitoring the student's behavior and providing guidance sessions for her.
    5. Deducted marks - Four
- In case of first repetition-
    1. Having the student temporarily suspended for a maximum of two days and assigning her with study assignments inside the school, as per the Form No.12.
    2. Bringing the matter before the Behavior Management Committee of the school.
    3. Issuing the second written warning to the student and her guardian.
    4. Implementing a set of strategies for reforming the student's behavior.
    5. Deducted - Eight
- In case of second repetition-
    1. Behavior Management Committee shall meet immediately and shall take the proper decision.
    2. Suspending the student for 1 to 3 days and assigning her with a study assignment inside the school.
    3. Requesting the support of an agency concerned with behavior for studying the case file, as per the Form No.13
    4. Issuing the final warning for the student and her guardian.
    5. Putting the student under continuous observation, as per the Form No.14.
    6. Deducted - Eight

*** If the total of 20 marks is deducted against the second-degree offenses; then a file shall be opened to study and follow up the student's case in accordance with the recommendations of the Behavior Management Committee.

Measures to be taken against the Third degree(grievous offenses)

In case of committing –

1. Suspending the student immediately (inside the school campus).
2. Behavior Management Committee shall meet on an immediate basis to take the proper decisions.
3. Deciding to refer the student to the concerned agencies (such as: behavior reform agencies), for the first time, for a period not more than 3 weeks, as per the Form No.15.
4. Summoning the student's guardian immediately and asking them to sign on the warning and the decision.

5. Following up and receiving the reports of the student's case development by the concerned agency (such as: behavior reform agencies).
6. Deducted - Twelve

- When repeated-
    1. Suspending the student immediately until the investigations end (outside the school campus).
    2. Behavior Management Committee shall meet on an immediate basis to make the proper decisions, in respect of the student suspension until the end of the semester and transferring her to behavior reform agencies, as per the Form No.16.
    3. Summoning the student's guardian immediately and presenting the Committee's decision to them.
    4. Referring the student to the concerned agencies(such as the behavior reform agencies) for the second and last time
    5. If the student fails to reform her behavior; then she shall be transferred to another school as a disciplinary action under a decision by the assistant undersecretary for Control for the private schools.
    6. Deducted - Twelve

Measures to be taken against the Fourth degree (highly grievous offenses)

1. The school Principal, the Vice Principal, or the behavior officer shall notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offense is committed.
2. Notifying the student's guardian of the matter and suspending the student on an immediate basis until the investigations end for a period not later than 2 business days.
3. The Behavior Management Committee shall meet on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offense committed, to the undersecretary of academic affairs for the general education or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department.
4. Seizing the tools used in committing the offense once it occurred, in order to hand them over to the security authorities.
5. Deducted Marks: Failing in the behavior subject or final or expelling the student

Provisions related to dealing with some special behavioral violations:

1. The school has the right to issue a decision to suspend the enrollment of the learner for a specific period of time in the event of direct and immediate damage, in accordance with the criteria adopted in the policy.
2. In the event of a critical or less critical situation that requires the cancellation of the enrollment of the learner from the school for reasons and justifications specified by the school in its approved policy, the school must submit a request to SPEA to cancel the

enrollment of the learner with all the details and justifications for the cancellation. The cancellation decision shall not be implemented until the receipt of approval from SPEA.

3. When applying the decisions that are emanating from the Educational Committee and the provisions that have been made to it, schools shall give the learner's guardian an opportunity to complain about any decision or action taken in relation to the violating behavior, and this grievance shall be dealt with in accordance with the procedures adopted in the school. If the school does not take the necessary action regarding the grievance, the guardian is urged to submit a request to SPEA to consider it and take the necessary action in accordance with the approved procedure of SPEA.

Procedure

- Requesting approval for learner's deregistration application:
- The school submits the application to SPEA according to the approved form
- SPEA shall study the application and respond to the school within three (3) working days.
- If the application is approved, the school is informed through the approved communication channels and then the school completes the procedures on the specialized system for managing learners' data.
- If the application is not approved, the school shall complete the procedures according to the recommendation received from SPEA.

5. Support Systems:

- Establish mechanisms for supporting learners facing behavioral challenges, including counseling services, peer mediation, or mentorship programs.
- Provide resources and training for educators to effectively manage behavioral issues.

6. Reporting and Documentation:

- Define procedures for reporting behavioral incidents promptly and accurately.
- Maintain confidential records of incidents, interventions, and disciplinary actions taken in accordance with SPEA regulations.

Reporting Procedures:

1. Immediate Response:
   - Any staff member witnessing or becoming aware of a critical incident should immediately prioritize ensuring the safety of all individuals involved.
2. Notify the line manager/Designated Safeguarding Lead/Safety Officer:
   - The staff member witnessing or aware of the critical incident must inform the school administration or designated personnel promptly.
   - Provide accurate and detailed information about the incident, including location, nature of the incident, individuals involved, and any immediate actions taken.
3. Documenting the Incident:
   - Report in Guard/HSE portal

- Maintain records of the incident, including written reports, photographs (if applicable), witness statements, and any communications related to the incident.
- All documentation should be handled in accordance with confidentiality and privacy policies.

Communication Protocol:

- Once the immediate situation is under control, the school administration will communicate with relevant stakeholders (parents/guardians, staff, students) about the incident.
- Communication will be conducted sensitively, ensuring information shared is accurate and complies with privacy laws.

7**. Review and Evaluation:**

- Schedule regular reviews of the policy's effectiveness and compliance with SPEA regulations.
- Encourage feedback from stakeholders for continuous improvement.

8**. Parental Engagement:**

- Engage parents/guardians in supporting the behavior management policy and addressing behavioral concerns related to their children.
- Foster partnerships between parents and the school to promote positive behavior at home and school.

9. Positive Behavior Reinforcement:

- Implement strategies to recognize and reward positive behavior, fostering a culture of appreciation and encouragement.
- Organize initiatives to celebrate good conduct and contributions to the school community.

10. Training and Professional Development:

- Provide training and development opportunities for staff to effectively implement behavior management strategies aligned with SPEA regulations.
- Encourage continuous professional development to update and enhance staff skills in managing behavioral issues.

11. Diversity, Inclusion, and Cultural Sensitivity:

- Ensure the policy respects and celebrates cultural diversity, promoting inclusivity and respect for all backgrounds and identities.

12. Communication Strategy:

- Communicate the policy clearly and effectively to all stakeholders, including learners, parents, and staff.
- Establish transparent channels for addressing concerns and queries related to the policy.

13. Alignment with SPEA Regulations:

- Regularly review and update the policy to ensure full compliance with the regulations set forth by the Sharjah Private Education Authority.