



مدرستنا الثانوية الإنجليزية الشارقة - البنين
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

GEMS
EDUCATION

STUDENT BEHAVIOUR MANAGEMENT POLICY



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Date of adoption : April , 2018

Date reviewed : October , 2022

Date of next review :October 2024

Verified & Signed



Principal & CEO



Student Behaviour Management Policy

Introduction:

Our Own English High School Sharjah, Boys' strives to promote a positive, nurturing and supportive environment in which all students can realize their full potential in a safe, secure and happy environment. This policy should be read in conjunction with the MOE Student Behaviour Management Policy of 2018 and the Anti-Bullying Policy of the school.

Purpose:

- Building positive behaviour among the students inside the school community by applying the principles of reinforcement, encouragement and positive affirmations
- To provide a reference that defines the rules, standards and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems .
- The policy provides consistency for children in terms of setting clear boundaries for acceptable behavior and developing recognition of authority and responsibility.

Scope & Application of Policy

- The policy shall apply to all students from Kindergarten & Grade 1 to Grade 12
- In school (online and onsite)
- Travelling to and from school
- On all school based visits and activities
- When representing the school in any capacity.
- Students, staff and parents are expected to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document.

Expectations

The school expects high standards of behaviour from its students to make optimal use of their educational opportunities provided.

BEHAVIOUR SCORE

One hundred marks shall be allocated to the student behaviour which is divided into two basic components: Positive and Exemplary.

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

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

A. Positive behaviour:

- 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.

B. Exemplary behaviour:

- 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:
 - Personal development.
 - Appreciating the religious values and respecting the identity, heritage, and culture of the UAE and the global cultures.
 - Social responsibility as well as leadership and innovation skills.

An example on the calculation of the semester and final marks of the behavior subject is shown hereunder:

Full mark of Behavior subject	Positive behavior	Exemplary behavior
100	80	20

60% shall be the minimum expected mark of behaviour. The student shall be granted opportunities to make up for the marks deducted during the school year through the improvement of the exemplary behaviour marks or by not repeating the offense and his adherence to the positive behaviour.

The school issues a MOE Behaviour Report Card to every student at the end of every Term. (October & March)

Degree of offences and Behaviours)

4 marks shall be deducted for each offense

Offense No.	Description
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	Overgrown hair for boys or bizarre haircuts for boys and 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 him / 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.

8 marks shall be deducted for each offense

Offense No.	Description
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.

12 marks shall be deducted for each offense

3.1	Various types and forms of bullying.
3.2	Copying or reproducing the assignments, reports, researches or projects and taking credit for them.
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	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.

Failure in the Discipline Grades

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 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	Any 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	Insulting political, religious, or social figures in UAE.
4.11	Possessing, bringing, promoting, or using banned substances or under the influence of the same.
4.12	Disseminating or promoting ideas or beliefs contrary to the political and social regulations of the society.
4.13	stirring sectarian strife in the school.

Summary of the Procedures

Degree of offense	Upon committing	Reoccurrence		
		First time	Second time	Third time
First-degree (simple offenses)	Verbal warning	Written warning	Deducting half of the mark	Deducting the full mark and instructing the student and his guardian to sign an undertaking for not committing this offense again.
Second-degree (medium severity offenses)	Written warning	Deducting half of the mark	Deducting the full mark and Instructing the student and his / her guardian to sign an undertaking for not committing this offense again.	
Third-degree (grievous offenses)	Deducting the full mark	Deducting the full mark and taking prescribed action.		
Fourth-degree (highly grievous offenses)		Taking the prescribed action		

1. In case of the occurrence of any offense inside the classroom; then the teacher shall observe and document it.
2. In case of the occurrence of any offense outside the classroom; then it shall be reported to the relevant authorities.

Students of Determination

Making sure that the student of special need or of determination is assessed and that a comprehensive report issued for his case, which is approved by the special education support centers, and also that this student was categorized among the approved disability categories.

If the student of special need or of determination commits a behavioral offense; then coordination shall be made between the Behavior Management Committee, the school support team and the special education support center to study the behavior done by this student, and to determine the relations of the offense to his disability, and then the following actions shall be taken:

If the offense is not related to the nature of his disability; then the procedures of the behavioral offenses as prescribed herein shall be applied, after getting the approval of the special education support centers. If the offense is related to the nature of his disability; then a relevant behavior reform plan shall be set and implemented by the concerned persons. This plan shall be followed up and reviewed on periodic basis. Necessary support shall be continuously provided to the student, who shall be integrated in the school.

Behaviour Management Committee:

The Behaviour Management Committee comprises of the Principal, Vice Principal, Heads of Sections, Supervisors, The School Counsellor, student and teacher representatives.

The Committee's functions:

- Examining the students' behavioral offenses, deciding in respect and determining the actions to be taken in accordance with the provisions hereof.
- Adopting the procedures of the establishment of positive behavior among the students and reducing offenses.
- Handling the guardians' complaints and grievances and deciding in respect and in accordance with the provisions herein.

When dealing with behavioural issues, the Behaviour Management Committee will not endorse the following measures:

- Different types and forms of corporal punishment.
- Depriving the student from eating meals.
- Provoking the student or making fun or mockery of him.
- Preventing the student from using the washroom.
- The psychological punishment, such as verbal abuse or threatening.
- Restricting the student's freedom
- Seizing the student's personal belongings by an individual decision.
- Decreasing the school subjects' marks or threatening to do so.
- Expelling the student from the class, activity or school during the school day by an individual decision and leaving the students unattended.
- Depriving the student from participating in the events and trips by an individual decision, without having a resolution by the Behavior Management Committee.



MOE BEHAVIOUR MANAGEMENT REPORT (TERM 1)(2023-2024)

Name of the Student :

Admission No :

Grade & Section :

OUTSTANDING BEHAVIOUR				
Directions	Standards	Indicators	Max Marks	Marks Obtained
Personal development	1.1 The student shows in his/her situations and behavior a high sense of responsibility and self-discipline on a permanent basis.	1.1.1 Commits with the school regulations inside the classroom and the school, and during the external activities of the school on a permanent and continuous basis.		
	1.2 The student shows patterns of cooperative work behaviors with his/her colleagues, teachers and the school administration around him.	1.2.1 Respects the feelings of peers, takes care of their needs, and provides them with assistance on a permanent basis.		
		1.2.2 Encourages others to cooperate and collaborate, suggests solutions to involve others, and invites them to work collectively on a permanent and continuous basis.		
	1.3 The student shall be committed to hygiene and safety standards.	1.3.1 Is interested in his/her appearance, cleanliness of body and clothing on a permanent basis and without a reminder by anyone.		
		1.3.2 Demonstrates clear awareness of the importance of proper food choices, practices sports continuously inside the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles.		
	1.4 The student shall be keen to attend and abide by the lessons and commit to keeping the deadlines on a permanent basis.	1.4.1 The attendance rate of not less than 98% and the student always reaches the school and classes at the specified times.		
Estimating the values of Islam and respecting the identity, heritage and culture of the UAE and	2.1 The student shows high ' understanding and appreciation of the values of Islam in the United Arab Emirates and shall be represented in his daily behavior.	2.1.1 The student is characterized by truthfulness, honesty and good ethics as per the testimony of his/her colleagues, teachers and personnel of the school.		
		2.1.2 The principle of moderation and tolerance appears in the behavior through situations and activities that express his/her ability to comprehend others, to listen properly to them, and to understand their situations.		
		2.1.3 Participates in a variety of cultural activities aimed at promoting the values of national belonging and identity.		
		2.1.4 Initiates non-classroom activities, and projects to learn about other cultures, and compare them to the culture of their country.		

Social responsibility, leadership skills and innovation	3.1 The student takes an active part in the targeted social activities.	3.1.1 Represents the school in public events throughout the scholastic year.		
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Social responsibility, leadership skills and innovation	3.1 The student takes an active part in the targeted social activities.	3.1.2 Participates in students' councils activities, teams, volunteering works or school initiatives, and the participation will have a positive impact on the school community as a whole.		
	3.2 The student shall have outstanding work ethics and shows a high level of environmental awareness, ability to innovate, lead projects, find solutions, and make decision.	3.1.3 Initiates participation in objective societal activities during vacations.		
		3.2.1 Is distinguished with independency, and can lead initiatives and projects with significant social benefit.		
		3.2.2 Proposes innovative creative solutions for the public in his school community or to solve the problems suffered by the school.		
		3.2.3 Implements ideas and activities, individually or collectively, to rationalize energy consumption and natural resources inside and outside the school environment and to maintain its sustainability.		
	Total 100			
Mark of outstanding behavior (Out of 20)				

POSITIVE BEHAVIOUR	
Total Deduction	Positive Behaviour Total
0	

	Max Marks	Marks Obtained
Outstanding Behaviour Total		
Positive Behaviour Total		
Total Behaviour Marks		



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ANTI-BULLYING POLICY



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Verified & Signed

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ANTI-BULLYING STATEMENT

The school follows a zero- tolerance policy towards bullying. The school is built on mutual respect, understanding and equality and that bullying of any kind will not be tolerated. Bullying is unacceptable and damages the well-being of children. Our Own English High School Sharjah, Boys therefore does all it can to prevent it, by developing a school ethos promoting individual self- esteem and wellness.

What is bullying?

Bullying is *"the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."*

There are three types of bullying:

Verbal bullying is saying, or writing mean things. Verbal bullying includes:

- Teasing.
- Name-calling.
- Inappropriate comments.
- Taunting.
- Threatening to cause harm.

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose.
- Telling other children not to be friends with someone.
- Spreading rumors about someone.
- Embarrassing someone in public.

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching.
- Spitting.

- Tripping/pushing.
- Taking or breaking someone's things
- Making mean or rude hand gestures.

Cyberbullying – all areas of internet such as email misuse, mobile threats by text/calls, misuse of associated technology such as cameras.

What happens if a pupil reports an incident of bullying to you?

Explain that all reports of bullying will be treated seriously and privately.

Explain to the pupil that you need to share this information with the relevant Supervisor, Head of Section, DSL/ DDSL as bullying is not tolerated at OOB and any instance of bullying will be taken serious cognizance of and re-educated in order for the bullying to stop.

Ask the pupil to write an incident statement (you can write this for them if they are too young or are unable to write the statement themselves). Tell them to add as much information as possible but at the same time be factual and be specific in terms of what they have seen, what they know and what they think.

Ask the pupil not to discuss your conversation with others.

An investigation will be fully conducted.

Roles and Responsibilities

The role of pupils:

- Pupils are expected to treat others fairly and with respect.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to let people know.
- Pupils must report any incidents that they witness of bullying, even if they observe as a bystander.
- Pupils are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

The role of parents and families:

- Parents should set a positive example to all pupils at all times.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school where appropriate action will be taken and the situation monitored. Parents will be informed of the outcome of an investigation and their support may be necessary.
- Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

The role of the DSL/ DDSL team:

- It is the responsibility of the DSL & DDSL to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The team ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behaviour is wrong.

- A school climate of mutual support and praise for success is created to reduce the likelihood of bullying. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behavior

The role of the teacher:

- Teachers take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- If, teachers, become aware of any bullying taking place between members of a class, deal with the issue immediately. This may involve counselling and support for the victim of the bullying, spending time talking to the child who has bullied 'explain why the action of the bully was wrong, endeavouring to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the child's parents are asked to attend the school to discuss the situation. (refer to Behavioural by law of the Ministry)

The role of the ABC (Anti- bullying Committee)

The Anti bullying Committee members with their motto 'Take a stand, lend a helping hand' propagate the message of being upstanders not bystanders to any incident of bullying.

The Committee with the team of representative teachers and students contribute to the well-being of the student community through varied activities highlighting the underlying message of zero tolerance of bullying of any kind.

Consequences :

Opportunity is given for both victim and bully to express their point of view and time taken to find out what motivates the behaviour. Parents of both the victim and the bully will be kept informed and any actions taken by the school should be explained to them. At all times it is stressed that bullying is not acceptable and that action will always be taken. Each case will be dealt with on an individual basis .

The School aims to re-educate pupils who are found to be bullying.