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**Ministerial Resolution No. (619) of 2017**

**Concerning Students Behavior Management Bylaw in Public Education  
Institutions**

**Minister of Education:**

- After reviewing the Federal Law No. (1) of 1972 concerning the competences of the ministries and the powers of the ministers and its amendments.
- Federal Law No. (29) of 2006 concerning the rights of disabled persons and amended by Law No. (14) of 2009.
- Federal Law No. (3) of 2016 concerning the Child Rights Law (Wadeema).
- Decree of Federal Law No. (11) of 2008 concerning human resources in the Federal Government and its amendments.
- Decree of Federal Law No. (15) of 2016 by establishing the Emirates Foundation for School Education.
- The Cabinet Resolution No. (13) of 2012 concerning the executive bylaw of the Decree of Federal Law No. (11) of 2008 concerning human resources in the Federal Government and its amendments.
- The Cabinet Resolution No. (28) of 2016 concerning the organizational structure of the Ministry of Education.
- Ministerial Resolution No. (820) of 2014 concerning the Students Registration Bylaw.
- Ministerial Resolution No. (699) of 2016 concerning the organizational structure of the departments, offices, sections and their competencies and responsibilities at the Ministry of Education.
- Ministerial Resolution No. (411) of 2015 concerning Behavioral Discipline Bylaw for Learners in the School Community.
- According to what is necessitated by the public interest.



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**It was decided**

**Article (1)**

**Definitions**

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

- The Country** : United Arab Emirates
- The Ministry** : Ministry of Education
- The Minister** : Minister of Education
- The Bylaw** : Students Behavior Management Bylaw in public education institutions.
- Educational Authority** : Educational councils and authorities, each within its field of competence.
- The Educational Institution** : The governmental or private institution in which the student is enrolled in the public education stages, including schools, technical institutes and continuing education centers.
- The Concerned Authorities** : The private education support centers affiliated to Ministry of Education and anti-smoking, addiction or psychiatric clinics affiliated to Ministry of Health.
- The Educational Institution** : The governmental or private institution in which the student is enrolled in the public education stages.
- The Concerned Authorities** : The special education support centers affiliated to Ministry of Education and anti-smoking, addiction or psychiatric clinics affiliated to Ministry of Health, two societal police departments and



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social support centers affiliated to Ministry of Interior.

- The Student** : Every one enrolled in any educational institution, including those with special needs.
- The Specialists** : All personnel in educational institutions who are mentioned and related to them, and affect the behavior of the student, including the parent.
- The Parent** : The person who is legally responsible for the student or the one who is entrusted to care him.
- The School Behavior Management Committee** : One of the school management committees, which is charged with discussing the students' problems from the educational and behavioral sides and making appropriate decisions over them.
- Parents' Board** : An educational entity composed of parents of students, working cooperated with the school administration to activate the partnership between the school and home to ensure attaining that students the best educational and educational services.
- Public Education Stages** : Include education in its all types, primary and secondary stages.
- Compulsory Education** : The minimum level of education that is considered required to be completed by the student.
- Basic Education Stage** : The compulsory education, including grades from first through ninth. It consists of the first and second seminars or equivalent in the private education schools applicable for the curriculum of Ministry of Education.
- Secondary Education Stage** : Includes grades from tenth through twelfth or equivalent.

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- Continuing Education** : A set of educational programs in the Continuing Education System, which includes illiteracy courses, vocational and academic education, and home education.
- The Special Needed** : Include talented, excelled, disabled (people with disabilities) and learning difficulties.
- The Educational Community** : Everyone who works in the educational institution and related with it, and affects the behavior of the student including the parent.
- The Educational Environment** : The atmosphere that describes the work environment of the educational community with its material, social, human, psychological and hypothetical elements.
- Behavior** : Each saying, action, exercise or activity issued by the student through his interaction with the surrounding educational environment.
- Outstanding Behavior** : Behavior that exceeds expectations, and be within the three directions included by this bylaw.
- Positive Behavior** : The behavior expected from the student to be consistent with the goals, values, regulations, educational systems and customs prevailing in the educational community.
- Irregularities** : Any behavior performed by the student to be inconsistent with the expected positive behavior, which has a negative impact on himself and on the educational environment.
- Behavior Modification** : A set of educational and therapeutic methods and programs aim at making a positive change in student behavior, reducing the potentials of committing irregularities, and raising the level of positive and outstanding behavior.

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- Corrective programs for behavior modification at the end of the scholastic year** : A set of procedures to modify the behavior determined by the Student Behavior Management Committee in the school, and implemented during the semester by students who did not achieve the minimum limit of success mark and behavior marks, including what is implemented during the semester vacation in the case of not achieving the minimum limit of behavior marks.
- Corrective programs for behavior modification at the end of the scholastic year** : Students behavior management in the school and applied upon the student who did not achieve the minimum limit of success mark in the behavior at the end of the scholastic year including societal service achievement, passing a training course, completion of the therapeutic program, and its implementation is considered a condition for the delivery of the student's certificate of success.
- Absence** : Dropout for a day or part of the school day or more.  
The school dropout, which is approved by the school administration, provided that it is certified with official evidences.
- Justified Absence** : Justifying the reasons and duration thereof, such as a certified medical appointment or report, the death of a first degree relative, the pilgrimage leave, or accompanying the family for treatment.
- Unjustified Absence** : The student's leaving or not attending a class or several classes during the day or part of the class without justification. It also includes the exiting the student from the school before the end of the school day in irregular manner.
- Bullying** : Any form of psychological, bodily, verbal or electronic intentional abuse and harming, intimidation or threat by a student or a group of students towards one student or more than one, or towards the personnel in the school repeatedly.



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- Sexual Harassment** : Any saying or act includes explicit or symbolic sexual connotations issued by the student by speaking, writing, touching, physical contact, looking or winking, showing or exposing sensitive parts of the body or otherwise.
- Sexual assault** : The exercise of any adult or adolescent sexual activity, which includes exposure to any sexual activity or behavior, and often involves sexual harassment by touching or urging to contact with a sexual harasser.
- Individual Educational Plan** : The plan that includes supporting services in the educational and behavioral aspect that support students with disabilities (people with disabilities and learning difficulties) on the ease of their integration, and adaptation academically, socially and behaviorally.
- Case Study** : Deepened study for an individual or group; to identify the background of the environmental, psychological and social problems of the study subject.
- Physical Punishment** : The resort to physical assault - in all of its types and forms - to the student by any of those who are working in the educational community, and for any reason, which is one bodily abuse forms.
- Behavior Enhancement** : A group of material and moral incentives and rewards; aiming at urging and encouraging the students towards the positive behavior and reducing the behavioral irregularities.

#### Article (2)

#### Scope of Bvlaw Application

The provisions of this bylaw shall be applied to all public governmental and private educational institutions in the State, from the fourth basic grade to the twelfth grade, subject to any rules,



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regulations, special requirements or directives issued by the Ministry within the limits stipulated in this Bylaw.

### Article (3)

#### Objectives of Bylaw

The establishment and enhancement of the principles and practices of public and outstanding positive behavior are the main requirements for the creation of educational, valid and productive environment, which must be provided to all students of different classes and at all stages of education. Therefore, this bylaw seeks to achieve the following objectives:

1. Contributing to strengthening the essential values of the UAE community.
2. Building positive behavior for the students within the school community.
3. Promoting the positive and outstanding behaviors and repeating them regularly and consistently by applying the principles of enhancement, encouragement and care at all times, and reducing behavioral irregularities with the best possible educational means.
4. Defining the features of shared societal responsibility by clarifying the roles and responsibilities of all those concerned with the educational issue, in order to devote the principles of justice, transparency and accountability.
5. Achieving integration in the roles and responsibilities within the school community to ensure application of the students' behavior management bylaw in a clear, flexible and fair manner.
6. Enhancing the principle of integrated brining up based on the equality and harmony of the cognitive, personal and social aspects that constitute the characteristics of each learner.
7. Adapting the educational environment suitable for all students, including the disabled students and personnel in the school to exercise their roles in a way achieves the objectives of the educational process.
8. Identifying the students and their parents with their rights and duties, regulations and instructions of behavior, and the importance of committing of them in a way achieves self-

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discipline, and enhances their awareness of the ideal values of the UAE society, its customs and traditions and the other values of other communities around them and their social responsibility towards issues of their age, environment, surrounding and sustainability of their future.

9. Providing adjustable reference that determines rules, standards and procedures to be followed and adopted to deal with the behavior of students, in a way ensures compliance with values and school systems.

10. Rehabilitating the students behaviorally and educationally through the rehabilitative services and programs suit their behavioral needs, and to be reintegrated into the school community.

#### Article (4)

##### Roles and Responsibilities

1. In order to apply this Bylaw, the following Parties shall be responsible in the Ministry for the implementation of their roles and responsibilities related to this Bylaw mentioned in Appendix (A) attached to this Bylaw:

- A. Student.
- B. Teacher.
- C. The safety officer or whoever performs this role in private educational institutions.
- D. The academic and professional guide / social worker, and whoever performs this role in private educational institutions.
- E- The head of the student affairs department or the person who performs this role in private educational institutions.
- F- The deputy principal of the school.
- G- The school principal.
- H- The Student Behavior Management Committee or whoever performs this role in private educational institutions.





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- I- The director of the District or whoever performs this role in private educational institutions.
- J. Parent.
- K. Parents' Council.
- L- Organizational departments in the Ministry, including:
- (1) School Processes Sector.
  - (2) Control Sector (the Educational Control Department, the Environment, Health and Safety Department in all of the private education institutions).
  - (3) Care and activities Sector.
  - (4) Performance Improvement Sector (Evaluation and Quality Department, Licensing Department in all of the private education).
  - (5) Curriculum and Evaluation Sector.
  - (6) Legal Affairs Department.
  - (7) Education Data Center.

2. All the above-mentioned parties shall cooperate with each other and with any other concerned parties inside or outside the Ministry in order to ensure the full application and development of this Bylaw.

#### Article (5)

#### Behavior Marks

The overall behavior mark is total grades that register the public and outstanding positive behavior of the student. It is expressed in a numerical value of (100) marks at the end of the scholastic year. It consists of:

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1. (20) marks for outstanding behavior; and it is granted by assessing the personal characteristics of the learner, stimulating him for development and achieving the highest possible levels of indicators of outstanding positive behavior as per the criteria specified (in sixth article), within the following three directions:

- Personal development.
- Appreciating the values of Islam, respecting the identity, heritage and culture of the UAE and the cultures of the world.
- Social responsibility, leadership skills and innovation.

2. (80) marks for positive behavior - expected by all students - and is negatively affected by the deduction according to the behavior and irregularities mark included within the following four categories:

- The first simple degree irregularities, at rate of (4) marks each.
- The second medium-risk degree irregularities, at rate of (8) marks each.
- The third high-risk degree irregularities, at rate of (12) marks each.
- The fourth intensive high-risk irregularities, at rate of (20) marks each.

**Deduction Irregularities of Outstanding Behavior**

Irregularity Mark	On committing	Frequency			Type of deduction
		First	Second	Third	
First (simple) mark irregularities	Oral warning	-	Deduction of half mark	Deduction of the rest of mark	Deduction of index mark
Second (medium-risk) mark irregularities	Deduction of half mark	Deduction of full mark			Deduction of standard mark
Third (high-risk) mark irregularities	Deduction of full mark	Deduction of full mark			Deduction of direction mark
Fourth (intensive high-risk) mark irregularities	Adopting the procedures mentioned in Article (9) in the previous table				Student failure in the behavior subject

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- The deducted mark shall be regained in case that the student acquires the positive behavior.

An illustrative example of calculating the semester and final mark of the behavior subject as follows:

Total mark of behavior subject	Positive behavior	Outstanding behavior
100	80	20

Balance of the marks of the behavior subject throughout the scholastic year	Registration of the positive behavior marks			Registration of the outstanding behavior marks			Final mark
	The expected balance to all students	Deduction mark	Due mark	The expected balance to all students	Deduction mark	Due mark	
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 scholastic year mark		73			18		91

- (60%) mark is considered the minimum expected of behavior mark. The student is granted opportunities to compensate what was deducted during the scholastic year of the balance of his semester behavioral marks. That is by improving the outstanding behavior marks or by non-repetition of the irregularity and commitment with the positive behavior.
- In case that the student behavior mark declines to less than 60% at the end of the semester, his certificate will be withheld, and the case will be submitted to the Behavior

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Management Committee to state the semester corrective procedures binding to the learner.

5. In the case of failure of the student at the end of the scholastic year in the final mark of behavior (average semesters marks), the certificate shall be withheld from the student until a decision is issued by the Behavior Management Committee about the main corrective actions, its implementation completion shall be obligatory for handing the certificate to the student by a decision of the Behavior Management Committee, except the twelfth grade students.
6. Students with repetitive behavioral problems who attained behavior mark of (60) are required to enroll programs aim at developing and enhancing the positive behavior.
5. The students with outstanding behavior are rewarded by enrolling them including the internal and external programs of the Ministry, aiming at stimulating them to ensure continuity of their outstanding behavior.

#### Article (6)

#### Outstanding Behavior

The outstanding behavior of the learner falls under three main directions in terms of their standards where they are measured by a number of indicators upon which the student is assessed, granting him the proper mark for each indicator as clarified in the following table :

Directions	Standards	Indicators	Mark
1. Personal development	1.1 The student shows in his situations and behavior a high sense of responsibility and self-discipline on a permanent basis.	1.1.1 He commits with the school regulations and bylaws inside the classroom and the school, and during the external activities of the school on a permanent and continuous basis.	10
	1.2 The student shows patterns of cooperative work	1.2.1 He respects the feelings of peers, takes care of their needs, and provides them with assistance on a	5



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	behaviors with his colleagues, teachers and the school administration around him.	permanent basis.	
		1.2.2 He initiates to encourage others to cooperate and collaborate, suggests solutions to involve others, and to invite them to work collectively on a permanent and continuous basis.	5
	1.3 The student shall be committed to hygiene and safety standards.	1.3.1 He is interested in his appearance, cleanliness of his body and clothing on a permanent basis and without reminder by anyone.	10
		1.3.2 He demonstrates clear awareness of the importance of proper food in his choices, practices sports continuously inside the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles.	5
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.	10	
	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 He is characterized by truthfulness, honesty and good ethics as per the testimony of his colleagues, teachers and personnel of the school.	10
2. Estimating the values of Islam and respecting the identity, heritage and culture of the UAE and the cultures of the world		2.1.2 The principle of moderation and tolerance appears in his behavior through situations and activities that express his ability to comprehend others, to listen properly to them, and to understand their situations.	5
	2.2 The student respects the identity, heritage and culture of the United Arab Emirates	2.1.3 Participates in a variety of cultural activities aimed at promoting the values of national belonging and identity.	5



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	and other cultures of the world.	2.1.4 Initiates non-classroom activities, and projects to learn about other cultures, and compare them to the culture of their country.	5
3. Social responsibility, leadership skills and innovation	3.1 The student takes an active part in the targeted social activities.	3.1.1 He represents the school is in public events throughout the scholastic year.	5
		3.1.2 He participates in students' councils activities, teams, volunteering works or school initiatives, and his participation will have a positive impact on the school community as a whole.	5
		3.1.3 He initiates participation in objective societal activities during vacations.	5
	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.	3.2.1 He is distinguished with independency, and can lead initiatives and projects with significant social benefit.	5
		3.2.2 He proposes innovative creative solutions for the public in his school community or to solve the problems suffered by the school.	5
		3.2.3 He implements ideas and activities, individually or collectively, to rationalize energy consumption and natural resources inside and outside his school environment and to maintain its sustainability.	5
		The final mark	
Mark of outstanding behavior (final mark division on 5)		20	

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### Article (7)

#### Enhancement of Positive and Outstanding Behavior

1. The positive and outstanding behavior of learners is enhanced in a way adapts with their age and school stages, their mental and bodily abilities, and in various methods, as described in Appendix (B) enclosed by this Bylaw, stipulated taking into consideration the following measures on application of the procedures for enhancing positive and outstanding behavior:
- Each learner who has positive and outstanding behavior is considered under this Bylaw.
  - The enhancement shall be through direct reference to positive and outstanding behavior.
  - Equal opportunities are provided to all students to enhance their positive and outstanding behaviors.
  - The enhancement shall be consistent in terms of type and degree with the behavior desired to be enhanced.
  - The enhancement shall focus on the behavior of the student and not on him as a person.
  - The methods of enhancement vary between moral, material and educational.

### Article (8)

#### Irregularities of Behavior

Irregularities of behavior are classified into four levels according to its degree, high seriousness, and impact of committing on the student, the educational environment and the society in general. The procedures of each, are implemented according to this Bylaw, stipulated that each one should be documented according to the approved systems and models, and shall be dealt with in accordance with the educational systems.



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**1. Irregularities of (simple) first degree - (4) marks for each.**

Irregularity No.	Description of the irregularity
1.1	Delaying or non-participating in the morning queue without an acceptable excuse, or delay in attendance at the specified time to start the class for a period not exceeding (10) minutes without an acceptable excuse.
1.2	Access to and exit from the classroom – on class time - without permission, or non-attending the class or school activities without excuse.
1.3	Non-compliance with the school uniform or sports uniform, or non-preserving it.
1.4	Non-bringing the books and school supplies.
1.5	Failure to follow the rules of positive behavior inside and outside the classroom, such as: maintaining calmness and discipline during the class time, and issuing inappropriate voices inside or outside the classroom.
1.6	Sleeping during the class or formal school activities without justification or permission (and after making sure of the health status of the learner).
1.7	Eating during classes and during the morning queue without justification or permission (and after making sure of the health status of the learner).
1.8	Non-compliance with the delivery of homework and assignments entrusted to him on specific time.
1.9	Bringing the means of communication such as mobile phone.
1.10	Misusing the electronic devices such as a tablet computer and others during the class, including playing electronic games, and using the headphones in the classroom.
1.11	All other similar irregularities according to the discretion of the Educational Committee.



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**2. Irregularities of the (medium-risk) second degree - (8) marks each.**

Irregularity No.	Description of the irregularity
2.1	Repeating the irregularities of the first degree.
2.2	Absence from the school before and after holidays, vacations, weekends and pre-semester exams.
2.3	Getting out of school without permission or escaping during the school day, and is considered absent.
2.4	Urging to conflict, threaten or intimidate any of his school's colleagues.
2.5	Doing something that would violate public morals or public system in the school, values and customs of the community, such as resembling with the other gender in clothing and appearance, haircuts, the use of cosmetics, etc.
2.6	Writing on the school walls, sabotaging the school furniture and school buses.
2.7	Taking photographs, possession, dissemination and circulation of photographs of school staff and students without their permission.
2.8	Verbal abuse.
2.9	Smoking inside the campus of the school and possession of its tools.
2.10	All other similar irregularities according to the discretion of the Behavior Management Committee in the school.

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**3. Irregularities of the (high-risk) third degree: - (12) marks each.**

Irregularity No.	Description of the Irregularity
3.1	Repetition of one of the second degree irregularities.
3.2	The acquisition, possession, display and promotion of unauthorized materials, information or electronic materials, and those contrary to values, morals, etiquette and public order which detriment the public modesty.
3.3	Defaming and abusing colleagues and school staff in social media.
3.4	Bringing and possession of white weapons or the like inside the school.
3.5	Sexual harassment inside the school.
3.6	Physical assault on colleagues or school personnel (bullying).
3.7	Theft or concealment thereon.
3.8	Destroying or vandalizing the school equipment and facilities and seizing them.
3.9	Insulting heavenly religions, or provoking all that cause sectarian and doctrinal strife in the school.
3.10	Tampering, vandalism, destroying school buses and harming road users.
3.11	All other similar irregularities according to the discretion of the Behavior Management Committee.



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**4. Irregularities of the (intensive high-risk) fourth degree (20) marks each.**

Irregularity No.	Description of the Irregularity
4.1	Repetition one of the third degree irregularities.
4.2	The acquisition, possession or use of firearms, white weapons or the like inside the school.
4.3	Sexual assault inside the school.
4.4	Physical assault leading to injury to colleagues or school staff.
4.5	Spreading exam questions or participating therein in any way.
4.6	Causing fires inside the school campus.
4.7	Impersonating others in school transactions, or falsifying school documents.
4.8	Exposing to abuse of political, religious and social symbols in the state.
4.9	Possession, collection, promotion or use of narcotic drugs, narcotic medical drugs, psychotropic substances inside the school, or appearing under the influence of narcotic drug, narcotic medical drugs and psychotropic substances.
4.10	Spreading or promoting extremist, atheist or atheistic ideas and beliefs that are hostile to the social and political systems of community.
4.11	All other similar irregularities according to the discretion of the Behavior Management Committee.

**Article (9)**

**Procedures of Dealing with Irregularities**

The following serial procedures shall be taken, and the calculation of deduction of behavior marks in the event of committing different irregularities, taking into consideration the detailed

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instructions mentioned in Appendix (C) attached to this Bylaw along with holding the Behavior Management Committee for adopting the necessary decisions.

Level	In case of committing	In case of first repetition	In case of second repetition	In case of third repetition
First (simple) degree irregularities.  (4) marks for each irregularity.	- Oral warning	- Opening a file and document the irregularity. - Informing the parent in writing	- Deducing half mark. - Calling the parent. - Issuing a first written warning to the learner and signature of his parent of knowledge.	- Calling the parent. - Issuing a final written warning to the learner and his parent in case of non-response. - Deducing full mark of irregularity. - Studying the case by the guide. - Implementing a group of strategies to reduce negative behavior. - Then, converting the irregularity into the second degree.

Level	In case of committing	In case of first repetition	In case of second repetition	In case of third repetition
Irregularities of the (medium-risk) second degree.  (8) marks for each irregularity.	- Calling the parent. - The parent and the student signatures on the pledge not to repeat the irregularity. - Deduction of half mark.	- Deduction of full mark. - The student and his parent signatures on a warning or suspending from one to three days inside the school.	- Suspending the student from one to three days in the school with the assignment of homework. - Final warning.	- Transferring the student to another division. - Study of case by the academic guide and referring it to the Behavior Management Committee to implement a group of actions that may contribute in reducing the behavior. - Transferring the irregularity to the third degree.



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<p>Irregularities of the (high risk) third degree</p> <p>(12) marks for each irregularity</p>	<ul style="list-style-type: none"> <li>- An immediate meeting of the educational committee to take a decision.</li> <li>- An immediate calling to the parent and signature upon the decision.</li> <li>- Deduction of the full mark.</li> </ul>	<ul style="list-style-type: none"> <li>- Offering to the Student Behavior Management Committee to make a suspension decision.</li> <li>- Suspension of the student to study and referring him to the competent authority to receive a specialized program to modify the behavior for a period of one week to two weeks.</li> <li>- Deducing the full mark.</li> </ul>	<ul style="list-style-type: none"> <li>- Issuing a decision by Behavior Management Committee to suspend the student.</li> <li>- Warning the parent to seek to transfer him to another school.</li> <li>- In case of non-implementation of the warning by the parent, the student shall be transferred by a decision of the assistant deputy of school processes.</li> </ul>	<ul style="list-style-type: none"> <li>- The decision of the Student Behavior Management Committee by transferring the irregularity to the fourth degree.</li> <li>- Then, final suspension from public school according to a decision of the deputy of the Ministry for Academic Affairs of Public Education.</li> <li>- Referring the student to specialized centers for the treatment of his behavior.- Determining the decision of reenrolling him after being offered to the deputy of the Ministry for Academic Affairs.</li> </ul>
<p>Irregularities of the (very high risk) fourth degree</p>	<ul style="list-style-type: none"> <li>- Immediate call to the parent.</li> <li>- Taking an immediate action on the irregularity with the assistance of the concerned authorities.</li> <li>- Convening Students Behavior Management Committee to issue its decision, and informing Student Guidance Department to adopt the necessary action.</li> <li>- Suspension of the student until the completion of the investigation.</li> <li>- Affording the student and his parent the complete responsibility for any damages resulting from the irregularity.</li> <li>- Transferring the student to the rehabilitation programs approved under a decision of</li> </ul>			

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(20) marks for each irregularity	<p>the deputy of the Ministry for Academic Affairs in specialized institutions.</p> <ul style="list-style-type: none"> <li>- Suspending the student enrolling in schools, complete deprivation of joining the schools and transferring to continuous and home education.</li> <li>- Complete suspension from study in the case of exhaustion of all means of treatment, and transferring him to a competent authority to modify the behavior and treatment.</li> <li>- Final dismissal in the event of the exhaustion of all means of treatment.</li> </ul>
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**Irregularities of Deduction from Outstanding Behavior**

Irregularity mark	In case of committing	Repetition			Deduction type
		First	Second	Third	
First (simple) degree irregularities.	Oral warning	Half mark deduction	Deduction the rest of the mark	Transferring the irregularity to the second degree	Deduction of indicator mark
Second (medium-risk) degree irregularities	Half mark deduction	Full mark deduction			Deduction of the standard mark
Third (high risk) degree irregularities	Full mark deduction	Full mark deduction			Deduction of the direction mark
Fourth (intensive high risk) degree irregularities	Adopting the procedures mentioned in Article (9) in the previous table				Student failure in the subject of behavior

• The deduction mark shall be restored in case that the student acquired positive behavior.

**Article (10)**

**Students with disabilities**

In case that the disabled student (with disability) committed behavioral irregularities, the school behavior management committee and the school support team shall coordinate with the private

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education support center to study the behavior issued by the student to determine the extent of irregularity relationship with the disability, and then adopting the following actions:

1. If the irregularity is not related to the nature of the disability, the procedures of Article (9) above shall be applied.
2. If the irregularity is related to the nature of the disability, it should be :
  - Laying and application of a behavior adjustment plan relating to the irregularity.
  - In the event of existence of a behavioral adjustment plan, it shall be reviewed and modified to treat the behavior leading to the irregularity.
3. If it is found that the behavior modification plan for the people of disabilities links their behavioral irregularities to the nature of their disability, the school will continue to support and integrate the student, unless it is agreed with the parent and the special education department upon the necessity of transferring the student to another school or completing his study through an alternative environment.

#### Article (11)

#### Attendance and Absence

The mechanism and procedures of calculating attendance and absence either with excuse or without excuse shall be subject to the laws and regulations issued in this regard.

#### Article (12)

#### Dismissal and Reenrollment

The mechanism and procedures of dismissal and reenrollment of the student shall be subject to the laws and regulations issued in this regard.



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### Article (13)

#### Behavioral Evaluation

There shall be an intervention to treat the student behavior and modify it gradually, taking into consideration the characteristics of the growth of learners, their needs and problems, according to the methods and controls mentioned in the attached Appendix (D).

### Article (14)

#### Behavior Modification Prohibitions

It is strictly prohibited practicing any of the following procedures on dealing with students by the personnel in the school community:

1. Physical punishment of all kinds, forms and types.
2. Deprivation of eating meals.
3. Provoking or ridiculing the student and making fun of him.
4. Preventing the student from going to toilet.
5. Psychological punishment such as verbal insult or threat.
6. Limiting the student's freedom or his detention in school.
7. Retention of student personal property under an individual decision without the decision of the educational committee.
8. Reducing the marks in the school subjects or threatening of that.
9. Driving out of the class, activity or school during the school day under an individual decision, and leaving the student without supervision.
10. All similar procedures deemed contrary to the regulations and bylaws as per the discretion of the Educational Committee.





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### Article (15)

#### Appeal

1. The learner or his parent shall have the right to submit an appeal or complaint with the Deputy of the Ministry for Academic Affairs if any of the prohibitions mentioned in Article (14) is committed, and the School Operations Department shall immediately investigate them and immediately refer them to the Deputy for consideration and to perform what is necessary.
2. The learner or his parent may appeal against the decision of the Student Behavior Management Committee issued based on the approved procedures to evaluate the behavioral irregularity of the student with the Deputy of the Ministry for Academic Affairs within one week from the date of informing the parent of the decision. Moreover, the appealed decision may be reduced, cancelled or maintained as it may be deemed appropriate by the Student Behavior Management Committee.
3. In submitting his complaint, the student or his parent should commit with number of procedures and controls as follows:
  - A. Filling the form prepared for the complaint, and completing all the statements contained therein with necessary accuracy and clarity, in brief without prejudice to the content.
  - B. Submitting his complaint to the office of Assistant Deputy for the School Operations Sector.
  - C. The complaint should be filed within five working days from the date of the occurrence of the incident, the complaint subject whatever this (incident) for example: addressing a written warning to him of negative behavior or behavioral irregularity.



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- D. The learner may not file his complaint after the period specified from the date of the occurrence of the incident, the complaint subject. In addition, he may not submit more than one complaint for the same incident.
4. The entity related to the appeal shall make the necessary action and adopt a decision within a period of not more than one week from the date of submitting the complaint and informing the student or his parent of the result thereof. He shall be entitled to submit another appeal as the result of the first appeal, only once to the highest level.

**Article (16)**

Ministerial Resolution No. (411) of 2015 concerning the Bylaw of Behavioral Discipline of Learners in the School Community and any resolutions contrary to this resolution shall be canceled and replaced by the Bylaw issued pursuant to this Resolution, considering the Appendixes attached to this resolution as an integral part thereof.

**Article (17)**

This Resolution shall be published and effective as of the beginning of the scholastic year 2017/2018.

**The original is signed by the Minister**

Issued on 08/12/1438 AH corresponding to 30/08/2017 AD.



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### Appendixes

As per the Ministerial Resolution No. (619) of 2017 concerning the Students  
Behavior Management Bylaw in Public Education Institutions  
Appendix (A) of Ministerial Resolution No. (619) of 2017 concerning the Students  
Behavior Management Bylaw in Public Education Institutions  
The roles and Responsibilities of the Parties concerned with this Bylaw

1. Student:

- To be self-disciplined.
- To commit with attendance and punctuality.
- To bear the responsibility of learning and behavior, and to have positive attitudes towards learning.
- To commit with the positive behavior and to seek to achieve outstanding standards of behavior.
- To commit with respecting the laws listed in the Bylaw and deal with them as a responsible person.
- To respect the others and participate actively in school life to prove himself and develop his mental and bodily abilities and talents.
- To be keen to represent his school in the school meetings regarding evaluating his behavior optimally.
- To be aware of the different characteristics of the others and take care of their feelings.
- To adopt conscious decisions concerning his health and safety.



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- To show understanding and appreciation to the culture, customs and traditions of the United Arab Emirates, other cultures of the world, the values of Islam and its role in the UAE society.
- To respect the natural environment in his school and to avoid harming it (rationalization of the consumption of water, electricity, plants and pets in the school).

**2. Teacher:**

- To review all of the procedures of the Bylaw and to commit with its application continuously.
- To commit with the good treatment based on fairness and respect for all students.
- To represent a good example of positive behavior in words and action.
- To commit to adapt a safe environment for all students at all times.
- To contribute in laying the mechanisms of enhancing the positive and outstanding behavior and dealing with irregularities.
- To contribute in clarification of the Bylaw for the learners, and giving them the participation opportunities in its application.
- To express the spirit of cooperation and to communicate continuously with all of the concerned parties for supporting and enhancing a positive climate.
- To review the students' behavioral statements continuously and to contribute in monitoring and restricting the positive and outstanding behaviors and irregularities, and participating in its analysis.
- To participate and support the implementation of the individual educational plan for students with disabilities.
- In case that the student violates the positive behavior during the lesson, he shall be referred to the academic guide or the social worker, the head of student affairs



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department and informing the safety officer thereof. The teacher should complete the report of his irregularity prepared for that (Form No. 2). The teacher should submit with a formal notification about the procedures adopted in the student's right.

### 3. Safety Official

- Monitoring the behavior of students in general to identify group and individual behavioral phenomena and their impact on the safety of the individual and the school community.
- Applying this Bylaw in coordination with officials in the school, using the approved forms and acting to encourage and stimulate positive and outstanding behavior practices among students.
- Maintaining a record of all irregularities, disciplinary observations and actions that have been adopted.
- Excluding the sources that negatively affect the behavior of students and seeking to reduce its impact on them by encouraging the positive and outstanding behavior of the learners.
- The teacher, the academic guide, the social worker, the head of student affairs department, the director and his deputy shall participate in restricting the factors influencing the students' behavior, laying plans, applying the dealing procedures with types of irregularities and their analysis, stimulating the positive and outstanding behavior practices among the students.
- Communicating with the security authorities within which the school is located in the scale of its power to inform and cooperate with them in the event of occurring any emergency or cases requiring interference of these authorities, in coordination with the school principal.



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**4. Academic and vocational guide / social worker**

- Reviewing, educating and guiding students and parents regarding the Bylaw.
- Planning for the preventive and curative programs to reduce negative behavior and encourage positive and outstanding behavior of the learners.
- Performing a study of the social case of the student with repetitive irregularities and documenting them in writing, and offering the case study to Student Behavior Management Committee after obtaining the written consent of the student.
- Studying and following up behavioral cases of the students.
- Contributing effectively in the Student Behavior Management Committee as being determinant for the committee.
- Following individual cases of students and performing the necessary procedures by communication and cooperation with their teachers and parents.
- Acting to strengthen the links between home and school and educating the parents about the importance of their role in the follow-up and treatment of behavioral and academic problems of their children.
- Coordinating with the school administration to benefit from non-class activities as an effective tool to achieve the objectives of preventive and therapeutic programs for this group.
- Recommending of referring the cases that suffer from behavioral problems that are difficult to be treated to the competent authorities approved by the Ministry after the approval of the parent and following up the implementation of the recommendations contained in the report of specialists dealing with the cases.
- Direct dealing with the school nurse and with direct specialists to deal with special behavioral cases.

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- Supporting the application process of the individual educational plan for the disabled persons and facilitating the process of communication with the concerned authorities supporting them.
- Following up the implementation of all of the recommendations contained in the report of specialists dealing with the cases.

**5. Head of Student Affairs Department**

- Contributing in laying integrated plan to enhance positive and outstanding behavior by participation with the personnel and parents.
- Assuring of generalization of the Bylaw upon all of the personnel in the school, students and parents and committing with its application.
- Setting, maintaining and sustaining positive and outstanding behavior marks by teachers, safety officials and academic guide, and calculating the total behavior marks by deducing the irregularities and adding positive behavior.
- Assuring of accomplishing the documents and procedures of irregularities and keeping them in electronic records to refer to them easily.
- Following up the implementation of behavioral curing plans for people with special needs and people with disabilities.
- Analyzing all positive and outstanding behavior statements and irregularities, and making proposals that contribute in the modification and enhancement of behavior.
- Laying a plan of enhancing the positive behavior among students and incentive programs for the outstanding students and supervising upon the honoring programs.
- Spreading awareness in the behavioral Bylaw in the school, explaining it to the administrative and educational staff and parents through the implementation of workshops and designing posters and bulletins.



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**6. Deputy Director for Student Affairs**

- Preparing a periodic plan (weekly, monthly, annual) for all meetings of the School Behavior Management Committee.
- Identifying the training needs of the teaching and administrative staff and providing the necessary support to develop their competencies in behavior management.
- Participating in the training of the teaching staff concerning the application of the Bylaw.
- Direct communication with all employees and students to guarantee full compliance with the resolutions and procedures related to this Bylaw.
- Direct supervision over the committees, teams and councils for student affairs.
- Effective coordination between teachers, school administration and parents to facilitate the implementation of roles and responsibilities of each of them.
- Full supervision over students on applying procedures of dealing with irregularities such as exception from the break, social activity or implementation of the student punishment inside the school, and involving the student in a task by assigning him to achieve duties or assigning him with approved scholastic works.
- Taking a pledge from the parent to review Education Compulsory Act and the Student Behavior Management Bylaw.

**7. School principal**

- Providing a safe, healthy and correct educational environment that supports the application of the Bylaw.
- Committing with identification of the student and his parent of the provisions of this Bylaw, any changes or modifications thereto.

