



School of Knowledge
(St. Mary's Group of Schools)

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reviewed By & Date	Behavioral Management committee / JUNE 2025
Next Revision Date	August 2026

Approved by: Members of the Committee

VISION OF THE SCHOOL

Striving for excellence, striding towards success and seeking new horizons for personal growth and worth.

MISSION STATEMENT

Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

CORE VALUES

We believe:

- ✓ In fostering honesty, charity, justice and service to others.
- ✓ In empowering critical and creative thinking.
- ✓ In a collaborative learning environment that involves co-operation among students, teachers, school leaders, staff and parents.
- ✓ In enabling students to become global citizens to face the challenges of the 21st century.

MEMBERS OF THE COMMITTEE

Role	Name
Principal	Mr. Peter Rowlands
Vice Principal	Sr. Sarala Christi
Child Protection Officer	Ms. Feba Alina Thomas
Coordinators	Ms. Ulfath Ms. Bridget Ms. Binu
Middle Leader Team	Heads of all the Departments.
School Counselors	Ms. Feba Alina Thomas, Ms. Rhea
Physical Education department	Ms. Afshan Mr. Robin

1. INTRODUCTION:

School of Knowledge aims to promote positive discipline and behavior throughout the school by encouraging students to take responsibility for their behavior and to support others to behave appropriately. We are committed to maintaining an atmosphere and environment where students feel secure, happy, and motivated to learn and where there is a sense of belongingness and mutual respect.

We believe that encouragement and praise are vital in helping students to develop a positive self-image. Appropriate behavior is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

This policy aims to help our students grow in a safe and secure learning environment and to become successful, confident, responsible, and effective members of the school community and beyond. The school recognizes and promotes good behavior, as it believes that this will develop an ethos of kindness, trust, and cooperation.

2. POLICY OBJECTIVES:

- To promote positive behavior and take self and public responsibility among students.
- To create an appropriate educational environment for the success and enhancement of learning skills based on the integration and continuity of education during the crisis and natural disasters.
- To apply the principle and culture of reinforcement, encouragement, and permanent care to the school community to reduce behavioral offenses with the best possible educational means.
- To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behavior in a way that ensures compliance with school values and systems through changing and emerging conditions.

3. EQUAL OPPORTUNITIES

We believe it is the right of all students, regardless of their gender, ethnicity, and physical ability, linguistic, cultural, or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We feel it is important for all staff to have a whole-school approach in promoting positive behavior with clear and consistent expectations.

4. POSITIVE BEHAVIOUR

Positive behaviour is demonstrated by pupils when:

- They spontaneously follow rules and routines and match realistic teacher expectations
- They relate positively to others
- They are motivated to learn and take a full part in school life.
- They value their strengths and attempts to build on them.
- They identify the areas for development and work on them with perseverance.
- They exercise autonomy in their behaviour and learning and can stop and think before acting.
- They can express and deal with their feelings appropriately.
- They can talk about their thoughts, feelings, and behaviour.

5. SCHOOL GOLDEN RULES

We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. We have established through consultation, a code of conduct, which is displayed throughout the school, in the form of school golden rules and shared during the google classroom.

Our golden rules are in effect at all times and should be followed by everyone in the school community. All staff has the responsibility to ensure the students follow the rules at all times, even during distance or hybrid learning. Classroom rules are in line with school golden rules. It is written in positive language and displayed in each classroom. The rules are being told by teachers daily and in the distance learning period. The behaviour charter for E-learning also has been circulated to all students and parents and the school community.

OUTSIDE

PLAYAREA RULES (applicable during regular schooling)

While the School Golden Rules will apply at all times, there will also be additional guidelines for playtime, such as;

- Play safely
- Keep your hands and feet to yourself.
- Follow the directions of the duty person. Talking back, rudeness, and a disrespectful tone of voice will not be tolerated.
- Play only in designated areas.
- Play games that are not dangerous. Refrain from chasing, pulling, and tugging at clothing.
- Safely use playground equipment.
- When the bell rings, stop play immediately and follow all the instructions from the duty person.
- Do not bring personal items from home unless requested by the teacher.
- Keep the playground clean and tidy at all times.

6. STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Positive behaviour is reinforced by verbal praise, private or public praise, stickers, comments on work, special chairs, letters, and comments sent home in the diary, special responsibilities either in class or around the school, showing work to the principal or member of the senior team.

Appreciation notes by emails, E-certificates, perhaps given at a special assembly/group certificate, comments on chat box, responsibilities in the classroom like presenting the topic, appreciation notes (Applicable during distance learning).

OUTSTANDING BEHAVIOUR

Total Behaviour Score is a set of estimates that monitor the student's overall positive and exemplary behaviour marks at the end of the school year.

It encompasses:

1. Exemplary behaviour - granted by assessing the personal attributes of the student motivating them to enhance it and achieve the highest possible levels of positive behaviour indicators according to the criteria specified within the following three areas:

Directions	Indicators
1. Personal development	* The student shows a high sense of responsibility and self-discipline permanently.
	* The student shows patterns of cooperative work behaviour with his fellow beings, teachers, and school administration.
	* The student shall be committed to hygiene and safety standards.
	* The student shall be keen to attend and abide by the lessons and commit to keeping the deadlines permanently.
2. Estimating the values of Islam, respect of the identity, heritage, and culture of the UAE and other cultures of the world	* The student shows high understanding and appreciation of the values of Islam in the UAE
	* The student respects the identity, heritage, and culture of the UAE and other cultures of the world.
3. Social responsibility, leadership skills, and innovation	* The student takes an active part in the targeted social activities
	* The student shall have outstanding work ethics and shows a high level of environmental awareness, ability to innovate, lead projects, find solutions and make decisions

2. Positive behaviour - expected of all students and negatively affected by deduction according to the behaviour score and offenses included in the following categories:

- A. Minor offenses of the first degree
- B. Moderate offenses of the second degree
- C. Serious offenses of the third degree

7. BEHAVIOUR OFFENSES

Behavior offenses are classified into three to four levels according to their degree, severity, and impact on the students, and on the educational environment, mode of learning, and community in general.

FIRST DEGREE VIOLATIONS (REGULAR SCHOOL)
Being repeatedly late to the morning assembly or failing to participate therein without an acceptable excuse.
Failing to attend the classes on time repeatedly without an acceptable excuse.
Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
Not bringing the books and school kits without an acceptable excuse.
Non-compliance with the positive behavior rules inside and outside the classroom, such as: keeping calm and disciplined during class time and making inappropriate sounds inside or outside the classroom.
Sleeping during class time or formal school activities with no justification (after making sure of the student's health status).
Eating during the class times or during the morning assembly without a justification or permission (after making sure of the student's health status).
Non-compliance with presenting homework and assignments given to him/her on time.
Misuse of electronic devices such as tablets etc., during the class, including playing games and using headphones inside the classroom.
SECOND DEGREE VIOLATIONS (REGULAR SCHOOL)
Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.
Getting in or out of the classroom during class time without permission.
Not attending the school activities and events without an acceptable excuse.
Inciting quarrels, threatening, or intimidating peers in the school.
Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.

Bringing mobile phones or misuse any means of communication.
Verbally abusing or insulting students, staff, or visitors of the school.
THIRD DEGREE BEHAVIOUR VIOLATIONS (REGULAR SCHOOL)
Various types and forms of bullying-refer Anti-Bullying policy
Copying or reproducing the assignments, reports, Researches, or projects and taking credit for them.
Getting out of the school without permission or absconding during the school day.
Destroying or seizing the school furniture, tools, and vandalism
Tampering with or destroying the school buses.
Assaulting others in the school, without causing any injuries to the victim (corporal abuse).
Capturing, possessing, publishing, or disseminating photos of the school staff and /or students without their permission.

8. PROCEDURES

The following leveled procedures shall be taken, and the deduction of behaviour grades shall be calculated in the event of committing various offenses, according to the degree of the offense that is mentioned in the Student Behavior Management Policy.

Cases will be presented within the competencies of the behavior management committee, and accordingly, the necessary decisions are taken according to the Behaviour Management Policy.

Any breach of third-degree rules may lead to procedures ranging from withdrawing the user's right to log in or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect (applicable during distance learning).

In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules. School Administration has formed a student **Behavior Management Committee**, approve all of its official actions as specified in the official policy, and will deal with all offenses through it, and also we activate the initiative's plans and programs.

Teacher	1 st Degree irregularity- verbal warning by the teacher (should be recorded)
Coordinators	If the student continues the irregularity, it should be escalated to the coordinators, where marks would be deducted. Parents are also informed at this stage.
Counselor	If the student still misbehaves then the Counselor contacts the student and does the needful behavior intervention. The counselor will inform and involve parents also. They may need to sign an undertaking online.
Principal	If the student yet misbehaves, the student will be denied access to the distance-learning portal for a period decided by the Principal and the same will issue the warning letter.

ACTION TAKEN

Degree of offense	Upon committing	Reoccurrence		
		First time	second time	third time
First-degree (simple offenses)	Verbal warning	Written warning	Deducting the mark	Deducting the full mark and instructing the student and his / her guardian to sign an undertaking for not committing this offense again.
Second-degree (medium severity offenses)	Written warning	Deducting full of the mark	Parent notified	Meeting with parents
Third-degree offenses	Deducting the full mark	Parent notified	Meeting with parents to sign an undertaking	Registration reviewed

9. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

SCHOOL ADMINISTRATION

- Form a student behavior management committee, approve all of its official actions as specified in the policy, and deal with all offenses through the policy.
- Prepare schedules and follow-up on teachers' execution of the allocated periods according to the schedule and ensure that the teacher uses professional language.
- Ensure that all students have devices to enable virtual learning.
- Coordinate with the technical support team to solve and avoid any technical issues that may disrupt E- learning.
- Monitor the absence and tardiness of students during the periods, and follow up with school administration.
- Conduct teacher/student/parent surveys on the quality of distance learning and generate improvement plans.

VICE PRINCIPAL

- Identifying the training needs of the teaching and administrative staff and providing the necessary support to develop their competencies in behavior management.
- Participating in training the teaching staff in respect of the application of this Code.
- Directly communicating with all of the staff and the students to ensure their full compliance with the decisions and procedures concerning the Code.
- Directly supervising the committees, teams, and councils concerned with the students' affairs.
- The effective coordination between the teachers, the school management, and the student's guardian facilitates the fulfillment of the roles and responsibilities of each of them.
- Full oversight over the students when applying actions for the offenses they commit, such as depriving of the break time or the social activity, implementing the punishment inside the school by the student, keeping the student busy by giving him / her assignments and homework, or assigning him/her to do approved school work.

COORDINATORS:

- Assist in identifying staff who require further support in behavior management.
- Help deliver internal training sessions or workshops under the VP's guidance.
- Monitor classroom behavior practices to ensure alignment with the Code.
- Report incidents of non-compliance to the VP and support in taking corrective measures.
- Maintain a log of student offenses and interventions taken.
- Oversee implementation of corrective actions like:
 - Supervised breaks
 - Structured assignments during punishment
 - Engaging students in constructive tasks during disciplinary time
 - Follow up on student behavior plans and provide individual support where needed.
- Act as a liaison between parents and teachers in behavior-related matters.
- Schedule and facilitate behavior-related meetings with parents when necessary.
- Provide mentoring and guidance to students with recurring behavioral issues.
- Implement peer mentoring or buddy systems to promote a supportive environment.
- Collect and analyze behavior incident reports.
- Identify patterns and propose proactive strategies to prevent behavioral issues.

PARENT:

- Motivating, encouraging, and promoting positive behavior, and working on reducing the behavioral problems of their child.
- Notifying the school of their child's needs and cooperating with it to solve the behavioral problems from which their child may suffer.
- Being present for guidance during the broadcasting period (applicable during distance learning).
- Secure environment readiness for students in their homes such as providing an adequate place and providing the Internet during distance learning.
- Maintaining the student's overall good appearance during school hours.
- Support and encourage students to practice lessons by ensuring that they attend and complete all educational activities.
- Comply with the school's decision regarding any offenses committed by their child.

STUDENT

- To be self-disciplined and punctual.
- Taking the educational and behavioral responsibility and having positive attitudes towards education.
- Respecting others, and effectively participating in school life to establish himself/ herself and to develop his / her mental and physical potentials and talents.
- To be aware of the others' different characters, and to respect their feelings.
- Taking informed decisions in respect of his / her health and safety.
- Respecting the natural environment in his / her school
- Comply with official times and dates following the regulations and laws issued by the school management.
- Adhere to all rules. Any violations will result in procedures ranging from withdrawing the user's right to login to the service, or terminating his/her use of the service, or both, with retroactive effect.

TEACHER

- Reviewing all the procedures and applying them persistently.
- Dealing in a good, fair, and respectful manner with all students.
- Representing a good example of positive behavior through his / her saying and actions.

- Committed to the creation of a secure environment for all the students at all times.
- Contributing to the setting of mechanisms for promoting positive and exemplary behavior and for handling offenses.
- Showing the spirit of cooperation, and continuously communicating with all of the stakeholders to support and enhance the positive atmosphere.
- Participating in and supporting the implementation of the individual education plans for the students of determination.
- Ensure usage of the Internet is fully dedicated to supporting educational and research objectives in line with the school's E-safety policy.
- Adhere to the rules of proper discipline and conduct in electronic communication and maintain students' personal information confidential.
- Regular and consistent follow-up with the school's procedures to maintain discipline and to improve good behavior in students.

SCHOOL COUNSELLOR

- Providing orientation, education, and guidance to the students, guardians, and the school staff in respect of the Code of Behavior.
- Submitting the required reports and documents to the Vice Principal to show the method of action.
- Planning the preventive and remedial programs to reduce the negative behavior and encouraging positive and exemplary behavior among students.
- Studying and following up the behavioral cases of the students.
- Following up on the individual cases of the students and taking the necessary actions to communicate and cooperate with their teachers and guardians.
- Recommending the referral of the cases suffering from behavioral problems to the agencies and following up the implementation of the recommendations contained in the reports.
- Dealing directly with the school nurse and the specialists handling the special behavioral cases.
- Supporting the process of application of the Individual Educational Plan for the Students of Determination and facilitating communication with the concerned agencies offering support to them.
- Following up on the implementation of the recommendations contained in the report of the specialists dealing with the cases.

10. PERSONS OF SPECIAL NEEDS AND PEOPLE OF DETERMINATION

- * Making sure that the student of Special Need or Determination is assessed and that a comprehensive report issued for his / her 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 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 / her disability, and then the following actions shall be taken:

- * If a behavior reform plan previously existed; then it shall be reviewed and amended to address the behavior leading to the offense. In case the student of special need determination does not get benefit from the behavior reform program applied to him/her; then he /she shall be transferred to another alternative environment

11. CRITERIA FOR EVALUATING THE SUCCESS OF THE POLICY

Through monitoring and evaluation procedures and review of the School Improvement Plan, the school will discuss the policy annually and make any necessary changes to ensure all children take responsibility for their behavior and their learning.

Sample Behavior score chart:

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