Affiliated to
**C.B.S.E**, New Delhi, India
Affiliation No : 663004
P.O.Box 80718, Al Ain, UAE **Tel:** + 9713 781 0043
**Email:** info@alainjuniors.com
**Web:** www.alainjuniors.com



| | |
|---|---|
| **POLICY TITLE:** | Student Behaviour Policy |
| **DEPARTMENT:** | Academics |

| | |
|---|---|
| Policy Contact: Counsellor | Issue Date: June 2024 |
| School: Al Ain Juniors School | Next Revision Date: June 2027 |
| Reference No: AJ-GCD-03 | Version No: 5 |

**Introduction**

This policy lines up with the Ministerial Decree 851 regarding Student Behavior Management Policy 2018 and Ministerial Decree 229 regarding Distance Learning Student Behavior Management Policy 2020 by the Ministry of Education, UAE.

**Objectives of the Policy**

- Build positive behavior among students within the school community.
- Promote positive and distinctive behaviors and repeat them regularly and consistently by applying the principles of promotion, encouragement and care at all times.
- To reduce behavioral irregularities with the best possible educational means.
- Defining the parameters of responsibility to achieve complementarity in the roles within the school community through activating, applying and restricting the procedures so as to ensure that the rules of conduct of students are implemented in a clear, flexible and fair manner.
- Ensure that the prevention and treatment mechanisms for behavioral problems and violations are effectively planned and implemented.
- Create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
- Apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural offences outside the walls of the school (Distance Learning) with the best possible educational means.
- Provide a controlled 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 through changing and emerging conditions.

**Scope of application of the Policy**

- This Policy shall apply to all general education institutions, from the grades three to twelve.
- The Kindergarten and grades one and two can have their own guidelines.
- Distance Learning Student Behavior Management Policies are applicable to all public education institutions (first and second cycles and secondary education) which are subject to the Distance Learning Initiative on the national level.

**Positive behavior model:**

School has a Positive Behavior Model to promote, recognize, reward, and reinforce positive behavior that consists of the following:

1. The school's underlying approach and principles in creating a culture of promoting high standards of behavior in alignment with the values of the school, including: a. UAE National Identity and Culture: Respect for religion, local culture and values, and traditions in line with the ADEK School Values and Ethics Policy and the ADEK School Cultural Consideration Policy. b. Positive School Environment: A school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.
2. School-wide strategies and frameworks that educate all students on positive behavior such as social- emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
3. Training for educators on the school's Student Behavior Policy and the positive management of student behavior.
4. Clear and comprehensive communications on the role and obligations of parents in embodying and promoting positive behavior, in line with the ADEK School Parent Engagement Policy.
5. Mechanisms and procedures to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviors of concern.
6. Support, interventions, and procedures in cases of misconduct and behaviors of concern, in line with the requirements set out in Section Support and Interventions

**Promoting Positive Behaviour Student**

- A clear statement of actions defining positive student behavior, which includes: a. Showing due care and respect for the school, its staff, students, and the wider community by:
- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.
- Representing the school on public occasions and promoting a positive school image.
- Demonstrating a positive mindset and engagement with learning by:
- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities. d. Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:
- Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).

- Queuing in an orderly way and respecting others' positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the ADEK School Sustainability Policy.
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school's dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the ADEK School Cultural Consideration Policy.
- Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK School Values and Ethics Policy.
- The expectation for students to exhibit positive behavior when under the school's supervision.
- This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- Schools are authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school's supervision, such as when wearing a school uniform in public settings.
- A clear statement of actions considered to be misconduct and the associated disciplinary actions, as defined in Section 4. Misconduct Policy and Procedures.
- Misconduct Policy and Procedure

**Violations**

This misconduct policy shall be applicable to students starting in Grade 5/Year 6. Disciplinary measures for students below Grade 5/Year 6 shall be subject to Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions (MoE, 2020).

**Policies for applying procedures**

- Before applying the procedures, the reasons leading to the violation shall be considered, taking into account the student's social, educational, psychological, health and financial conditions, the circumstances in which the violation occurred and the frequency of the violation.
- Deal with the student on the basis of respect for his personality and feelings.
- Prioritize methods of "Behavior enhancement" over "Behavior Modification" according to the following Policies:
    1. Avoid cruelty, psychological abuse, defamation, insult, ridicule, or personal humiliation.
    2. Do not generalize the application of the procedures to all students in the class or in the school for a mistake committed by one of the students.
    3. Apply procedures consistently depending on the type and degree of behavior.
    4. Achieving justice and equality in dealing with students in school.
    5. Take into account the student's own needs, as well as the nature of the behavior and take into consideration the frequency or degree of behavioral irregularities.
    6. Ensure the precise identification of the type of non-positive behavior committed by the student before applying the amendment.
    7. Beware of applying any penalty to the student without regard to the school's preventive responsibilities and documentation.
    8. Maintain the confidentiality and privacy of the student and do not defame him. Employees in the school community are prohibited from practicing any of the following procedures when dealing with students:
        - Any kind of corporal punishment
        - Deprivation of eating meals
        - Provoking or ridiculing the student and making fun of the student
        - Prevent the student from using the washroom
        - Psychological punishment such as verbal insult or threat
        - Restrict the freedom of the student or detention at school
        - The student's personal property is seized by an individual decision without the decision of the conduct management committee
        - Reduced marks in core subjects or the threat thereof
        - Expulsion from the activity, class or school during the school day by an individual decision, leaving the student without supervision
        - Depriving the student from participating in events and trips by an individual decision without the decision of the conduct management committee
        - All stakeholders shall have the responsibility to

modify the behavior according to the degree of seriousness and frequency.
- Methods shall be applied in the context of directing and modifying behavior, and shall not be motivated by anger or revenge.

**People with special needs and people with determination**

- Ensure that the student with special needs /determination has been evaluated and has a comprehensive report approved by a "Special Education support Centre", and was classified within the approved categories of disability.
- In the case, student with special needs /determination committing of any behavior violation, coordination between the Behavior Management Committee and the school support team at the school and the Centre for the support of special education to study the behavior of the student and determine the relationship of the violation with disability and then do the following:
    1. In case the violation is not related to the nature of the disability, the procedures for the behavior violations mentioned in this Policy are applied after the adoption of the special education support centres.
    2. If the violation is related to the nature of the disability, the implementation of an amendment plan for the behavior related to the violation by the concerned shall be done and are monitored and reviewed periodically with provision of necessary support to the student and his/her integration in school.
- In the event of a previous behavior modification plan, it is reviewed and amended to address the behavior leading to the violation.
- In the event that the student with special needs/with determination does not benefit from the motivational programs to modify the behavior followed with him, he/she shall be transferred to another alternative environment suitable for his condition through a special committee in the special education support centres and the adoption of the Department of Special Education.

**Grievance**

- The student or his / her guardian may lodge a complaint in the course of the school'sadministration with the committee's decision according to Form 19.
- The guardian shall send the grievance by e-mail, by telephone or delivered by hand.
- The school administration shall abide to revise the decision within a period of not more thanthree days and to confirm the decision or amend it and inform the guardian thereof.
- A student / Guardian may not lodge a complaint five working days from the date of notificationof the decision of the Committee.
- In the event that the school is not returned within three days or the parent does not accept

the response, he may raise an objection to the grievance to the school operations sector for decision within a period of not more than one week. The school administration shall submit a report on the violation to the school operations sector.

- The decision issued by the school operations sector shall be a final decision, after being approved by the Undersecretary of the Ministry for Academic Affairs of General Education.

**Behavior Management Committee**

It is one of the committees that must be formed in the school, and is intended to discuss the educational and behavioral problems of students, and to consider the actions taken against the violators' student in accordance with the provisions of these rules and constitute the Committee as follows:

- School principal as head
- Deputy Director or Deputy Academic Director
- Academic advisor
- Counsellor
- Floor Supervisor
- A member of the school teachers of any specialty
- Student Council Member

**Competencies of Behavior Management Committee**

- Studying the behavioral violations of the students and deciding on them and evaluatingthe measures according to the Policy.
- Adopting procedures for establishing positive rules of conduct among students andlimiting violations.
- To achieve integration of educational roles directed to the comprehensive care of students
- Prepare reports and make recommendations to the Director of the Sector, and the Assistant Undersecretary of the School Operations Sector regarding the irregularities that are required, and as provided in the Policy.
- Examine the granting the marks of student behavior and approve the procedures for modifying the behavior of the quarterly and final marks to modify the behavior of each learner who fail in the subject of behavior, taking into account each case separately.
- Completion of the procedures related to the monitoring of grades and delivery of the student's certificate after the behavior modification procedures in an appropriate periodof time taking into account the student's maximum interest.
- Dealing with parents complaints and grievances and decide according to what is stated in the Policy.
- Coordinating with the academic advisor / social worker to activate the preventive and curative programs, behavioral modification programs and the use of psychologists by the range of schools.
- Coordination with the school support team to study the nature of the behavior issued by each of the students with determination/ special needs and takes the appropriate decision
- Documentation, record keeping and correspondence for the work of the Committee (Rapporteur of the Committee).

- The Committee must take some of its actions with confidentiality and privacy, in particular with respect to certain offenses, while neutralizing members who are directly involved with students who are offending or those who are not members of the school community.
- The study of behavioral phenomena prevalent in the school, what it is, its causes, effects, and disposal methods.

**Behavior Management Committee Meetings**

The normal session of the Committee shall be valid in the presence of five members, including the President or the Vice-President. In case of emergency, it shall be convened immediately and in the presence of only four members. The Committee shall abide by the following:
The Committee shall hold its meetings on a regular basis at the rate of a meeting every week and whenever necessary.

- The Committee shall hold emergency meetings at the invitation of the Chairman of the Committee to decide on the violations referred to the Committee by its Chairman or to consider the identification programs for the distinguished students.
- The Committee shall hold an evaluation meeting at the end of each semester of each year, and shall be held by the end of the academic year and shall be responsible for keeping all reports resulting from such meetings.
- Accreditation of the student's behavior in consultation with the committee's specialists, reference to student records during the school year, and not relying on personal judgment.
- The Committee shall be deemed to be formed immediately upon the issuance of such Policy.
- The Committee shall issue its decisions unanimously or by a majority vote of those present. In case of equal votes, the resolution supported by the President or Vice President shall prevail in the absence of the President.

Affiliated to
**C.B.S.E**, New Delhi, India
Affiliation No : 663004
P.O.Box 80718, Al Ain, UAE **Tel:** + 9713 781 0043
**Email:** info@alainjuniors.com
**Web:** www.alainjuniors.com


| VIOLATION LEVEL | VIOLATION NUMBER | DESCRIPTION OF VIOLATION |
|---|---|---|
| 1 | 1.1 | A repeat tardiness for the morning assembly and not to participate in it without an acceptable excuse. |
| | 1.2 | Repeated tardiness for classes without an acceptable excuse.<br><br>A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse. |
| | 1.3 | Non-compliance with school uniforms or sportswear without acceptable excuse.<br><br>Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live. |
| | 1.4 | Hair extension for boys or strange haircuts for boys and girls. |
| | 1.5 | Not to bring school books and stationary without an acceptable excuse. |
| | 1.6 | Failure to follow the rules of positive behavior inside and outside the classroom, such as maintaining calm and discipline during the class, and making inappropriate sounds inside or outside the classroom.<br><br>Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period.<br><br>Ridiculing the teacher or a colleague during the distance learning period. |
| | 1.7 | Sleeping during the course or formal school activities without justification (after confirming the health status of the student). |
| | 1.8 | Eating during the classes or morning assembly without justification or permission (after checking the health status of the student).<br><br>Eating while attending a distance learning Student Behaviour period. |
| | 1.9 | Lack of commitment to hand over home works and assignments<br>entrusted to him/her in time. |

| | | |
|---|---|---|
| | 1.10 | Misuse of electronic devices such as a tablet computer and others during the classroom, including the playing of electronic games and using headphones in the classroom.<br><br>Adding any unauthorized program, including programs that are |
| | | shared and free programs.<br><br>Using the microphone feature, camera or chat without prior permission from the teacher.<br><br>Playing games (except with the permission of the teacher because it is an educational necessity linked to the lesson).<br>Misusing rights and tools available through Microsoft Teams. |
| | 1.11 | All that is similar to these violations at the discretion of the conduct management committee. |
| | 2.1 | Absence from school without an acceptable excuse at any time, including before and after the school holidays and public holidays and the end of the week and before the exams.<br>Absence from a single school day (via distance learning) without an acceptable excuse. |
| | 2.2 | Entering and leaving the classroom without permission. |
| | 2.3 | Not attending school activities and events without an acceptable excuse. |
| | 2.4 | Incitement to quarrel or threaten or intimidate any of the colleagues at school.<br><br>Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms.<br><br>Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learningplatforms.<br>Not responding to the rules governing the course of lessons. |

| | | |
|---|---|---|
| | 2.5 | Violating the public morals or general school system and the values and customs of the society, such as resembling the other sex in clothing and appearance, such as haircuts and cosmetics. |
| | 2.6 | Writing on school furniture, school bus seats, playing with alarm bells elevators. |
| | 2.7 | Bring a mobile phone or misuse any of the means of communication.<br><br>Misusing ministerial computers during or after the completion of distance education periods.<br>Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises.<br><br>Using e-mail or social media to reveal information of a personal |
| | | nature.<br><br>Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights. |
| | 2.8 | Verbal abuse or harassment of students, employees, or school guests.<br><br>Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user.<br>Abusing or insulting official visitors during periods during the live broadcast. |
| | 2.9 | Smoking inside the school campus and possession of smoking tools.<br><br>Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period. |
| | 2.10 | Refusal to comply with inspection instructions or delivery of prohibited items. |

| | | |
|---|---|---|
| | 2.11 | All that is similar to these violations at the discretion of the conduct management committee. |
| | 3.1 | Bullying of various forms and types.<br>Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.<br>Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform. |
| | 3.2 | Photocopying and copying assignments, reports, researches or projects, and assigning them to themselves (Form 23). |
| | 3.3 | Leave school without permission or escape during school day. |
| | 3.4 | Attempting to defame colleagues and employees of the school in social media and abuse them.<br><br>Participating in unofficial mailing lists and bulletins within the distance education initiative and posting information about teachers and students without permission.<br><br>Posting about the initiative through social media.<br>Divulging other students' personal information, including home addresses and phone numbers. |
| | 3.5 | Impersonating others in school transactions, or forging school documents.<br><br>Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. |
| | | Entering and using the account of another teacher or student with or without his/her knowledge and/or consent. |

| | | |
|---|---|---|
| | 3.6 | Damage or destruction of school furniture and tools or stealthem.<br><br>Destroying, modifying, or misusing devices or software inany way.<br><br>Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software orhardware.<br><br>Installing or downloading software or products that mightharm the device or the network. |
| | 3.7 | Tampering with vandalism, destroying school buses, and harming the driver, supervisor or road users. |
| | 3.8 | Assault on the safety of the body of others in school and not leading to any injuries to the victim (physical assault). |
| | 3.9 | Driving the vehicle recklessly inside or around the school campus and not following safety and security instructions. |
| | 3.10 | Photographs, possession, dissemination and circulation of photographs of school staff and students without their permission.<br><br>Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent.<br>Using educational content to photograph and recording conversations between students, and posting them without prior permission. |
| | 3.11 | All that is similar to these violations at the discretion of the conduct management committee. |

| | | |
|---|---|---|
| | 4.1 | The use of means of communication or social communication for illegal or immoral purposes or in a way that hurts the educational institution or its employees or others.<br><br>Creating or opening hyperlinks or any associated files unless they are sent from a trusted source.<br><br>Using montage software that can produce unreal and fake content and circulating it on social media.<br><br>Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices. Establishing networks or network connections to make live |
| | | communications including audio or video (relay chat)without prior formal permission.<br><br>Publishing, creating, exchanging or promoting malicious or suspicious software.<br><br>Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping it them working, disabling them or destroyingtheir contents. |
| | 4.2 | Possession or use of firearms or white weapons, or the like within the school. |
| | 4.3 | Sexual abuse in school, bus or during activities. |
| | 4.4 | Assault on the safety of the body of others in the school leading to injuries to the victim (physical assault). |
| | 4.5 | Systematic theft (pre-planned). |

| | | |
|---|---|---|
| | 4.6 | The acquisition, possession, display and promotion of unauthorized material, information or electronic materials, contrary to the values, ethics, morals, public order and what offends public decency. |
| | 4.7 | Sexual harassment within the school, bus or during activities. |
| | 4.8 | Leaking exam questions or participating in any form. |
| | 4.9 | Causing fires within the school campus. |
| | 4.10 | Abuse of political, religious or social symbols in the country. |
| | 4.11 | Possession, bringing, promotion or use of narcotic drugs, Medical drugs or psychotropic substances in school or bus, or appearing under the influence of narcotic drugs, psychotropic substances or non-prescribed Medical drugs. |
| | 4.12 | Broadcast or promote extremist, atheist, atheistic or offensive ideas and beliefs that harm the political and social systems of society. |
| | 4.13 | Broadcast or promote extremist, atheist, atheistic or offensive ideas and beliefs that harm the political and social systems of society. |

| | | |
|---|---|---|
| | 4.14 | All that is similar to these violations and Shall be deemed to be punishable by law and at the discretion of the conduct management committee. |

Disciplinary Procedures

| **Level of Misconduct** | **Occurrence** | | | |
|---|---|---|---|---|
| | **First Time** | **Second Time** | **Third Time** | **More than Three Times** |
| **Level 1** | **Verbal Warning** | **Written Warning** | **Written Warning** | **Written Warning** |
| | Discuss the expected change in behavior with the student. | Notify the parent in writing about the student's misconduct. | Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.<br>The parent is required to sign an undertaking to support the agreed strategy. | Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior. |

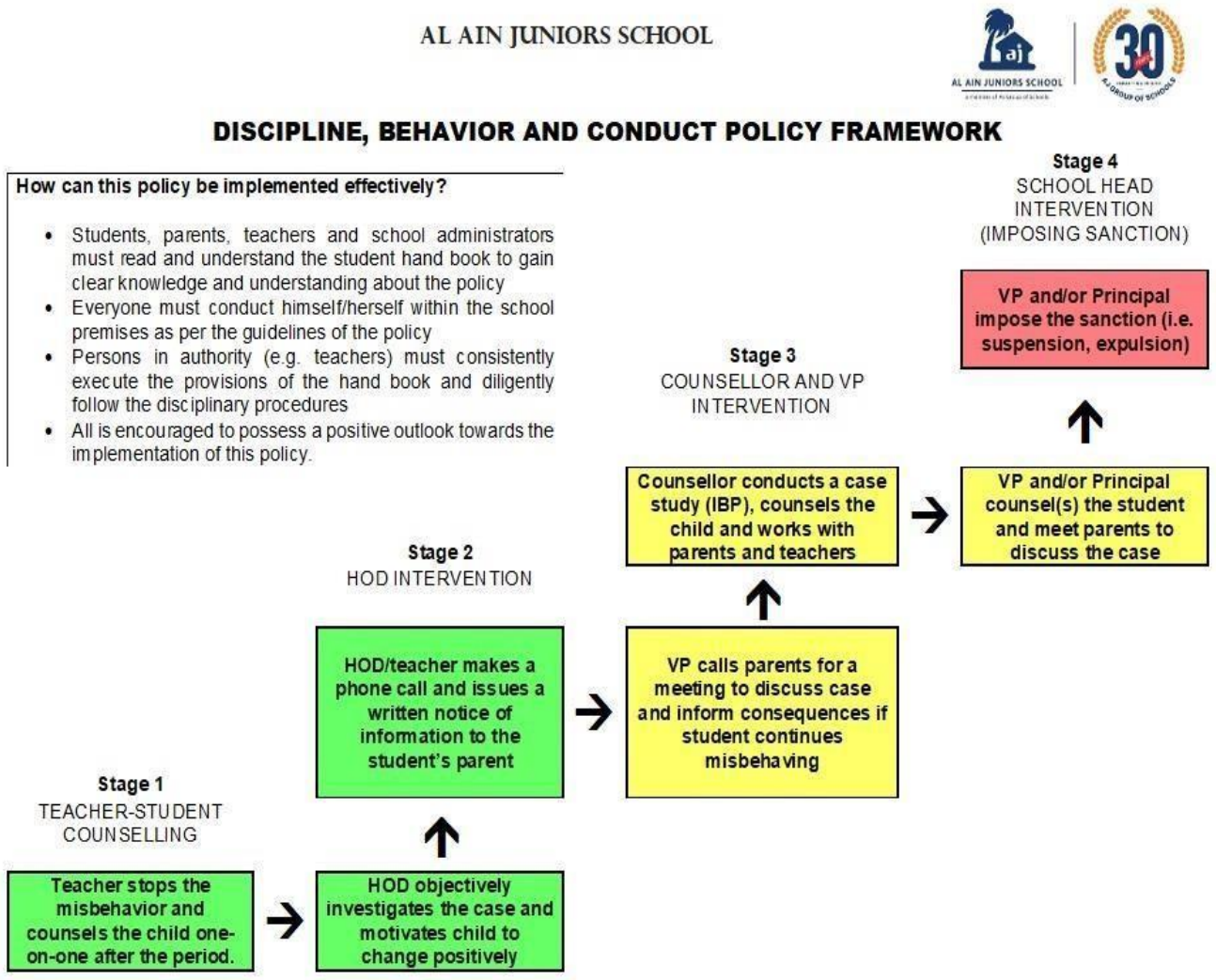
| **Level 2** | **Written Warning** | **Onsite Suspension** | **Onsite Suspension** | **Expulsion** |
|---|---|---|---|---|
| | Instruct the student to sign an undertaking not to repeat the offense.<br>Summon the parent, who is required to sign an agreement to support their child in reforming their behavior. | Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.<br>Notify both the student and the parent of a second written warning.<br>Notify the | Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.<br>Issue a final warning in writing to the student and the parent.<br>Notify the Behavioral Management Committee to agree to a final | Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent.<br>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.<br>After following the prior steps, if the student |

| | | | | |
|---|---|---|---|---|
| | | Behavioral Managemen t Committee to agree to a set of strategies for reforming the student's behavior.<br>The parent is required to sign an undertaking to support the agreed strategy. | set of actions for reforming the student's behavior.<br>The parent is required to sign an undertaking to support the agreed strategy. | continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy. |
| **Level 3** | **Onsite Suspension** | **Offsite Suspension** | **Expulsion** | |

| | | | |
|---|---|---|---|
| | Immediately suspend the student inside the school.<br>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.<br>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an | Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.<br>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. | Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.<br>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.<br>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.<br>The Behavioral Management |
| **Level 4** | **Offsite Suspension** | **Expulsion** | |

| | | |
|---|---|---|
| | Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan. | Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.<br>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.<br>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy. |

**Policy framework**




**Related policies**

- Child protection policy
- Anti-bullying policy
- Attendance policy
- Uniform, dress code and proper grooming policy
- Motivation and appreciation policy
- Rewards policy
- Baseline assessment policy
- Examination rules and academic honest policy

Affiliated to
**C.B.S.E**, New Delhi, India
Affiliation No : 663004
P.O.Box 80718, Al Ain, UAE **Tel:** + 9713 781 0043
**Email:** info@alainjuniors.com
**Web:** www.alainjuniors.com


- Disciplinary policy
- Anti-vandalism policy
- Electronic gadgets and other prohibited items policy
- Bus regulation policy
- Play-ground policy
- Camping and trips policy
- Other campus behavior policy
- Student teacher relationship policy
- Employee code of conduct policy
- Complaint management policy
- Student well-being policy
- Arrival, break and dispersal policy
- Student offsite conduct policy