



Good Will Children Private School

STUDENT BEHAVIOUR POLICY

School Vision and Mission

Vision

Empower students to develop a growth mindset and reach their full potential through collaboration, exploration, and citizenship, so they can impactfully contribute to the global community of a changing world.

Mission:

- GCPS develops the content knowledge, skillset, and ethics to make positive global citizens, true innovators, and passionate leaders.
- GCPS cultivates a deep understanding of Islamic values and the culture of the UAE to develop a character that is identified by integrity, self-discipline, and tolerance.
- By promoting a learning environment of academic excellence and building strong partnerships with families and the wider community, we prepare students to be lifelong learners with high expectations and an appreciation for diversity.
- To provide broad and balanced learning opportunities that enable students to experience rich language acquisition and reach their full potential.

Revised on: January 2025

Next Review Date: January 2027

Distribution List

Principal /Board of Members

School Heads

Academic Staff

Administration Staff

Parents

Policy Framework:

Introduction:

Good Will Children Private School have a responsibility to ensure they provide positive and safe learning environments. By establishing clear expectations for student behaviour and actively addressing concerns, schools can create secure, respectful, and enriching spaces. Setting standards for behaviour and promoting cultural values fosters the development of positive citizens within the UAE community. This policy outlines requirements for defining and implementing a Student Code of Conduct and establishing systems to promote positive behaviour.

Purpose:

- **Encouraging Positive Behaviour:** Implement measures to proactively encourage positive student behaviours and prevent/address concerns.
- **Clarifying Expectations:** Define expectations for student behaviour through a unified Code of Conduct with minimum requirements.
- **Bullying Prevention:** Initiate bullying prevention through a targeted school-level policy.
- **Supporting Students:** Provide intervention for students struggling to meet behavioural expectations.
- **Managing Misconduct:** Outline requirements for addressing student misconduct through a staged approach.

Definitions:

Additional Learning Needs: Individual requirements for additional support, modifications, or accommodations within a school setting to address specific learning, access, or interaction barriers. This includes support for students of determination and those with special educational needs, such as dyslexia, hearing or visual impairments, twice exceptionality, or gifted and talented students. Examples may include lesson accommodations, assistive technology, or physical adjustments to access learning.

Behaviours of Concern: Also known as "challenging behaviour," behaviours of concern refer to any repeated patterns of behaviour or perceptions that interfere with optimal learning, wellbeing, physical safety, or pro-social interaction with peers and adults. This encompasses risky or illegal habits that may disrupt the school environment.

Bullying: Repeated physical, social, or verbal aggression exerted by an individual or group against another person perceived as different, weaker, or powerless. Bullying aims to achieve specific gains or draw attention through actions that cause physical and/or emotional harm. It can occur in person or online (cyberbullying) and is addressed under the Moe National Bullying Policy.

Code of Conduct: A school's set of principles, standards, and expectations regarding student behaviour within and outside the school premises. It outlines what constitutes positive behaviour and misconduct, providing guidance for students' actions and interactions.

Documented Learning Plan (DLP): A personalized plan outlining learning targets, curriculum modifications, additional support, or tools agreed upon by school staff, parents, and students. It addresses specific academic, behavioural, language, or social and emotional needs through plans such as Individual Educational Plans (IEP), Individual Support Plans (ISP), and others.

Extracurricular Activities: Organized activities external to the school curriculum that students can participate in. These activities encompass various domains such as athletics, culture, intellect, philanthropy, and social engagement, enriching students' experiences beyond academic learning.

Misconduct: Conduct that deviates from behavioural expectations or violates the school's Code of Conduct. It encompasses actions contrary to established norms or standards and may require disciplinary action.

Tiered Model of Support: An approach addressing diverse student needs by categorizing interventions into tiers. Tier 1 offers universal support, while Tier 2 provides targeted interventions, and Tier 3 offers intensive, personalized support, possibly involving external specialists. This model ensures tailored assistance to students based on their requirements.

Parent: The individual legally responsible for a child or entrusted with their care, as defined by relevant laws. Parents play a crucial role in their child's education, well-being, and behaviour management within the school community.

Positive Behaviour: The expected standards of student behaviour outlined in the school's Code of Conduct. Positive behaviour contributes to a conducive learning environment, promoting student well-being, safety, and positive interactions within the school community.

Positive Handling: An approach to intervening in situations using the least intrusive form of physical contact necessary to prevent harm to oneself and others. It involves using reasonable force, ensuring actions are proportionate to the situation, such as guiding an injured student to safety or restraining a student engaged in violent behaviour.

Student Behaviour: A student's responses to situations and stimuli, encompassing the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward peers, staff, or other members of the school community.

1. Student Behaviour Policy

1.1 Policy Requirement: Good Will Children Private School shall develop and implement a Student Behaviour Policy in accordance with the ADEK Wellbeing Policies, ADEK Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions (MOE, n.d.).

1.2 Annual Review: Good Will Children Private School shall review their Student Behaviour Policy and its implementation annually, including incidents of misconduct and disciplinary procedures, to inform policy improvements.

1.3 Communication: Good Will Children Private School shall ensure clear understanding of the policy within the community, requiring acknowledgment from parents upon signing the parent-school agreement.

2. Positive Behaviour Model

2.1 Positive Behaviour Model: Good Will Children Private School shall implement a Positive Behaviour Model encompassing:

- **Cultural Values:** Respect for UAE national identity, culture, and ADEK policies.
- **School Environment:** Promoting a safe, inclusive, and respectful environment.
- **Student Education:** Providing strategies for social-emotional development, diversity respect, and bullying prevention.
- **Educator Training:** Training staff on the Student Behaviour Policy.
- **Parent Engagement:** Communicating parents' role in promoting positive behaviour.
- **Identification and Support:** Identifying and supporting students at risk of misconduct.

3. Student Code of Conduct

3.1 Student Code of Conduct: Good Will Children Private School shall establish a Student Code of Conduct including:

- **Positive Behaviour Definition:** Clear expectations for positive behaviour.
- **Responsibilities:** Expectations for attendance, participation, and respect.
- **Misconduct Definition:** Clear delineation of misconduct and associated disciplinary actions.

4. Misconduct Policy and Procedures

4.1 Positive Approach: Good Will Children Private School shall apply positive behaviour approaches, analysing root causes and providing support before disciplinary action.

4.2 Policy Requirement: Good Will Children Private School shall develop Misconduct Policy and Procedures consistent with ADEK standards, distinguishing levels of misconduct and appropriate disciplinary measures.

4.3 Behavioural Management Committee: Good Will Children Private School shall establish a committee to review behavioural concerns and apply fair disciplinary actions.

4.4 Preventive Mechanisms: Good Will Children Private School shall offer guidance to rectify negative behaviours before resorting to disciplinary action.

4.5 Disciplinary Actions: Good Will Children Private School shall outline acceptable disciplinary actions and forbid prohibited methods.

4.6 Disciplinary Procedures: Good Will Children Private School shall follow clear and staged disciplinary procedures, taking into account individual circumstances and personalities.

Disciplinary Policy

Staging of Disciplinary Procedures

Level of Misconduct	Occurrence	Action
Level 1	First Time	Verbal Warning: Discuss the expected change in behaviour with the student.
	Second Time	Written Warning: Notify the parent in writing about the student's misconduct
	Third Time	Written Warning: Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.
	More than Three Times	Written Warning: Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behaviour.
Level 2	First Time	Written Warning: Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.
	Second Time	Onsite Suspension: Temporarily suspend the student up to 2 days and assign supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning.

	Third Time	Onsite Suspension: Temporarily suspend the student up to 3 days and assign supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Expulsion: Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.
	More than Three Times	
Level 3	First Time	Onsite Suspension: Immediately suspend the student inside the school. The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.
	Second Time	Offsite Suspension: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.
	More than Two Times	Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.
Level 4	First Time	Offsite Suspension: Immediately suspend the student offsite until the end of the investigation

	More than Once	with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan. Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.
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General Guidelines

- Throughout the disciplinary process, school shall monitor, document, and provide students with ongoing support.
- Maltreatment should be handled according to the maltreatment reporting procedure.
- Law enforcement authorities should be involved where misconduct is illegal.
- Consider students with additional learning needs in disciplinary actions.
- Re-enrolment of students with disciplinary history requires ADEK approval.
- Appeals procedures must be established.
- Positive handling should be used only when necessary, with considerations for student safety.
- Records of student misconduct and actions taken must be maintained.

Bullying Prevention

- Good Will Children Private School shall have a Bullying Prevention Policy in line with national and ADEK policies.
- Bullying prevention strategies should be established, and procedures for dealing with bullying behaviour should be clarified.

Support and Interventions

- Good Will Children Private School provides appropriate interventions for students engaging in behaviours of concern.
- Support and interventions are always available to students with additional learning needs.
- Referral structures for addressing student behaviours of concern are developed and implemented.