



# St. Joseph's School

## مدرسة القديس يوسف

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## SJS Student Behaviour Policy

**Policy Reference:** SJS/SBP/2025

**Approved By:** School Leadership Team

**Date of Update:** 22<sup>nd</sup> September, 2025

**Next Review Date:** 31<sup>st</sup> March, 2026

### 1. Introduction

At St. Joseph's School (SJS), we aim to promote good behavior throughout the school. 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 belonging and mutual respect.

This policy has been **adapted from ADEK's Policy on Student Behavior** to ensure full alignment with the requirements and standards set by the Department of Education and Knowledge (ADEK).

### Purpose

- Encourage positive student behaviors and to prevent and address behaviors of concern.
- Provide support and intervention for students who are struggling to meet behavioural expectations, offering appropriate resources and guidance tailored to individual needs.
- Develop a comprehensive Code of Conduct to clearly outline expectations for student behaviour, including a unified set of minimum requirements.
- Implement a targeted school-level policy focused on bullying prevention.
- Establish a staged approach for addressing student misconduct, outlining specific procedures and consequences aligned with the severity of the behavior.

### Policy

**1. Student Behavior Policy** will include the following:

- a) An overarching positive behavior model.
- b) The school's Student Code of Conduct. (refer handbook)
- c) Anti-Bullying Policy. ( Anti bullying policy )
- d) Support and intervention for students.
- e) Annual review of the policy: The School shall review its Student Behavior Policy and the effectiveness of its implementation on an annual basis. The School shall

also annually review their record of incidents of misconduct and disciplinary procedures taken to inform the review of the policy and its implementation.

- f) Parents' acknowledgement of the policy: The School shall take active measures to ensure that the policy is clear and understood throughout the school community, including ensuring that parents acknowledge the policy when signing the parent-school agreement.

## **2. Positive Behaviour Model**

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

- Ensure that the promotion of high standards of behaviour is deeply integrated with the core values of the school through-
  - a) Respect for local values, traditions, religion, and culture.
  - b) A positive school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/ disability, race, gender, etc.
- Educate all students on positive behavior such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
- Training for educators on the school's Student Behavior Policy.
- Role and obligations of parents in embodying and promoting positive behaviour.
- Set up support, interventions, and procedures in cases of misconduct and behaviors' of concern.

## **3. Student Code of Conduct**

School encourages positive behavior amongst students by its Student Code of Conduct that comprises the following, at a minimum:

- Show due care and respect for the school, its staff, students, and the wider community by:
  - Follow school rules.
  - Behave safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities.
- Maintain a professional appearance when representing the school on public occasions, dressing appropriately and adhering to the school's dress code guidelines.
- Demonstrate a commitment to learning by attending school and classes on time consistently. Provide explanations for lateness and absences when necessary, showing respect for the learning environment and the importance of regular attendance.
- Approach classwork, homework, and assignments with personal effort and dedication, striving for excellence in academic endeavours.
- Behave responsibly and respectfully both inside and outside the classroom, recognizing the impact of one's actions on the learning of others.
- Participate in extracurricular learning opportunities.
- Speak politely and behave courteously with others by using phrases such as "please" and "thank you" in speech. Demonstrate appreciation and respect for others through positive and respectful communication.



- Practice common courtesy by holding doors open for others, allowing them to pass through with ease.
- Queue in an orderly manner, respecting others' positions in lines or queues. Wait patiently and respectfully for one's turn, demonstrating consideration for others' time and space.
- Respect personal space and boundaries, seeking consent before touching or using the belongings of others.
- Take personal initiative to act as a responsible citizen of the school community by refraining from engaging in misconduct and promoting a safe and inclusive environment for all. Intervene (when appropriate) or report incidents of bullying or misconduct witnessed, demonstrating a commitment to the well-being of fellow students.
- Exhibit sportsmanship in both winning and losing situations, showing grace, respect, and integrity regardless of the outcome.
- Consider the impact of words and actions on all students, staff, and parents.
- Follow good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odors).
- Be vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Take personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice.
- Foster a spirit of cooperation and inclusivity by working collaboratively with fellow students, valuing their contributions and perspectives.
- Demonstrate an open and welcoming attitude towards all students, especially those who may feel marginalized or vulnerable, such as new students or those frequently bullied.
- Dress modestly and appropriately in accordance with the school's dress code and grooming rules.
- Respect UAE national identity and cultural values.
- Recognize the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/ disability.

The expectation for students to exhibit positive behavior when under the school's supervision.

a. 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.

b. School is 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.

#### **4. Misconduct Policy and Procedures**

- School has a culture of applying positive behavior approaches when dealing with student misconduct by:
  1. Reviewing the incident with the student  giving them a chance to explain  understand and take ownership and accountability for their misconduct.

2.School will equally analyze possible root causes of misbehavior, ➡ engage the student in coming up with her/his own behavior management strategies ➡ provide the student with the necessary social, emotional, and educational support before any disciplinary action.

- Misconduct Policy and Procedures: (In accordance with the Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions.)

\*Applicable for students of Grade 5 and above

\* Students below Grade 5/Year 6 shall be subject to Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.

<https://www.moe.gov.ae/En/MediaCenter/archive/Pages/archive-of-laws-policies-ministerial-decisions.aspx>

## **5. Levels of Misconduct:**

### **a. Level One Offenses:**

- 1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- 2) Failing to attend classes on time repeatedly without an acceptable excuse.
- 3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- 4) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- 5) Not bringing books and other resources for school without an acceptable excuse.
- 6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- 7) Not complying with the completion of homework and assignments in a timely manner, if applicable.
- 8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behaviour committee.

**b) Level Two Offenses:**

- 1) Leaving or entering the classroom during class time without permission.
- 2) Not attending mandatory school activities and events without an acceptable excuse.
- 3) Inciting quarrels, threatening, or intimidating peers in the school.
- 4) Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.
- 4) Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
- 5) Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
- 6) Verbally abusing or insulting any member of the school community (including visitors).
- 7) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, pipes and alcohol, drugs on the school premises, on the bus, or during school activities offsite.
- 8) Refusing to respond to inspection instructions or to hand over banned items.
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

**c) Level Three Offenses:**

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them). Fabrication, falsification of documents and impersonation.
- 3) Leaving the school premises without permission.
- 4) Seizure, destruction, and/or vandalism of school property.
- 5) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 6) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 7) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 8) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

#### **d) Level Four Offenses:**

- 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- 5) Premeditated theft and/or engaging in its cover-up.
- 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
- 8) Setting fire to the school premises.
- 9) Insulting political, religious, or social figures in the UAE.
- 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- 13) Trespassing on school premises after school hours.
- 14) Persistent Bullying, intimidation harassment and / or abuse of the school committee, defaming them on social media.
- 15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

**4. Behavioral Management Committee:** School has created a Behavioral Management Committee and a Discipline Committee, consisting, The Principal, A teacher, Social care team and The Child Protection Coordinator.

**Role & Responsibilities:** The committee shall review and discuss student behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception.

All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.

The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

<b>BEHAVIOURAL COMMITTEE-(ADEK Behaviour Committee)</b>	
<b>NAMES</b>	<b>ROLES</b>
SR. SURANJANA (PRESTINA ROCHA)	LINE MANAGER
<b>MRS. SONAL S</b>	COORDINATOR
MRS. INDU VARGHESE	SESCO
MRS. PRINITHA RAJ	/SOCIAL WORKER/COUNSELLOR
MRS. DIANA	CHILD PROTECTION OFFICER
MRS. VIMI	MEMBER
MRS. ALMAS ARA	MEMBER
MRS. MARIA SHIVKUMAR	MEMBER
MRS. SHEEJA	MEMBER
MRS. MINI	MEMBER
SHAHANAZ BEGUM	MEMBER

<b>DISCIPLINE COMMITTEE</b>	
<b>NAMES</b>	<b>ROLES/ AREAS</b>
SR.SURANJANA (PRESTINA ROCHA)	LINE MANAGER
SR. MINETTE	MANAGER
MRS. MUGDHA MORE	MAIN BLDG – GR FLOOR
MRS.LINDA FRANCINA	MAIN BLDG – GR. FLOOR
<b>MRS. SUMY JOHN</b>	COORDINATOR -MAIN BLDG – 1 <sup>st</sup> FLOOR
MRS. VIDHYA SANOOP	MAIN BLDG - 1 <sup>ST</sup> FLOOR
MRS. SRIPRIYA GOPALSAMY	MAIN BLDG – 2 <sup>nd</sup> FLOOR
MRS. PRIYA PAUL	MAIN BLDG – 2 <sup>nd</sup> FLOOR
MRS. NISHA RAVI	NEW BLDG - 1 <sup>st</sup> FLOOR
MRS. JAYJEE ABRAHAM	NEW BLDG – 1 <sup>ST</sup> FLOOR
MRS. SAMEERA IQBAL	NEW BLDG – 1 <sup>ST</sup> FLOOR
MRS. USHA BALA	NEW BLDG – 2 <sup>ND</sup> FLOOR

Preventive Mechanisms: School will ensure that their student behavior policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify any negative behaviors before disciplinary action are taken.

## **6. Disciplinary Actions:**

School **is permitted** to use any of the following disciplinary actions, provided they are proportionate, age-appropriate.

**Staging of Disciplinary Procedures:**

- a. Discussion with the student and/or parents.
- b. Formal and recorded meetings with the student and/or parents.
- c. Verbal warning.
- d. Written warning to parents.
- e. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
- f. Loss of school privileges.
- g. Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee.
- h. Supervised detention during break, lunch, and/or after school (with parental consent).
- i. Supervised restorative community work.
- j. Temporary exclusion of the student from school premises (offsite suspension).
- k. Permanent exclusion of the student from school via the withdrawal /cancellation of their enrolment (expulsion).
- l. To ensure safety, school authorities, including principals and designated staff, are empowered to inspect student belongings when there are valid concerns about prohibited items. If required, institutions may also implement security measures such as metal detectors and mobile phone jammers.

**School will forbid use any of the following methods as disciplinary actions:**

- a. Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK Student Protection Policy.
- b. Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
- c. Psychological punishment (e.g., verbal abuse, issuing threats)
- d. Locking a student inside the school premises.
- e. Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee.
- f. Lowering or threatening to lower the student's academic grade/score.
- g. Punishing a group for an individual's misconduct.
- h. Imposing additional schoolwork.
- i. Mocking, insulting, or demeaning the student in private or in public.
- j. Preventing the student from using washroom facilities or consuming water and food.
- k. Detention outside of official school hours without parental consent.

**7. Disciplinary Procedures:** School will ensure its Behavior policy outlines clear and staged disciplinary procedures. School has suitable guidance and disciplinary measures aimed at helping students comprehend the reasons behind their unacceptable behavior and how to improve in the future. When addressing incidents of student misconduct, schools will consider each student's unique circumstances, personalities, and underlying social, emotional, and psychological factors. This approach will ensure a more empathetic and personalized response, fostering understanding, accountability, and positive behavioral change among students.



In all cases of misconduct, school will take the following approach (as stated in ADEK policy)

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
<b>Level 1</b>	<b>Verbal Warning</b> Discuss the expected change in behavior with the student.	<b>Written Warning</b> Notify the parent in writing about the student's misconduct.	<b>Written Warning</b> 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.	<b>Written Warning</b> 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.

<b>Level 2</b>	<b>Written Warning</b> 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 behavior.	<b>Onsite Suspension</b> Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.  Notify both the student and the parent of a second written warning.  Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.  The parent is required to sign an undertaking to support the agreed strategy.	<b>Onsite Suspension</b> Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.  Issue a final warning in writing to the student and the parent.  Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.  The parent is required to sign an undertaking to support the agreed strategy.	<b>Expulsion</b> 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 final disciplinary actions which may include expulsion.  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 support and counselling as per their behavior strategy.
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Level 3	<p><b>Onsite Suspension</b></p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>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.</p>	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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 support and counselling as per their behavior strategy.</p>
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Level 4	<p><b>Offsite Suspension</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p><b>Expulsion</b></p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>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.</p>
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- Throughout the disciplinary process, schools shall monitor, document, and provide students with ongoing support.
- School will deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024).
- School shall involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.
- School will ensure that, where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

- If the school fails to re-enrol a student who has faced disciplinary action in the previous year, this is classified as expulsion. School shall therefore seek approval from ADEK.

**a) Appeals Procedure:**

To appeal a school's decision to expel the child, parents have 10 working days through various modes e.g. via email, telephone, or face-to-face meeting. After review the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.

If parent rejects the school's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days. ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the final decision, but not prior to it.

**Appeals committee:** An appeals committee will be formed consisting different members of Behaviour committee excluding the Principal and the Vice Principal or any staff with conflict of interest.

**b) Positive Handling:**

1. School will use positive handling as a last resort in specific circumstances to protect students and maintain order. This includes preventing students from leaving school premises when it jeopardizes safety, stopping them from harming themselves or others, and preventing property damage. Before resorting to positive handling, school shall consider all other options.

2. Staff must respond to extreme behaviour with reasonable and proportionate actions, minimizing the use of physical force. They should consider the risks and vulnerabilities of the student, such as impairments or medical conditions. Positive handling should only occur if the student is in immediate danger of harming themselves or others, and staff must have reasonable grounds to believe this. Only the minimum force necessary to prevent injury should be used. Every effort should be made to involve other staff members for assistance or as witnesses. Once the situation is no longer dangerous, the student should be allowed to regain self-control.

3. School will prohibit from using force as a form of punishment.

**c) Records:**

School shall keep a record of any student misconduct and actions taken by the school.

1. Level 1 misconduct shall be recorded only at the class level by the teacher. The misconduct may be added to the student's file or report card where it is repeated, or where escalation is required.

2. Level 2, 3, and 4 misconduct shall be recorded at the school level by the administration. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK.

3. School, ADEK, and any social care support providers (e.g., social workers, and counsellors) shall treat all information about students' behaviour as strictly confidential.

**d) Approval for Expulsion:**

School shall seek ADEK's approval to expel a student.

## 8. Bullying Prevention

School has developed a Bullying Prevention Policy in line with the National Policy for the Prevention of Bullying in Educational Institutions. (Refer - SJS Anti bullying Policy)

## 9. Support and Interventions

School shall provide appropriate, focused, and supportive student-centric interventions to students who have been identified as either engaging in behaviours of concern, misconduct or deemed to be at risk of engaging in behaviours of concern.

- a) Analysis of causality.
- b) Professional support to address the specific needs of the student.
- c) Referral to external specialists to provide intensive, individualized, and long term support.
- d) Ensures that any support and intervention to address a student's behaviour shall not reduce or replace the support available to students with additional learning needs, as outlined in their DLP.

## 10. Compliance

Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Approved by:

*Prestina Rocha*  
Principal

St. Joseph's School

22<sup>nd</sup> September, 2025

