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Behaviour Management Policy

Revised on	April 2026
Reviewed by	Principal, Vice Principal, SLT and Inclusion Head and Student Safeguarding Team
Next Review	April 2027

Global Indian International School (GIIS) is an award-winning international network of schools committed to delivering holistic, values-based education. With a strong foundation in academic excellence and character development, GIIS integrates innovative pedagogy, global best practices, and cultural rootedness to prepare students for a rapidly changing world. The school's mission is to nurture confident, compassionate, and responsible global citizens by fostering intellectual curiosity, ethical leadership, and lifelong learning.

1. Rationale

The intention of this Policy at Global Indian International School is to establish a clear, consistent, and values-driven framework that promotes positive conduct across the school community. It seeks to guide students in developing self-discipline, respect for others, and accountability for their actions. We aim to recognize and respond to mental wellbeing, which can have a negative impact on a student's behavior, without the use of corporal punishment and focus on positive reinforcement.

The Policy aims to: -

- Establish clear and appropriate expectations
- Promote a safe, secure, and inclusive learning environment
- Encourage self-discipline, accountability, and responsible decision-making among students.
- Foster mutual respect, empathy, and cultural understanding within a diverse international community.
- Safeguard the mental health and wellbeing of all students, with particular attention to vulnerable and at-risk learners.
- Provide early identification and supportive interventions for students experiencing emotional, behavioral, or social challenges.
- Promote restorative and supportive approaches that priorities reflection, growth, and relationship-building over punitive measures.
- Ensure fairness, consistency, and transparency.
- Prevent bullying, discrimination, harassment, and any form of misconduct.
- Strengthening partnerships between school, parents, and support services to promote student wellbeing, resilience, and holistic development.

2. Definitions

Academic Misbehaviour is defined as:

- Plagiarism or copying another person's work
- Cheating during tests or examinations
- Collusion on tasks meant to be completed independently
- Fabrication or falsification of data or information
- Impersonation or submitting work completed by someone else
- Misuse of technology, including AI tools, in violation of school guidelines

Pastoral Misbehaviour is defined as:-

- Disruptive behaviour in class or during school activities
- Disrespect towards peers, staff, or members of the community
- Bullying, teasing, harassment, or social exclusion
- Disruption on school grounds in corridors between lessons, at break and lunchtimes, after-school hours
- Inappropriate behaviour on the school bus
- Use of mobile phone during school hours
- Misuse of technology
- Use of device at break or lunchtimes
- Chewing gum
- Social/Emotional inappropriate behaviour towards others
- Inappropriate language or gestures
- Minor breaches of school rules, including uniform or punctuality concerns
- Misuse of digital platforms affecting others' wellbeing

Serious Misbehaviour is defined as: -

- Physical aggression or violence
- Severe bullying or cyberbullying
- Discrimination, harassment, or hate-related behaviour
- Possession of prohibited or dangerous items
- Substance misuse (possession, use, or distribution)
- Vandalism or significant property damage
- Repeated or escalated misconduct despite prior interventions
- Possession of any prohibited items. These include but are not limited to: - Knives or weapons / sharp items - Alcohol - Stolen items - Tobacco and cigarette - Lighters - Fireworks - Pornographic images, cause personal injury or any person.

Confiscation

- Confiscation will be carried out by authorised staff members only.
- Items will be handled respectfully and stored securely.
- Students will be informed of the reason for confiscation.
- Parents may be notified depending on the nature of the item.
- Prohibited or dangerous items may not be returned and may be handled in accordance with safeguarding and legal requirements.

3. Academic Dishonesty:

Students must submit **only their own original work** for all assignments, projects, tests, and examinations.

- Copying from books, the internet, AI tools, or another student without permission or acknowledgment is strictly prohibited.
- Plagiarism, including paraphrasing without proper citation, is considered academic dishonesty.
- Cheating during examinations, tests, quizzes, or assessments in any form is not permitted.
- Sharing answers or attempting to obtain answers from others during assessments is prohibited.
- Possession or use of unauthorized materials (notes, devices, calculators, smart watches, etc.) during assessments is not allowed.
- Impersonation—appearing for or allowing someone else to appear for an assessment on one's behalf—is strictly forbidden.
- Fabrication or falsification of data, results, or records in assignments or projects is unacceptable.
- Collusion, where students work together on individual tasks without permission, is considered misconduct.
- Submitting the same work for multiple subjects or assessments without approval is not allowed.
- Tampering with school records, grades, or assessment materials is a serious offence.
- Helping or encouraging others to engage in academic dishonesty is also considered a violation.
- Any instance of academic dishonesty will result in disciplinary action, which may include warnings, grade penalties, suspension, or other consequences as per school policy.

4. Mobile phones, Devices and Uniform:

Mobile Phones:

Students are not permitted to use mobile phones during school hours unless explicitly allowed by a teacher for academic purposes. Mobile phones must be switched off and kept in school bags throughout the day. Any misuse of mobile phones, including calling, texting, gaming, photography, or accessing social media during school hours, will result in confiscation and disciplinary action as per school guidelines.

Electronic Devices:

The use of electronic devices such as tablets, laptops, smart watches, or other digital gadgets is allowed only when required for classroom learning and with prior permission from the teacher. Unauthorized use of electronic devices during lessons, assessments, or school activities is strictly prohibited. The school is not responsible for loss or damage to personal electronic devices brought to campus.

School Uniform:

GIIS has a strong community ethos; our appearance and uniform reflects this and our pride in belonging to the school community. All students are expected to wear the correct uniform each day. Uniforms must be clean, properly fitted, and complete, including shoes and accessories as specified by the school. Any deviation from the approved uniform policy may result in corrective action or disciplinary measures.

Roles and Responsibilities:

Role of the Principal

- Provide clear strategic leadership to ensure the effective implementation of the school's behaviour policy across all phases of the school.
- Ensure behaviour expectations are consistent, fair, inclusive, and aligned with GIIS values, UAE cultural norms, and ADEK requirements.
- Prioritise student wellbeing, safeguarding, and dignity in all behaviour-related practices and decisions.
- Oversee the establishment and maintenance of a positive and respectful school culture.
- Support staff in applying behaviour procedures confidently, fairly, and consistently.

- Ensure that graduated interventions and due process are followed when addressing behavioural concerns.
- Monitor and analyse behaviour data to inform decision-making and school improvement.
- Lead the review, evaluation, and continuous improvement of the behaviour policy.
- Ensure appropriate support systems are in place for students of determination and those requiring additional behavioural support.
- Work in partnership with parents and external agencies when required to support student wellbeing and behaviour.
- Ensure the school maintains a safe, respectful, and supportive learning environment for all students.

KG and Primary Head

- Ensure a safe, respectful, and inclusive learning environment that supports students' wellbeing and positive behaviour.
- Align behaviour practices with ADEK inspection domains related to student protection, personal development, and leadership effectiveness.
- Promote age-appropriate behavioural expectations grounded in UAE values of respect, tolerance, kindness, and responsibility.
- Support the early identification of students' behavioural and emotional needs.
- Ensure appropriate support and interventions for students of determination and those requiring additional behavioural support.
- Encourage and integrate student voice through class discussions, circle time, and feedback activities.
- Strengthen student engagement, emotional wellbeing, and a sense of belonging within the primary school environment.

Middle and Secondary Head

- Maintain a positive, orderly, and culturally respectful school climate that supports academic achievement, student wellbeing, and responsible citizenship.
- Ensure alignment with ADEK indicators related to behaviour, safeguarding, and leadership.
- Ensure behaviour management and disciplinary procedures are applied fairly, transparently, and with due process.
- Reinforce values of mutual respect, integrity, and accountability within the secondary school environment.
- Promote student voice through student councils, mentoring programmes, and wellbeing surveys.
- Use student feedback and behaviour data to inform preventive strategies and pastoral support.
- Support continuous improvement in behaviour management and student wellbeing practices.

Staff

- Create a safe, caring, and inclusive classroom environment that promotes positive behaviour and student wellbeing.
- Implement the behaviour policy consistently using age-appropriate, positive, and restorative strategies.
- Model respectful behaviour and promote UAE cultural values such as kindness, tolerance, and respect.
- Identify behavioural or social-emotional needs at an early stage and provide appropriate support.
- Make reasonable adjustments and provide support for students of determination.
- Maintain accurate behaviour records and communicate concerns through appropriate channels.
- Encourage student voice through class discussions, reflection, and guided activities.
- Work collaboratively with parents and support teams in line with ADEK expectations.

Parents

- Support the school's behaviour policy and reinforce positive behaviour at home.
- Promote respect, self-discipline, responsibility, independence, and accountability in line with UAE values.

- Maintain regular communication with teachers and attend meetings when required.
- Engage proactively with the school regarding behaviour and wellbeing concerns.
- Support agreed behaviour strategies, behaviour management processes, and interventions implemented by the school.
- Ensure their child maintains regular attendance, punctuality, appropriate uniform, and responsible conduct.
- Encourage respect for others and responsible decision-making.
- Work in partnership with the school to support their child's wellbeing, development, and positive outcomes.

Student Standards and Expectations

- Show respect for self, others, and the school community at all times.
- Follow school rules, classroom routines, behaviour expectations, and safety procedures consistently.
- Take responsibility for personal behaviour, choices, learning, and actions, including accepting consequences.
- Use respectful and polite language, both in person and online.
- Attend school regularly, arrive on time, and be prepared for lessons.
- Respect diversity and uphold UAE values of tolerance, integrity, kindness, and responsibility.
- Care for personal belongings, school property, and maintain a clean, safe environment.
- Engage positively in learning, contribute constructively, and respect student voice.
- Listen carefully, follow instructions, and try their best in all learning activities.
- Move safely around the school and follow safety instructions.
- Express feelings and concerns appropriately, seeking support when facing academic, social, or emotional challenges.
- Participate respectfully in class discussions and activities, sharing ideas and cooperating with others.
- Demonstrate honesty, accountability, and respect for all members of the school community.

Roles of the Behaviour Management Committee

The committee works collaboratively to promote a positive, safe, and respectful learning environment aligned with school values and the expectations of **ADEK**. The committee ensures that behaviour procedures are applied fairly, consistently, and transparently while prioritising student wellbeing, safeguarding, and inclusion.

Key Roles and Responsibilities

- Review and monitor the implementation of the school's behaviour policy to ensure consistency and effectiveness.
- Analyse behaviour records and trends to identify areas requiring intervention or additional support.
- Provide guidance and support to staff in managing behavioural concerns using positive and restorative approaches.
- Review serious or repeated behavioural incidents and recommend appropriate interventions or disciplinary actions.
- Ensure behaviour management practices are fair, inclusive, and aligned with ADEK safeguarding and wellbeing requirements.
- Support the development and review of behaviour support plans for students with persistent behavioural challenges.
- Promote values such as respect, responsibility, and integrity among students across the school.
- Engage with parents and relevant stakeholders when behavioural concerns require collaborative support.
- Recommend improvements to behaviour strategies, staff training, and student wellbeing initiatives.
- Ensure proper documentation and reporting of behaviour-related matters for transparency and compliance.

Duties and Responsibilities of student council

- Floor discipline
- Break discipline
- Assembly discipline
- Co-curricular activities discipline
- Dispersal discipline

Monitoring Behaviour

KG and Primary

Behaviour in the Primary section is monitored through ongoing observation and positive engagement by teachers and support staff, with a strong focus on early intervention and student wellbeing. Age-appropriate strategies are used to recognise positive behaviour and to address concerns in a supportive and restorative manner. Behaviour monitoring is carried out in partnership with parents and pastoral teams, ensuring that records are maintained sensitively and in line with safeguarding expectations under **ADEK** guidelines.

Recording of Behaviour

- Daily classroom observations and informal notes by class teachers
- Use of age-appropriate behaviour tracking tools and teacher records
- Documentation of repeated or significant behaviour concerns
- Records of interventions, support strategies, and follow-up actions
- Communication logs with parents regarding behaviour concerns or progress
- Involvement and documentation of counsellor or support team input when required
- Regular review of behaviour records by primary leadership to identify trends

Rewards and Recognition

KG and Primary

Rewards are aligned with **GIIS values and learner attributes**, encouraging students to develop positive habits, emotional wellbeing, and responsible behaviour.

- **Respect & Care** – Stickers, praise, or certificates for kindness, sharing, and respect for others
- **Responsibility** – Recognition for following routines, completing tasks, and caring for belongings
- **Integrity & Honesty** – Praise and awards for truthful behaviour and making good choices
- **Collaboration** – Group rewards for teamwork, cooperation, and helping peers
- **Resilience & Effort** – Certificates for trying their best, perseverance, and positive attitude
- **Student Voice** – Opportunities to share ideas, lead activities, or be class helpers
- **Global Citizenship** – Recognition for celebrating diversity and demonstrating tolerance
- **Home–School Partnership** – Positive notes or messages shared with parents

Behaviour Interventions

KG and Primary

Behaviour interventions in the Primary section focus on guidance, early support, and skill-building, aligned with **GIIS values** and **ADEK** expectations for safeguarding and student wellbeing.

Level	Intervention Stages	Types of Behaviour	Intervention Strategies
Level 1	Universal Support	Minor, Age-appropriate behaviour concerns	• Verbal reminder and redirection • Clear expectations and routines • Positive reinforcement and praise • Teacher modelling appropriate behaviour
Level 2	Targeted Support	Repeated Low –Level behaviour concerns	• Restorative conversation • Calm-down or reflection strategies • Behaviour monitoring by class teacher • Parent informed where appropriate
Level 3	Intensive Support	Ongoing or Escalating behaviour concerns	• Individual Behaviour Support Plan • Parent meeting and agreed actions • Counsellor or inclusion team support • Monitoring by Primary Head & FS
Level 4	Critical Intervention	Serious or unsafe behaviour	• Immediate leadership involvement • Safeguarding procedures applied if required • Formal documentation and review • Referral to external support where necessary

Behaviour Reflection Sheet

KG and Primary

Global Indian International School – Abu Dhabi

Student Information Name: Class & Division Date	1. What happened? <i>(Draw or write a few words)</i>
2. How were you feeling? ☐ Happy ☐ Sad ☐ Angry ☐ Upset ☐ Excited ☐ Other: _____	3. Which school value should we follow? ☐ Respect ☐ Kindness ☐ Honesty ☐ Responsibility
4. How did my behaviour affect others?	5. What could I do differently next time?

6. One good choice I will try next time	Student Signature
Parents Signature	HOD Signature

Parent Acknowledgement (if required): _____

Monitoring Behaviour

Middle and Secondary

Behaviour in the Secondary section is monitored systematically to promote accountability, consistency, and student responsibility. Clear procedures are followed to record, review, and respond to behavioural incidents, ensuring fairness, transparency, and due process. Behaviour monitoring supports student wellbeing, positive conduct, and a safe learning environment, in accordance with **ADEK** expectations.

Recording of Behaviour

- Formal recording of behavioural incidents by subject teachers or staff
- Use of school-approved behaviour management and tracking systems
- Documentation of minor, repeated, and serious behavioural concerns
- Records of disciplinary actions, restorative measures, and student reflection
- Monitoring of behaviour patterns to support early intervention
- Communication records with parents and relevant staff
- Referral and documentation involving counsellors or external agencies when needed
- Regular review of behaviour data by secondary leadership to inform policy and practice

Rewards and Recognition

Middle and Secondary

Rewards in the Secondary section are designed to reinforce GUIS values, learner profiles, leadership, and personal accountability, while supporting student wellbeing and self-motivation.

- Respect & Integrity – Commendations for ethical behaviour, respectful conduct, and fairness
- Responsibility & Accountability – Merit points for punctuality, preparedness, and meeting expectations
- Leadership – Recognition through student leadership roles, mentoring, or council participation
- Collaboration & Teamwork – Awards for positive contribution to group work and school activities
- Resilience & Growth Mindset – Certificates for perseverance, improvement, and overcoming challenges
- Student Voice & Agency – Recognition for constructive feedback, initiative, and participation in decision-making
- Global Citizenship & Service – Acknowledgement for community service, volunteering, and social responsibility
- Consistent Positive Conduct – Termly or annual awards for sustained positive behaviour

Behaviour Interventions

Secondary and Middle School

Behaviour interventions in the Secondary section promote accountability, reflection, and responsible decision-making, in line with **GIIS learner profiles** and **ADEK** standards for fairness and due process.

Level	Intervention Stage	Types of Behaviour	Intervention Strategies
Level 1	Universal Support	Minor behaviour concerns	• Verbal reminder of expectations • Reinforcement of school rules and GIIS values • Non-verbal cues or proximity control • Redirection to task or learning activity • Positive behaviour modelling by staff • Informal restorative conversation • Opportunity for self-correction • Praise and encouragement when behaviour improves
Level 2	Targeted Support	Repeated low-level behaviour concerns	• Formal verbal warning with clear explanation • Incident recorded in behaviour system • Behaviour reflection sheet completed • Short-term loss of privileges (if appropriate) • Teacher–student restorative discussion • Parent informed via message or email • Behaviour monitored over a set period • Support strategies agreed with student • Referral to form tutor or pastoral teacher
Level 3	Intensive Support	Persistent or serious behaviour concerns	• Referral to Secondary Head or pastoral leader • Parent–student–school meeting arranged • Behaviour improvement plan or contract • Counselling or mentoring support initiated • Clear targets, timelines, and success criteria • Regular progress reviews and check-ins • Reasonable adjustments for students of determination • Increased supervision where required • Formal documentation maintained
Level 4	Critical Intervention	Severe or high-risk behaviour	• Immediate leadership involvement • Removal from learning environment if necessary • Full investigation following due process • Parent meeting and written communication • Safeguarding and child protection procedures applied if required • External agency referral where appropriate • Behaviour review or disciplinary panel • Temporary suspension or sanctions as per policy • Reintegration plan and post-incident monitoring

Behaviour Reflection Sheet

Middle and Secondary

Global Indian International School – Abu Dhabi

Student Information Name: Class & Division Date	1. Describe what happened (facts only)
2. What were you thinking and feeling at the time?	3. Which school expectation or GIIS value was not met? ☐ Respect ☐ Integrity ☐ Responsibility ☐ Self-discipline ☐ Care for Others
4. How did your actions affect yourself and others?	5. What responsibility do you take for this incident?
6. What steps will you take to avoid this in the future?	7. How can the school or adults support you?
Student Signature: Parents Signature:	HOD Signature:

Parent Acknowledgement (if required): _____

ADEK & GIIS Alignment Statement

This graduated framework ensures behaviour interventions are consistent, fair, proportionate, and supportive, prioritizing student wellbeing, safeguarding, inclusion, and personal accountability, in alignment with ADEK requirements and GIIS learner profiles.

Students with Special Educational Needs (SEN) / Students of Determination

- To follow the same school rules as their peers.
- Behaviour expectations and interventions are individualised, recognising each student's needs, strengths, and developmental stage, in line with inclusive education practices.
- Reasonable adjustments and differentiated behaviour strategies are implemented to ensure fairness, dignity, and equal access to learning opportunities.
- Behaviour concerns are addressed through positive behaviour support, early intervention, and restorative approaches, rather than punitive measures.

- Behaviour plans are developed collaboratively with teachers, inclusion staff, counsellors, parents, and external professionals where appropriate.
- All behaviour support and interventions comply with safeguarding, wellbeing, and inclusion requirements outlined by ADEK, ensuring students feel safe, supported, and respected.



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