



ليوا للتعليم  
Liwa Education



# BEHAVIOR POLICY



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## PURPOSE

- To promote a positive and a safe educational learning environment for students.
- To allow teachers and administration to fulfill educational goals.
- To enhance good positive behavior using encouragement and guidance.
- To provide guidelines for rules, criteria and necessary actions are outlined in order to ensure a safe environment for all.
- To ensure that values and regulations are adhered to.
- To provide all educators with clear instructions and procedures on how to deal with student behavior inline with both school and ADEK expectations.
- To inform parents and students of the rules and regulations relating to behavior and the importance of abiding by them.
- To promote student self discipline and enrich their learning, development, and achievements.
- To adhere to the values and principals which address the UAE culture and traditions.
- To promote respect and appreciation of other cultures.

At Liwa Education we believe in promoting motivation and positive behavior, academic excellence, and ensuring schools follow ADEK guidelines when dealing with negative behaviors.

## 1. MOTIVATION POLICY

Promote positive behavior and attitude to encourage students to avoid negative behavior and attitude.

### WHY MOTIVATE:

- To instill positive values
- To prevent boredom and lack of enthusiasm
- To create a joyful atmosphere in each school

### TYPES OF INCENTIVES:

- Reward Charts
- Certificates of Appreciation
- Certificates of Recognition
- Small gift prizes
- Excursions
- Student of the Month Awards
- Words of Praise 1:1, to parents and students, at assemblies
- Positive points on Kickboard

Through motivation and incentives, students are able to share their achievements with others and allow them to take pride in their accomplishments.

## 2. ACADEMIC EXCELLENCE

Students who meet the following criteria will qualify to receive recognition through certification at Achievement Assemblies.

- **TOP 3 STUDENTS FROM EACH CLASS**
- **STUDENTS WHO SCORE 95% OR HIGHER**
- **STUDENTS WHO IMPROVED THEIR ACADEMIC PERFORMANCE SIGNIFICANTLY**

### 3. LE STUDENT CODE OF CONDUCT

A full copy of the LE Code of Conduct can be found [here](#) or on individual school websites.

#### ATTENDANCE AND ABSENTEEISM

##### I. MORNING ATTENDANCE

- Students are expected to be in school by 7.30am and to be in attendance at the morning assembly for the raising of the UAE flag and for the National Anthem.

##### II. DAILY ATTENDANCE

- Students should be committed to attending school regularly (182) days as required by ADEK. If a student is absent, parents will be notified as per individual school systems.
- Students with an absence rate of 10% or greater are a cause of concern.
- Lates and absences will be logged on PowerSchool and ESIS with the provided reason.
- If an absence is excused, the student will be able to make up the missed work.
- A medical certificate is required to be provided in order for a student's absence to be excused.
- Warning Letters will be issued for students who miss 3 consecutive days without a valid reason. A letter of notification will be sent to parents for formal clarification and a written pledge is to be signed by the parent.
- The school pastoral teams will initiate support sessions for students with poor punctuality or attendance.

##### III. EARLY RELEASE/PERMISSION TO BE ABSENT

- The School Principal must be informed if it is requested for a student to leave early. The admin has the right to refuse reasons which are not valid as per ADEK directives.
- If parents need to withdraw students from school for a number of days, then prior permission should be obtained from the school principal. As per ADEK Policy 55, a minimum of 10 days notice is required. In an emergency situation, parents should contact the school as early as possible.

##### IV. DEPARTING FROM SCHOOL

- Students should exit the school building as per school expectations in a safe and orderly manner.
- Students who travel by school bus should abide by this behavior policy to ensure the safety of all on the bus.
- If a parent wishes someone different to collect their child, they must confirm this in writing to the school and provide a copy of the person's Emirates ID.
- The school will immediately notify parents of truancy and will hold discussions with both parent and student.

## 4. UNIFORM

Each LE school has a uniform unique to them. These are available to purchase at the approved supplier for each school.

Students are expected to be in uniform every day, unless otherwise stated by administration.

### FEMALE EXPECTATIONS

- Uniform with school logo including school shirt/t-shirt
- School dress, skirt or trousers
- Shaylas (for those girls who wear one)
- Full shoes or trainers, not sandals, heels, crocs etc
- No makeup or nail polish
- Hair dyes and unusual haircuts are not permitted
- Hair accessories should be small and inline with the school colors
- During 'non-uniform days' students must abide by clothing which is suitable.

### MALE EXPECTATIONS

- Uniform with school logo including school shirt/t-shirt
- School trousers
- Full shoes or trainers, not sandals, crocs etc
- Hair dyes and unusual haircuts are not permitted
- During 'non-uniform days' students must abide by clothing which is suitable.

### PE UNIFORM

PE kit should be the school kit and should be worn on days where students have PE  
Shorts are not permitted.

### FAILURE TO ABIDE BY THE SCHOOL UNIFORM WILL RESULT IN:

- Verbal Warning
- Written Warning and parental notification (parents will be required to bring a change of clothes for their child)

## 5. ELECTRONIC DEVICES

- LE Schools are mobile phone free schools. It is strictly forbidden for students to bring a phone, personal device or gaming device to school with them.
- Students who are caught with these items will have them confiscated, for parents to collect.
- Confiscated devices will be locked in the school safe until collected by the parent.
- Where the LE school provides individual devices, these are for academic purposes only, with students and parents required to sign an acceptance of the LE Safe Use Policy.
- Students may not watch videos, or movies using these devices

## 6. BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

LE behavior expectations are aligned with ADEK Private Schools Policy 50: Student School Behavior.

LE has zero tolerance for physical punishment toward students.

Students and staff are expected to treat each other with respect at all times.

In case of any infractions, incidents will be logged on kickboard by the teacher and recorded on a students school record. Positive behaviors will also be recorded on kickboard.

ADEK LEVELS	NEGATIVE BEHAVIOR TYPE	RESPONSES AND SANCTIONS
<p><b>Level 1</b> Any behavior that results in disruption of the teaching and learning environment.</p>	<ul style="list-style-type: none"> <li>● Tardiness (lateness/unpunctuality). - Unexplained absences.</li> <li>● Not bringing the necessary books and equipment to class.</li> <li>● Incorrect School uniform (including sports uniforms).</li> <li>● Disruptive behavior in classrooms and in School.</li> <li>● Breaking School rules including in classrooms, hallways, playgrounds and buses.</li> <li>● Defying orders from School management and staff.</li> <li>● Mocking others.</li> <li>● Disruptive behavior on School buses (e.g. vandalizing bus seats).</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal Warning and recorded on kickboard</li> <li>2. Written Warning and parent notified</li> <li>3. Counseling/Intervention Session</li> <li>4. Break time reflection session</li> <li>5. Student Behavior Modification Plan</li> <li>6. Accountability Card</li> </ol> <p><b>Repeated violations will cause escalation to level 2.</b></p> <p><b>Level 1 sanctions may also be initiated following kickboard reviews.</b></p>

ADEK LEVELS	NEGATIVE BEHAVIOR TYPE	RESPONSES AND SANCTIONS
<p><b>Level 2</b> Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage.</p>	<ul style="list-style-type: none"> <li>• Skipping classes or School.</li> <li>• Sneaking into School after school hours without the presence of supervisors. Using abusive or inappropriate language toward peers and/or teachers.</li> <li>• Fighting with other students and/or bullying them.</li> <li>• Theft.</li> <li>• Vandalizing School property or the property of others.</li> <li>• Using cell phones during School time without the School administration's permission.</li> <li>• Smoking/vaping</li> <li>• Leaving school/classroom without permission</li> <li>• Cheating in exams or assignments. – Providing false documents (e.g. forging Parents'/Guardians' signatures). Misuse or abuse of the School's IT systems</li> </ul>	<ol style="list-style-type: none"> <li>1. 0% awarded of an exam or assignment where cheating has occurred</li> <li>2. Written Warning and parent notified</li> <li>3. Parental Meeting with social worker/head of section/SLT as necessary</li> <li>4. Counseling/Intervention Session</li> <li>5. Break time reflection session</li> <li>6. Student behavior Modification Plan</li> <li>7. Accountability Card</li> <li>8. Temporary Suspension</li> </ol> <p><b>Repeated violations will cause escalation to level 3.</b></p>
<p><b>Level 3</b> Any behavior that results in physical danger to others, or which violates applicable laws in the UAE.</p>	<ul style="list-style-type: none"> <li>• Assaulting Teaching Faculty members, staff or members of the local community.</li> <li>• Distributing (or participating in the distribution of) pornographic material. Wilful damage to, or destruction of, School and personal property. Possessing or selling weapons or explosives.</li> <li>• Using or promoting illegal drugs or substances in violation of public order and morals.</li> <li>• Exchanging any inappropriate materials, such as letters or photos. Committing major actions contradictory to public morals such as sexual assault.</li> </ul>	<ol style="list-style-type: none"> <li>1. Parental communication and immediate meeting with SLT</li> <li>2. Counseling/Intervention Session</li> <li>3. Student Behavior Modification Plan</li> <li>4. Temporary Suspension</li> <li>5. Disciplinary transfer/expulsion</li> </ol>

## STUDENT MISCONDUCT

1. Incidents must be logged on Kickboard.
2. Serious incidents will be fully investigated by a member of the school's pastoral team. Records and outcomes will be stored.
3. During investigations, students and staff involved will be interviewed individually with their statements noted. No leading questions will be asked.
4. Each school has a Disciplinary Committee which meets to discuss student behavior.
5. Students are to be advised clearly of issues and of the behaviors which require changing.
6. Appropriate strategies for monitoring and supporting student behavior should be used as appropriate.
7. If there is further escalation, parents will be called to meet and also supplied with a letter outlining the ongoing issues along with reviewed strategies to support the student.
8. Failure to improve over a period of time, can result in notification to ADEK for the student be transferred to another school or permanently excluded.

## STUDENTS OF DETERMINATION

- Schools take into consideration before taking disciplinary action.
- Consultation with the Inclusion Manager will be undertaken where necessary.
- Students of Determination will not be subject to more severe disciplinary action than their classmates
- LE schools do not discriminate against Students of Determination



## PROGRESSION OF PROCEDURES FOR REPEATED OFFENSES

### LEVEL 1

1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Verbal Warning Incident Logged on Kickboard	Written Warning L1 Phone Call to parents Documentation of incident and investigation logged Intervention Sessions with social worker	Written Warning L2 Parental meeting Acknowledgement letter signed by parent Student Accountability Card Intervention Sessions with social worker	Temporary suspension (internal or external) Parental Meeting Targets for reintegration Intervention Sessions with social worker

### LEVEL 2

1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Written Warning L2 Parent Notified Incident logged on PowerSchool	Parental Meeting Documentation of incident and investigation logged Intervention Sessions with social worker Temporary internal exclusion	Parental Meeting Documentation of incident and investigation logged Temporary external exclusion Targets for reintegration/Interventi on Sessions with social worker	Escalation to L3 Referral to the Student Behavior Management Committee

### LEVEL 3

1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
Summon the parent immediately Review by Student Behavior Management Committee Parental sign pledge of responsibility	Temporary external suspension Student referred to the concerned agencies (e.g. police, ADEK, Child Protection etc.)	Request to ADEK for school transfer	Permanent exclusion

\*Senior management reserves the right to skip a step depending on the seriousness of the incident

Failure to behave in a sensible and responsible manner not only causes behavior ramifications but this will also reflect negatively on student attainment and progress.

Behavior is also recorded on school report cards via the Attitude to Learning Codes. A student's attitude to learning contributes 10% of their grade each term in each subject.

	ATTENDANCE PER TERM	PUNCTUALITY PER TERM	BEHAVIOR PER TERM	ATTITUDE TO LEARNING PER TERM	HOMEWORK PER TERM
HONORABLE	Attendance is between 98% and 100%	The student is never late to school or class.	The student has no behavioral issues in class or out. The student is a positive example to their peers.	The student follows instructions and completes work without prompting. The student takes initiative and completes all work 96%-100% of the time.	All homework is completed and submitted on time.
GOOD	Attendance is between 95% and 97%	The student has been late 1-3 times.	The student has had no behavioral issues in class or out.	The student pays attention and completes all work 95% of the time.	1-2 pieces of homework have been submitted late, incomplete or are missing.
SATISFACTORY	Attendance is between 92% and 94%	The student has been late 4-5 times.	The student does not fully comply with the rules, resulting in 1-2 behavior referrals.	The student pays attention and completes all work, 85-95% of the time.	3-4 pieces of homework have been submitted late, incomplete or are missing.
NEEDS TO IMPROVE	Attendance is between 90 and 92%	The student has been late 6-7 times.	The students' behavior has a negative impact on their attainment and progress. The student has been referred for their behavior 3 times or more.	The student does not give their learning their full attention all of the time. They complete all of their work 75-84% of the time.	5-6 pieces of homework have been submitted late, incomplete or are missing.
UNSATISFACTORY	Attendance is less than 90%.	The student has been late 8 times or more.	The student has received multiple written warnings throughout the term.	The student does not follow instructions or completes their work 74% or less of the time.	7+ pieces of homework have been submitted late, incomplete or are missing.

- i. Warning Letter Level 1**
- ii. Warning Letter Level 2**
- iii. Parental Acknowledgment**
- iv. Behavior Support Letter**
- v. Intervention Support Plan**
- vi. Reactive Intervention**



**STUDENT BEHAVIOUR**  
**LEVEL 1 — WRITTEN WARNING**

Date: \_\_\_\_\_

Education Region: \_\_\_\_\_ School: \_\_\_\_\_

Consistent with the Abu Dhabi Education Council and School Policies and Procedures for Managing Student Behaviour, this *Level 1 Written Warning* has been issued to (insert student name) \_\_\_\_\_ of grade \_\_\_\_\_ for misconduct that has resulted in the disruption of the teaching and learning in the school.

The student is in breach of the ADEC and School Code of Conduct for displaying and/or engaging in the following Level 1 unacceptable behaviour:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(This Level 1 Written Warning will be placed on the schools' electronic Student Information System {eSIS} – Behaviour)

The student agrees that there will be no further display or engagement of the above mentioned behaviour. Continuation of such behaviour will escalate to a *Level 2 Written Warning* with more severe consequences.

As the Parent and/or Guardian you are invited to contact the school principal to discuss the *Level 1 Written Warning*.

\_\_\_\_\_  
Principal (signature)



\_\_\_\_\_  
Social Worker (signature)

Please complete and return

School Stamp

Receipt attached to this letter.



**PARENT ACKNOWLEDGMENT**

of

**STUDENT BEHAVIOUR**

**LEVEL 1 — WRITTEN WARNING**

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

As the Parent and /or Guardian I acknowledge receipt of the *Level 1 Written Warning* from:

\_\_\_\_\_ School concerning \_\_\_\_\_ (student name)behaviour.

I acknowledge that any continuation of such behaviour will escalate to a *Level 2 Written Warning* with more severe consequences.

As the Parent and/or Guardian I accept / do not accept (*please circle your option*) the invitation to contact the school principal to discuss the *Level 1 Written Warning*.

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Signature: \_\_\_\_\_

Contact number: \_\_\_\_\_

Additional Comments:

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**STUDENT BEHAVIOUR**  
**LEVEL 2 — WRITTEN WARNING**

Date: \_\_\_\_\_

Education Region: \_\_\_\_\_ School: \_\_\_\_\_

Consistent with the Abu Dhabi Education Council and School Policies and Procedures for Managing Student Behaviour, this *Level 2 Written Warning* has been issued to (insert student name) \_\_\_\_\_ of grade \_\_\_\_\_ for misconduct that has resulted in the severe disruption of the teaching and learning in the school.

The student is in breach of the ADEC and School Code of Conduct for displaying and/or engaging in the following *Level 2* unacceptable behaviour:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(This *Level 2 Written Warning* will be placed on the schools' electronic Student Information System (eSIS) – Behaviour)

The student agrees that there will be no further display or engagement of the above mentioned behaviour. Continuation of such behaviour will escalate to a *Level 3 Suspension and/or Exclusion*.

As the Parent and/or Guardian you are invited to contact the school principal to discuss the *Level 2 Written Warning*.

\_\_\_\_\_

Principal (signature)



\_\_\_\_\_

Social Worker (signature)

Please complete and return the Parent Acknowledgment Receipt attached to this letter.



**PARENT ACKNOWLEDGMENT**

**of**

**STUDENT BEHAVIOUR**

**LEVEL 2 — WRITTEN WARNING**

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

As the Parent and /or Guardian I acknowledge receipt of the *Level 2 Written Warning* from:

\_\_\_\_\_ School concerning \_\_\_\_\_ (*student name*) behaviour.

I acknowledge that any continuation of such behaviour will escalate to a *Level 3 Suspension and/or Exclusion*.

As the Parent and/or Guardian I *accept / do not accept (please circle your option)* the invitation to contact the school principal to discuss the *Level 2 Written Warning*.

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Signature: \_\_\_\_\_

Contact number: \_\_\_\_\_

Additional Comments:

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**Parental acknowledgement**

**In case of a repeated offence from the student**

Class: .....

Date: .....

I ....., Parent of the student .....


understand that my child is expected to adhere to the behavior rules inside the school, and maintain its facilities, and follow the school's rules and regulations. In case of any repeated offences, I will take full responsibility for all procedures that will need to be taken by the school administration in order to deal with to the students' behavior in line with ADEK and school policy, which could result in ADEK written warnings and lead to further consequences. I am well-informed about the misbehavior of my child.

.....

.....

Parent signature:





Dear Parents,

In line with our behavior management policy it is our aim to promote positive behavior in all aspects of your child's experience in the school. Recently, it has been brought to my attention by several members of staff that your child is experiencing difficulty in managing and dealing with matters related to how she conducts herself throughout the school day.

To support xxxxx in managing her behavior and to encourage her to take increased responsibility for her actions we have placed her on a behavior support plan.

The aims of this plan is to highlight and recognize good behavior with a series of rewards such as praise, stickers, extra responsibilities and taking on roles within the school as desired by the child.

It is important that all adults in close contact with xxxxx work together to support her. Therefore, the behavior support plan encourages everyone to be involved through class teacher comments, senior management comments and parental comments.

xxxxxx will receive feedback from all the adults she meets throughout the day encouraging her to stay on track. She will bring this record home on a daily basis so that you can be kept informed of her progress.

I would really appreciate your support in this matter through your own comment on the support plan. I firmly believe that if we all work together to support xxxxx she will make positive steps towards improving her everyday school experiences.

Thank you for your support in this matter.

Yours faithfully,

# BEHAVIOR INTERVENTION PLAN

**Student Name:**

**Homeroom Teacher:**

**Grade and Section:**

**Teaching Assistant:**

The Behavior Committee has completed a Behavior Assessment and decided that the student needs to be placed on a Behavior Intervention Plan (BIP).

The BIP is an individualized student plan that includes interventions and support to address problem behaviors that are interfering with the learning of the student or the learning of others. The BIP is linked to the information gathered in the Student Behavior Assessment and Behavior Referral Form as well as observations made by school staff.

The BIP describes how the student's environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught in an effort to change a specific pattern of problem behavior.

Using the information gathered, the Behavior Intervention Plan will address 7 areas related to the problem behavior:

- (1) Prevention
- (2) Replacement Behaviors
- (3) Teaching
- (4) Positive Reinforcement
- (5) Problem Reducing Strategies
- (6) Crisis Plan (if needed) and
- (7) Behavior Goals(s).

## STEP 1: PREVENTION

Refer to [Step 1](#) to list out 3 prevention strategies that are personalized and applicable to the student.

## STEP 2: REPLACEMENT BEHAVIORS

Replacement behaviors should be written in positive terms specifically stating the target behavior to increase. They should align with the problem behaviors identified in the Student Behavior Assessment. (Identified replacement behaviors could align with the behavior goal(s) or goals in IEP if applicable)

## STEP 3: TEACHING (TO ADDRESS SKILL AND PERFORMANCE DEFICITS)

List the instructional strategies / materials that will be used to teach the replacement behavior(s). Specify successive teaching steps needed for the student to practice and acquire the skills needed to demonstrate the replacement behavior(s).

**The first question addressed in this section is:**

1. What skills/procedures will the student need to learn to help him/her eliminate the problem behavior?

Refer to [Step 3](#) of BIP for examples

## STEP 4: POSITIVE REINFORCEMENT FOR REPLACEMENT BEHAVIORS

(Refer to the [Step 4 Guide](#) and examples before identifying steps to follow when replacement behavior(s) occur.)

## Problem Behavior Reducing Strategies

(Identify steps to follow if problematic behavior(s) occur.)

1. What reactions/results are reinforcing the behavior? What does the student gain/avoid by using the behavior?

2. What strategies will be used to avoid the reinforcing reaction/results?

When considering reactive interventions, consider factors of verbal strategies, nonverbal strategies, procedural strategies, and general reactive strategies. When identifying interventions, list in a hierarchy of steps, 1, 2, 3, etc., to promote consistency among adults who are responding to the student's behavior. It will aide in the fidelity of implementation of the BIP.

### STEP 5: REACTIVE INTERVENTIONS

(Refer to the [Step 5](#) The examples are general strategies and should be made specific to the student's individual learning needs.)

### STEP 6: CRISIS MANAGEMENT PLAN

(not all students will require a crisis management plan) Is the student in need of a crisis management plan due to concerns for the safety of

- Others
- Himself/Herself

Include the steps that will be carried out if a student becomes a threat to himself/herself/others/learning environment. [General Guidelines](#)

### STEP 7: BEHAVIOR GOAL

[Sample Behavior Goals](#)

## REACTIVE INTERVENTIONS

The examples are general strategies and should be made specific to the student's individual learning needs.

### VERBAL STRATEGIES

- Talk in calm firm tone of voice
- Give directions with as few words as possible
- Acknowledge student's feelings by restating
- Give request in the form of choice
- Use questions to redirect student behavior
- Have all adults use the same pre-established words, phrases
- "Think-out-loud" for the student: "This is not a good situation. I know you don't want to..."

### NONVERBAL STRATEGIES

- Establish eye contact to gain attention (if behavior is not used for attention seeking)
- Maintain eye contact to promote compliance (neutral facial expression)
- Use visual cues/signals instead of verbal response to correct behavior
- Rely on written or visual schedule as nonverbal reminders
- Use proximity to regulate behaviors
- Suggest the student write down concerns when too upset to discuss

### PROCEDURAL STRATEGIES

- Maintain pre-established rules and consequences
- Rely on pre-established behavior plan
- Implement a pre-established level system
- Implement a pre-established warning system
- Refer to a pre-established behavior contract

### GENERAL REACTIVE STRATEGIES

- Avoid power struggles/arguments by limiting discussion at the time of misbehavior
- Give student choices when possible
- Allow adequate time between directions and compliance
- State comments related to the "action", not the student
- Discuss problems privately
- Remove student from the audience or situation



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