



مدرسة هامبتون هايتس انترناشيونال

**Hampton Heights  
International School**

# Behavior for learning policy

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## Table of content

Chapter Number	Contents	Page number
1	Introduction.	3
2	Statement of intent.	3
2.1	Commitment to statement of intent.	3
2.2	Essential Aspects of Good Discipline.	4
3	Objectives, Aims & principles.	4
4	A shift in school practices.	5
5	Behaviour for learning.	6
6	Pupil rights.	6
7	Roles & Responsibilities.	8
8	Multi-Tiered System of Support.	9
9	School strategies to support discipline including SODs:	11
9.1	If a student disrupts learning, one of the following sanctions may be appropriate.	11
9.2	Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND).	11
10	Behaviour In & Around the School.	12
11	Behaviour outside of school premises.	14
12	Pupil Support Unit.	14
13	Bullying.	15
14	Assemblies.	15
15	Prohibited items.	16
16	Mobile Phones.	18
16.1	Cell Phones are forbidden in classes.	18
16.2	Establishment of "Cell Phone Free Zone".	19
16.3	Mobile Phones & Wellbeing.	19
17	Preventing recurrence of misbehavior.	20
18	Creating and maintaining high standards of behaviour.	21
19	Drugs, Alcohol and Misuse of Substances.	21
20	Detentions.	22
21	Rewarding.	23
22	Offenses & Sanctions as per the UAE Laws & regulations.	24
22.1	Offenses.	25
22.2	Sanctions.	26
23	Policy Review.	30
24	Appendixes.	31

Providing a safe, secure and supportive environment where there is responsible social behaviour is a key priority of the school and discipline is a necessity for the proper functioning of a school. The term discipline refers in fact to training given to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement. In other words, discipline is the product of learning and it has to be taught. The ultimate aim is to inculcate self-discipline that reflects positive attitudes and intrinsic values internalised through the process of a holistic education.



It is generally acknowledged that the school is the mirror of the wider society and that student indiscipline is revelatory of deeper social ills. The education system therefore has to provide the right response to address this societal problem and measures have to be taken to deal with a wide variety of contributory factors ranging from parental responsibility, school leadership and management to teacher personality and style, pedagogical efficiency, teacher-pupil relationship and school culture.

At Hampton Heights International School, we believe that good behaviour in the school is central to a good education. The school needs to manage behaviour well so it can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. We are committed to create environments in which behaviour is good and pupils can learn and feel safe. It is particularly important that the headteacher lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. We aim to provide a happy, caring environment with challenging activities. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. The home/college partnership is seen as vital in establishing and maintaining high standards of behaviour and appropriate conduct. It is important not to see behaviour as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities.

Through the implementation of this policy, pupils will learn the difference between acceptable and unacceptable behaviour and they will learn to take responsibility for the consequences of their actions. They will be helped to develop self-control, respect for the needs of others and respect for other's property. Appropriate behaviour is modelled by the teaching and non-teaching staff, who will readily and regularly give explanations to pupils with regard to their behaviour. We trust that this aim to model appropriate behaviour is shared by the parents so that students are given clear and consistent guidance.

**[2.1] Commitment to statement of intent:**

It is important that all school staff members, children and parents work together in order to support the Positive Ethos of our school. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

**STATEMENT OF INTENTION**

### ❖ Hampton Heights International School is committed to:

- ❑ Promoting desired behaviour.
- ❑ Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- ❑ Ensuring equality and fair treatment for all.
- ❑ Praising and rewarding good behaviour.
- ❑ Challenging and disciplining misbehaviour.
- ❑ Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- ❑ Encouraging positive relationships with parents.
- ❑ Developing positive relationships with pupils to enable early intervention.
- ❑ A shared approach which involves pupils in the implementation of the schools policy and associated procedures.
- ❑ Promoting a culture of praise and encouragement in which all pupils can achieve.

The students' positive and exemplary behavior shall be promoted in consistence with their age groups, school grades and their mental and physical capabilities by using various methods. Behavior offenses are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general. The procedures of such levels shall be carried out in accordance with the provisions, provided that each of them shall be documented in accordance with the approved regulations and forms and shall be dealt with in accordance with the educational values and systems.

### [2.2] Essential Aspects of Good Discipline:

- ❑ All members of the school community should be made aware of expected standards of acceptable behaviour.
- ❑ Approach dealing with several aspects of indiscipline should be consistent, as should be the case of praise for good behaviour.
- ❑ There should be clearly defined guidelines at the school level to maintain high standards.
- ❑ Courtesy at all levels should be encouraged.
- ❑ The entire school community has a key role to play including, teachers, non-teaching staff, parents and children.

## Chapter [3]:

## Objectives, Aims & Principles:

### [3.1] Objectives:

- ❑ To promote positive behaviour and take self and public responsibility among students within the school community.
- ❑ To create an appropriate educational environment for the success and enhancement of the Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
- ❑ To apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural offences outside the walls of the school with the best possible educational means.
- ❑ To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

### [3.2] Aims:

- ❑ Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- ❑ Provide a consistent approach to behaviour management.
- ❑ Define what we consider to be unacceptable behaviour.
- ❑ Outline how students are expected to behave.
- ❑ Outline our system of rewards and sanctions.

### [3.3] Principles:

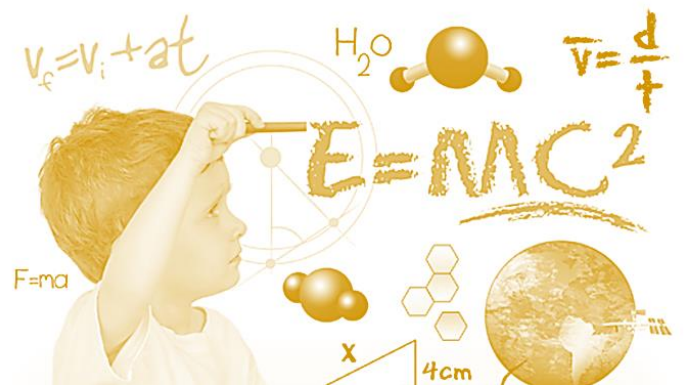
- ❑ Each student has the right to learn and to be respected by others.
- ❑ Every teacher has the right to teach without untoward disruption.
- ❑ Children and adolescents cannot be expected to behave like mature adults.
- ❑ Maintaining appropriate student behaviour is an essential condition for teaching and learning.
- ❑ Behaviour is learned and teaching good behaviour is an integral part of the school curriculum.
- ❑ Emphasis must constantly be on self-discipline and responsibility.
- ❑ Sanctions are effective only when used sparingly but consistently.
- ❑ Child protection principles and safeguarding of child rights must remain at all times central to behaviour policies.
- ❑ Students learn constructively from their mistakes and every incident of misbehaviour has to be seen as educative.
- ❑ An approach focused on positive encouragement and praise towards students is likely to developing a sense of well-being and a feeling of belonging for all.
- ❑ The foremost contributor to good student behaviour is a positive, stimulating, encouraging, supportive, friendly and rewarding atmosphere.
- ❑ High quality delivery of teaching is central to positive student behaviour.
- ❑ Heads of Schools have primary and direct responsibility for maintaining the orderly functioning of their institutions and individual safety within the school.
- ❑ All members of the school community share responsibility for the promotion of high standards of student behaviour.

## Chapter [4]:

## A shift in school practices:

### [4.1] Positive Learning Environment:

In Hampton Heights International School, our vision is to create a positive learning environment for all pupils that is equitable, inclusive and focused on the whole child. In order to accomplish this vision and get the best results for all students, we need to ensure that our school is a place where all students are able and expected to learn. That means putting the right systems in place to support positive behavior in every student. This Effective Student Behavior & Discipline Policy represents a shift in the school philosophy and practice with respect to behavior and discipline. It moves us away from zero tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. The policy moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every section a great place to learn and grow. It embodies our belief as a UK curriculum school that children learn by pushing and testing limits, getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners. The policy is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.



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### [4.2] Behavior management committee:

Is one of the school management committees, which is concerned with discussing the students' problems, in educational and behavioral terms, and taking the proper decision in this regard, in accordance with the provisions hereof. This committee is formed to review and discuss student behavioral issues and is also concerned with revising the disciplinary procedures and actions applied in accordance with the school behavior management regulations.

#### The Behavior Management Committee consists of:

- Principal.
- Head of inclusive education.

- Health & Safety Manager.
- Head of year.
- School counselors (Who act as committee administrators).

### Purpose:

1. Acknowledges the importance of proactive behavioral measures and consistency across all schools:
  - It includes such supports as universal screening measures for behavior, collection and analysis of school-wide discipline data, positive behavior interventions and supports, and acknowledgement of successes.
  - We believe that the use of appropriate behavioral interventions for all students starts with a district-wide multi-tiered framework of behavioral supports. These positive strategies and interventions will be used to develop, strengthen, improve or replace targeted behaviors with desired behavioral outcomes, to ensure placement in the least restrictive environment.
2. Works collaboratively with parents and families, the community, and other groups.
3. Promotes reciprocal, open, and regular communication among all stakeholders on issues related to student behavior by implementing best practices for behavior management.

### Communication Process:

1. All members may contribute to the agenda.
2. Agenda will be shared at least one week before meetings.
3. Minutes will be taken by the school counselors, approved by the committee at the following meeting and posted on the school OneDrive.

## Chapter [5]:

## Behaviour for learning:

Certain principles and practices are pre-requisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen.
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty.
- Learning objectives and/or outcomes made clear to students.
- Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal.
- Regular and frequent assessment and feedback.



All classrooms and learning environments should display a 'classroom rules' poster which has been shared and understood by all. Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their 'right to learn'. Low level disruption in lessons may be the result of:

- Calling out – talking out of turn.
- Lack of respect for students/staff/property.
- Being off task and distracting others.
- Arriving late for a lesson.

Disruptive behaviour will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. Consistency in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn. It is an expectation that seating plans will be produced by class teachers for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behaviour.

Hampton Heights International School believes in supporting the whole child's development. This includes fostering caring and respectful relationships between students, staff and community members. In order to support these conditions, staff members teach and reinforce clear expectations for student behavior. These expectations are the foundation for positive learning environments in our buildings. Upholding these expectations creates the conditions for students to:

#### All the pupils have the right to

- Be treated with courtesy, respect, and dignity.
- Learn in a safe and healthy environment that is free of partiality, prejudice, bullying, harassment, and discrimination.
- Be treated with respect by all regardless of actual or perceived race, color, national origin, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.
- Participate in problem solving with school staff related to their behavior.
- Inform and express personal viewpoints in a respectful and courteous manner.
- Attend school in an environment where personal property is respected. Personal belongings may be searched when there is a reasonable suspicion that will produce evidence that the particular student has violated or is violating either the law or the KHDA / MOE student conduct rules.
- Receive instruction to learn school behavior expectations and social and emotional skills.
- Be informed of available interventions and supports for academic, behavior, social and emotional growth.
- Receive an electronic copy of the policy.
- Consistent implementation of the policy procedures.

#### All the students have the responsibility for:

- Contribute to the school community as an active and productive learner.
- Attend all classes daily and on time.
- Come to school prepared for learning.
- Express viewpoints in a respectful and courteous manner.
- Contribute to an atmosphere that is conducive to learning and free from bias and prejudice.
- Uphold the rights of and exhibit respect for all school personnel and fellow students regardless of actual or perceived race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.
- Adhere to school wide expectations.
- Complete schoolwork with integrity and without cheating.

#### All students of determination are protected:

- Students of determination are entitled to the rights and protections afforded to them by the UAE law and the school regulations. Behavioral interventions are to be used with students of determination to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The school senior leadership team has to establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for students of determination.

**Staff Responsibility:**

- Behaviour Management is the responsibility of all staff at our school.
- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

**Role of the Senior Leadership Team:**

- It is the responsibility of the Senior Leadership to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and welfare of all students. The SLT supports all staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
- The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

**The Role of the Class Teacher:**

- It is the responsibility of class teachers to ensure that the school rules are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of all student behaviour, and they strive to ensure that all students work to the best of their ability.
- Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behaviour the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practise.
- Class Charters are crafted with the students at the start of each academic year. We believe that it is important our students are included in the decision-making processes of the classroom and in building a nurturing, positive classroom environment.
- A clear sanctions pathway is shared with all stakeholders and medium to high level behaviours are recorded on the internal Behaviour tracker system.

**The Role of the Specialist Teachers and Support Staff:**

- Specialists and Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to students. They should inform class teachers of any inappropriate behaviour.

**The Role of Parents and Carers:**

- The school collaborates actively with parents and carers, so that students receive consistent behavioral support. We expect parents and carers to support their child's learning, and to cooperate with the school. There is an expectation that all students will behave in school and that students should arrive in school ready to learn and able to follow all school expectations.



- The role of parents is crucial in helping the school develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- The school reinforces the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.

### The role of pupils:

- All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. The school might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

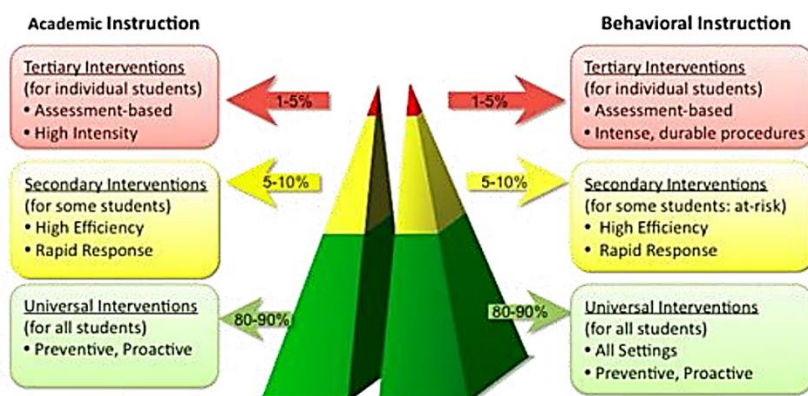
## Chapter [8]:

## Multi-Tiered System of Support:

In Hampton Heights International School, we utilize a Multi-Tiered System of Support (MTSS) framework to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of

MTSS, including students of determination, as part of their education. In MTSS, integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that the school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. Positive Behavioral Interventions and Supports (PBIS) is the behavioral side of the triangle. MTSS brings these many programs under one holistic umbrella in order to better view the whole child with academic and behavioral data side by side.



### A. Universal Interventions (Wave 1):

Universal Interventions (Wave 1) are what all students get in the form of behavioral/social-emotional instruction and student supports. Wave 1 focuses on the implementation of the school core curriculum and is aligned with the UK Social Emotional Learning Standards. Wave 1 interventions (time and focus) are based on the needs of the students in a particular school.

Social Emotional Learning is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social awareness and

interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success.

### **Second Step: Second Step teaches skills in the following four areas:**

- ❑ Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with school work.
- ❑ Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
- ❑ Emotional Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
- ❑ Problem Solving: Students learn a process for solving problems with others in a positive way.
- ❑ Bullying Prevention Units
- ❑ Bullying Prevention Units teach skills in the following four areas:
  - ❑ Recognize when bullying is happening, how to report bullying to a caring adult, and refuse to let bullying happen.
  - ❑ Be a bystander who helps stop bullying.
  - ❑ Support someone being bullied by standing up for that person and being kind and inclusive.
  - ❑ Recognize, report, and refuse cyber bullying when they see or know about it happening.
- ❑ Child Protection Units.
- ❑ Personal Safety: Students will learn important safety rules and ways to stay safe. They will also learn ways to help them decide if something is safe or not.
- ❑ Assertiveness: These lessons will also give students a chance to practice asking an adult for help, telling an adult about an unsafe situation, and being assertive to get out of unsafe situations.
- ❑ Each lesson takes 20-40 minutes weekly with daily 5-10 minute boosters at the elementary level. At the middle school level, the curriculum is delivered through a weekly advisory block(s). The kits include a weekly home and school connection that will promote transference of skills between environments for children.

### **B. Secondary Interventions (Wave 2):**

- ❑ Secondary Interventions (Wave 2) are what some students receive in addition to wave 1 instruction. The purpose of wave 2 instruction and supports is to improve student performance under wave 1 performance expectations (levels and conditions of performance). Wave 2 interventions are more concentrated (more time, narrower focus of instruction/intervention) than wave 1. Wave 2 interventions are targeted interventions for small groups of students and can be provided by a variety of professionals (e.g., General Education and/or Language Arts Specialists, Student Support Specialists) in any setting (e.g., general education classroom, and/or a setting within the school).

### **C. Tertiary Interventions (Wave 3):**

- ❑ Tertiary Interventions (Wave 3) are what few students receive. Wave 3 is the most intense intervention level a school can provide to a student. Typically, Wave 3 interventions are provided to very small groups and/or individual students. The purpose of wave 3 intervention is to help students overcome significant behaviors that are interfering with a student's ability to access their education. Tier 3 interventions require more time and a narrower focus of instruction/intervention than wave 2 interventions. Wave 3 interventions require effective levels of collaboration and coordination among the staff (general and specialised) providing interventions to the student. The expected outcome of wave 3 interventions, combined with wave 1 and 2, is that the student(s) will achieve wave 1 proficiency levels established by the school behavior management committee.



### [9.1] If a student disrupts learning, one of the following sanctions may be appropriate

- Using positive language to achieve the behaviour you want "Turn around please Kabir . . . thanks" "Looking this way and listening Aziza. . . thanks".
- Choice "You can choose to finish your work or you can choose lose 5 mins of your break time. What do you want to do?" The teacher should praise the correct choice.
- Move to a different place in the classroom to help the child focus.
- Loss of play time / detention – break time, lunch time, after-school.
- Contact with parents by email or telephone.

Please note that parents should receive notice of a proposed after school detention:

- Referral to the Middle Leader (Key Stage 1, 2, 3, 4 & 5; Head of Primary; Head of Secondary) for further action.
- Meeting with parents to agree and support from both sides.

All serious incidents should be referred to the Senior Leadership Team and it is important that strategies reflect a graduated response.

### [9.2] Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND):

- a) The school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The school should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

- b) Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.
- c) Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.
- d) The school needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.
- e) The regulations also requires the school to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.
- f) As part of meeting any of these duties, the school should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
  - Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
  - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
  - Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
  - Training for staff in understanding conditions such as autism.

## Chapter [10]:

## Behaviour In & Around the School:

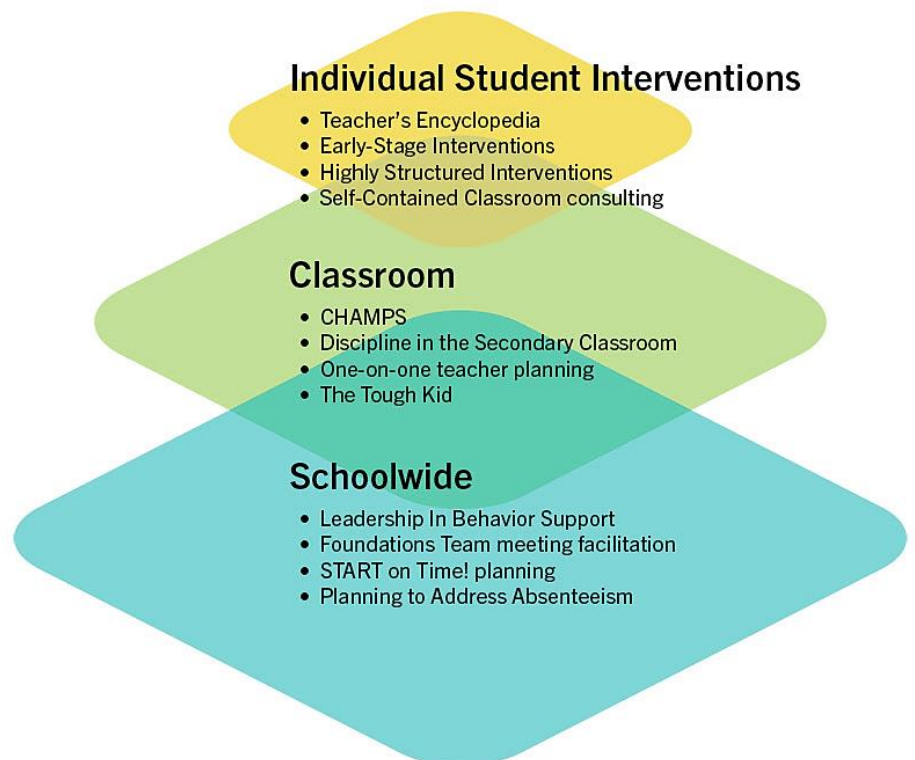
Students at Hampton Heights International School are expected to demonstrate high standards of behaviour at all times. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the good discipline or reputation of the school.

With positive behavior intervention strategies (PBIS), the school teaches students positive behavior strategies, just as they would teach about any other subject. All students learn about positive behavior, including kids with IEPs and 504 plans. PBIS recognises that students can only meet behavior expectations if they know what the expectations are. Everyone learns what's considered

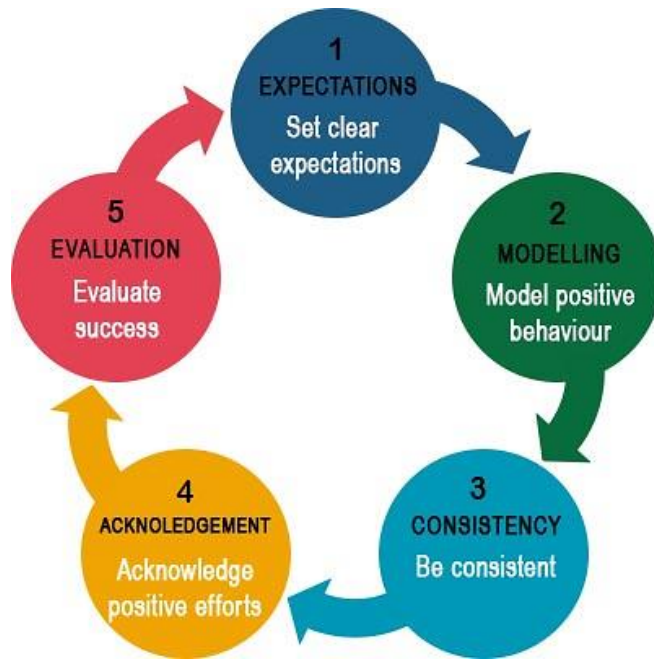
appropriate behavior. And they use a common language to talk about it. Throughout the school day — in class, at lunch, and on the bus — students understand what's expected of them.

Through the effective implementation of (PBIS) at Hampton Heights International School:

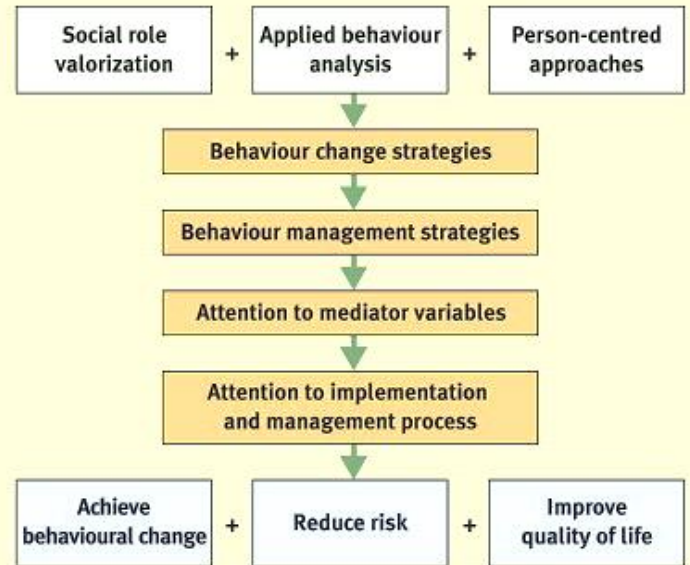
- Students can learn behavior expectations for different situations.
- The school teaches expected behaviors through explicit instruction, with opportunities for students to practice behavior and get feedback.
- Stepping in early can prevent more serious behavior problems.
- Each student is different, so the school gives many kinds of behavior support.
- While changing / modifying the student behaviour, this should be based on research and science.
- Tracking a student's behavior progress is important.
- The school gather and use data to make decisions about behavior interventions.
- The school staff members are consistent in how they encourage expected behavior and discourage misbehavior.



## Evidence-based positive behavior strategies:



## Positive behavioural support as a service system



- Use nonverbal signals to foster communication while limiting interruptions during instruction.
- Create when-then sentences with students to clearly explain what you expect — and the positive outcome that will happen.
- Use pre-correcting and prompting to describe what's expected of students in a way that's obvious and easily understood.
- Get students' attention through respectful redirection — without making a big deal about it — by using a calm tone, neutral body language, and clear, concise wording.

## Positive classroom behaviour in young learners:

- a) Be clear: Young learner's need expectations set early and clearly, so don't overcomplicate things and keep "class rules" to the essential. Very young children may like to decorate or color a poster of the class rules and older pre-teens may enjoy making suggestions for classroom rules (under your guidance, of course!).
- b) Be consistent: Now that students know what is expected of them, make sure that consequences are kept consistent each time. Similarly, keep to the rules yourself. Say, don't bring a cup of tea into class if students are only allowed to drink water themselves.
- c) Be respectful: Like anyone, young learners respect those who show them the same courtesy. Essentially, this is to do with listening to their needs and treating them as a valuable member of the classroom.
- d) Signal transitions: Using sound can be a technique to communicate when it's time to sit together on the floor, return to their desks, put away their belongings, and other transitions. Choose an easy-to-produce aural signal, such as a maraca, wind chime, even a short tune.
- e) Work to music: Letting your students listen to music while engaged in individual or group work can be very effective when coupled with that strategy that when the music is turned off, the teacher is speaking. Be sure to establish this from day one of the semester.
- f) Use call and response: Bring the children's attention back by establishing a classroom call and response (or five!). Kids love an excuse to shout out and this gives it to them, while also focusing their attention.

- g) Keep them busy: Younger children have shorter attention spans and so need to change focus more regularly than adults do. Ensure you have a good arsenal of activities for your learners that can be

simply adapted to challenge those who need an extra push. Being kept busy and challenged limits boredom, which in turn reduces “negative” classroom behavior.

- h) Highlight “good” behavior: Generally speaking, focusing on what is going well is a more effective motivator than calling out what is “wrong”. Catch your young learners doing things correctly, be that putting away shared materials, saying “please” and “thank you”, raising their hand to speak, sitting ready in their chairs.
- i) Pay attention to those who are trying: Similarly, remember to cheer on students who are trying, even if they have not achieved a certain goal just yet. This keeps their spirits up, which keeps them on track to continue working.

## **Chapter [11]:**

## **Behaviour outside of school premises:**

The school has the right to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable and according to the Ministerial Resolution No.851 of Year 2018 On Code of Behavior Management for Students in the General Education Institutions. Maintained school and academies’ behaviour policies have been set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils. The school collaborates with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- a) When taking part in any school-organised or school-related activity.
- b) When travelling to or from school.
- c) When wearing school uniform.
- d) When in some other way identifiable as a pupil at the school.
- e) That could have repercussions for the orderly running of the school that poses a threat to another pupil.
- f) That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## **Chapter [12]:**

## **Pupil Support Unit:**

1. A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold: As a planned intervention for behavioural or pastoral reasons and as a final preventative measure to support pupils at risk of exclusion. In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school’s behaviour policy.
2. Where a pupil has an Education, Health and Care (EHC) plan, the relevant statutory duties on the referring school and local authority will also continue to apply. The referring school should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in a pupil support unit that is in another school. If the referring school wants to place a pupil with a plan in a unit that is in another school, the local authority will need to follow the statutory procedures for amending the setting on the plan.
3. When developing a pupil support unit, the school should consider:

- a) Referring pupils based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the pupil support unit placement.
- b) Delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have.
- c) Maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school.
- d) Deploying staff with the appropriate skills set to the pupil support unit so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress.
- e) Reviewing reintegration plans at regular intervals.
- f) Actively involving pupils and parents in reintegration discussions.

## Chapter [13]:

## Bullying:

Bullying is defined as “the willful, conscious desire to hurt, threaten, upset or frighten someone”. It is rarely a ‘one-off incident’ but a course of action that is sustained over a period of time. Hampton Heights International School takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per The School Anti-Bullying procedures. It is important to recognise that bullying could occur between individual or group of students but also between staff and students. Bullying, whether verbal, physical or psychological, is a behaviour which is deliberately hurtful. It involves aggression and unequal power relationship resulting in pain and distress which are often persistent. Bullying should not be tolerated in any of its forms and should be considered as being a very serious offence to be dealt with accordingly and with all required severity. Preventive approaches should be adopted to make the school a bully free zone for all. Victims and other students should be encouraged to come forward and disclose any averred or suspected cases which should be addressed very cautiously to avoid repercussions from the bully.

While support should be provided to the child victim as a first priority, the school should consider productive ways of working with bullies towards changing their aggressive attitudes as well as other constructive responses aiming at avoiding repetition.

Bullying could be:

- Verbal (e.g. comments intended to upset the receiver or the receiver’s family).
- Physical (e.g. pushing or hitting another student).
- Emotional (e.g. excluding a student from a friendship group or not inviting someone to an outing/event).
- Racist (e.g. comments about ethnicity).
- Cyber bullying (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook).

The following sanctions could apply depending on the nature of the bullying incident:

- Verbal warning and contact with parents.
- Loss of play time/detention – break time, after-school.

Please note that parents should receive notice of proposed after school detention

- Isolation or reflection time.
- Restorative justice.
- Temporary ban from attending school.

- Clear guidelines on our zero-tolerance approach to bullying can be found in Hampton Heights International School Anti Bullying Policy.

## Chapter [14]:

## Assemblies:

We are dedicated to promoting values which ensure that our students develop a strong sense of self-discipline, social and moral responsibility. We prepare our students to become global citizens. All school staff members are encouraged to implement the following three steps, and start enjoying school assemblies rather than dreading them:

Step One: Model how you want your students to behave:

1. Sit down on the carpet in your classroom, and invite a couple of student helpers to sit down next to you. Gather the rest of your class around in a semicircle to observe.
2. Now pretend the three of you are sitting in an assembly.
3. Model for your class precisely how you expect them to behave. Include how to sit, how to be attentive, how to clap and cheer, and how to be respectful to those sitting nearby. Add commentary along the way.
4. Keep it simple, but make your modeling highly detailed, even exaggerated. This is key to its effectiveness.



Step Two: Model how not to behave:

1. While still sitting on the carpet with your students gathered around, model how not to behave. Let your students see the exact behaviors you don't allow during a school assembly.
2. It's okay to ham it up and have fun with it. The more over-the-top the modeling is, the more effective it will be.
3. Your students will laugh in recognition as you model rising up on your knees, bothering those around you, daydreaming, fiddling with your shoes, being silly, talking, or any other behaviors you don't want.
4. When students are able to experience, in a highly detailed way, the absurdity and rudeness of their behavior, the lesson will hit home. It also sets up the final and most important step.

Step Three: Bring your classroom management plan with you:

1. Your classroom management plan should follow you wherever you go, including school assemblies. Take a clipboard with you to the assembly and take note of any behavior that breaks your class rules.
2. Assuming one of your rules is follow directions, any behavior you defined as unacceptable (in steps one and two) would trigger a consequence. Only, it's best not to enforce the consequence on the spot. Instead, wait until you return to the classroom before following through.
3. If you've faithfully followed steps one and two, you'll notice your students looking up at you often during the assembly—checking in to see how they're doing. When they do, just nod and smile.
4. If you notice misbehavior, however, make eye contact and give the offending student a simple hand signal. Hold three fingers up (W) for a warning and tap the palm of one hand atop the fingers of the other (like a coach calling time-out) for a time-out. It's best to model these during step two.
5. If the misbehaving student never checks in, never makes eye contact with you, so be it. No big deal. They'll find out about the consequence waiting for them when they get back to class.

- ❖ By being clear with what you expect from your students—through detailed modeling—and then holding them accountable, you'll have few behavior problems during assemblies in the future.
- ❖ Your students will sit relaxed and polite, enjoying the show, comfortable within your boundary lines of expected behavior.
- ❖ So while the teacher next to you is waving his arms and trying to pantomime what he so desperately wants to say to the chatty group of students seven rows away



Bringing the prohibited items onto the school premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item. Staff can seize any prohibited item found as a result of a search, and can confiscate anything which they consider harmful, disruptive to teaching and learning, or a danger to the safety of the HHIS community. Confiscated items will be held at the school to be collected by the parent/caregiver; however, any illegal objects will be disposed of via the appropriate methods.

Glossary of Terms		
1.	Advocate	An individual that promotes or supports the best interest of a particular student and has knowledge about their cultural identity, familial history, and current circumstances.
2.	Bullying	Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: <ul style="list-style-type: none"> <li>– Placing the student or students in reasonable fear of harm to the student's or students' person or property.</li> <li>– Causing a substantially detrimental effect on the student's or students' physical or mental health.</li> <li>– Substantially interfering with the student's or students' academic performance.</li> <li>– Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.</li> </ul>
3.	Cheating	<ul style="list-style-type: none"> <li>– Engaging in academic dishonesty, including intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.</li> <li>– Cheating includes submitting the work of others as your own and plagiarism.</li> </ul>
4.	Disruption	<ul style="list-style-type: none"> <li>– Intentionally interfering with the school environment in a manner that inhibits other students from accessing the school environment.</li> <li>– This does not include when a student may, occasionally, engage with instruction in a manner that is not aligned with classroom expectations (i.e. blurting out that is not habitual) or having a side conversation with one other student.</li> </ul>
5.	Distribution	<ul style="list-style-type: none"> <li>– Sharing, selling (for money or other consideration) or giving away drugs or alcohol. In instances of sharing (where no money or other consideration is exchanged), only the student who brought the drugs or alcohol to school or a school-sponsored event shall be cited for distribution.</li> </ul>
6.	Drugs	All illegal drugs, controlled substances, narcotics, cannabis (including medical cannabis, marijuana, and hashish) and prescription medications. The definition does not include prescription medications that are possessed/used 1) while under the care of a licensed healthcare provider who prescribed the drug to the student; AND 2) in conformance with school emirate policies and regulations regarding the administration of medication at school.
7.	Fighting	Repeated physical contact between two or more students that is harmful, injurious, or disruptive.
8.	Forgery	Writing the name of another person to be represented as a writing or original signature of that other person or altering any written record or document (such as dates, times, passes and permits) without permission.

9.	Gambling	Playing any game of chance or skill for money or any item of value.
10.	Inappropriate Use of Technology	<p>The school provides students with access to various forms of technology (computers, mobile devices, etc.), its network and the Internet in order to enhance their educational experience both in and out the classroom.</p> <p>Students are responsible for exhibiting the same appropriate behavior on the school's technology, network and Internet that they are expected to display on school property and/or during school-sponsored events and activities.</p> <p>Students are prohibited from using the school resources for personal purposes or to access non-educational materials.</p> <p>Students who disregard the school policies that govern the use of technology may have their privileges suspended or revoked. They may also face disciplinary action.</p>
11.	Possession	Having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event."
12.	Refusal to Cooperate	<p>Refusal to cooperate may occur when a student's refusal to follow school rules or the instructions of school staff or volunteers has an impact on the effective or safe functioning of the school or a classroom, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the behavior. Refusal to cooperate also includes repeated disobedience to school staff or volunteers.</p> <p>Refusal to cooperate does not occur when:</p> <ol style="list-style-type: none"> <li>A student was not reasonably aware of a direction given by school staff or a volunteer (i.e. in a noisy room, hearing problems or other disabilities, language limitations, etc.).</li> <li>A student is tardy to school / class.</li> <li>A student fails to complete homework.</li> </ol> <p>Self-defense is described as an action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. The act of "hitting a person back" is considered fighting and not self-defense.</p>

## Chapter [16]:

## Mobile Phones:

### [16.1] Cell Phones are forbidden in classes:

Students are not permitted to bring their phones to school (except for medical and special written request), if a student brings a phone to school without permission:

- The mobile phone will be confiscated and only returned directly to a parent.
- Repeat violations will be escalated and ultimately may result in a child being suspended from school.

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

Students must respect the classroom environment. In class, all cell phones and electronic devices shall be turned off. Unless specifically directed by the instructor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on) that disrespect the classroom environment and learning conditions for others.

- ❖ Violent students must be asked by the teacher for individual meetings with the class / subject teacher(s) and the school counselor.

### [16.2] Establishment of “Cell Phone Free Zone”:

The behaviour management committee will be attending classes across all phases to ensure that the students are not using their cell phones during the lessons unless they do so based on the teacher instruction in relation to the represented lesson(s).

The committee members may ask the students in an identified classroom to turn off their cell phones and then to collect them in a parcel. The parcel is to be submitted to the stage leader. The students can collect their cell phones back by the end of the school day.



### [16.3] Mobile Phones & Wellbeing:

Social media is often to blame for these negative effects. It is easy for students to become obsessed and spend hours scrolling, late into the night. This is harmful for their quality and quantity of sleep, but it can also present them with a warped view of reality. Most people only show an idealised version of themselves on social media, which can lead others to think they should look or behave in a certain, often unattainable way in order to fit in. But it isn't as clear cut as this - mobile phones have many ways of influencing a student's well-being negatively. Here are the most important factors...

#### ❑ Reduction in Sleep:

- Sleep is vital for students' success: it can help them concentrate better, increase their memory and decrease the likelihood that they'll suffer from illnesses. On the other hand, sleep deprivation can hinder students' mental health and ability to remember new information. For example, one particular study found that sleep deprived students not only remembered 40% less than others, but were also less likely to remember positive experiences.
- That is why proper phone management strategies in the lead up to bedtime are important. Mobile phones can easily distract students from getting the proper amount and quality of sleep by encouraging them to go to bed later. As a result, they'll find it harder to focus and learn in class the next day, and if they actually have an exam in the morning, this will hinder their performance. Keep in mind: the recommended amount of sleep for teenagers is 8-10 hours - much more than most believe.



#### ❑ Stress and anxiety:

- Mobile phones can have detrimental effects on students' psychological health. They have been associated with increased levels of anxiety, irritation and impatience.
- Also, it's not just their presence that can causing these effects - 60% of students report feeling very agitated when they cannot access their mobile phone.

#### ❑ Fear of Missing Out (FOMO):

- 75% of young adults who use social media experience FOMO (Fear of Missing Out). Constant connection and the ability to curate which parts of your life you want to show can make students feel like others are always having more fun than them. FOMO can lead to lower moods and increased levels of anxiety. It can also encourage students to check their phones and social media more often, including during lessons, study time or instead of going to sleep.

#### ❑ Less meaningful interactions:

- Research has shown that mobile phones can lead students to enjoy interactions with others less. In one experiment, students shared a meal together. Those who had their phones on silent or off enjoyed their food and the company of others more than those who had it on or switched to vibrate. Further research that had participants completing surveys about their phone use

- supported these findings, noting that even moderate levels of phone use can negatively impact our ability to engage with others.

❑ **Reduction in exercise:**

- The constant distraction of mobile phones can encourage students to stay inside and use only social media and the internet to amuse themselves. This leaves them with less time for exercise, but also makes physical activities less enticing. However, exercise is important not only for students' physical health, but for their mental health too. Recent research supports this, showing that going for a walk, even just for 12 minutes, is enough to increase happiness, attentiveness and confidence.

**Chapter [17]:**

**Preventing recurrence of misbehavior:**

- ❑ The school should adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.



- ❑ The school should have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.
- ❑ Examples of interventions schools can consider include:
  - Frequent and open engagement with parents, including home visits if deemed necessary.
  - Providing mentoring and coaching.
  - Short-term behaviour report cards or longer-term behaviour plans.
  - Pupil support units (see paragraphs 100 - 106).
  - Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- ❑ Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.
- ❑ Where the school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required

1. Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. The school's circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- 
2. The principal should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:
    - The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
    - The school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy.
    - Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.
    - Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
    - All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
    - Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
  3. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. The behaviour policy should be aligned with the school's legal duties and standards relating

to the welfare of children. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures.

4. "Keeping Children Safe in The School" is clear that all school staff members have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.
5. Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Hampton Heights International School does not tolerate drug use of any sort on school property or during off-site school activities. Any students found to be in possession of drugs, or supplying or taking drugs, including solvents and any other substance that can be misused or is harmful, will face disciplinary consequences. Preventing the abuse of drugs, including alcohol, and similar harmful substances falls under the school's duty of care, and is a safeguarding issue.

For that reason, misuse of such substances by HHIS students that happens off site but that could be connected with HHIS may also be considered under this policy and may become liable for disciplinary consequences including suspension or permanent exclusion from the school.

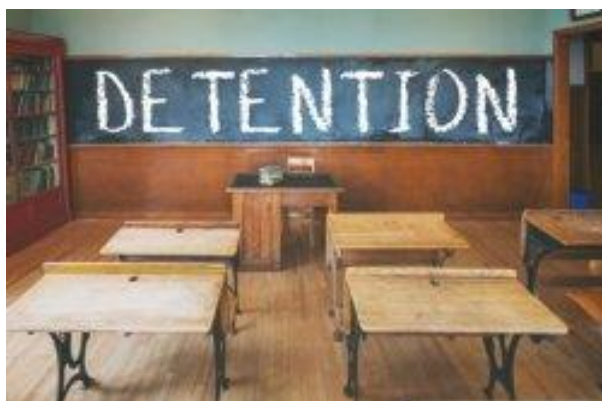


Carrying, supplying, or taking prescription drugs illegitimately could result in permanent exclusion. Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. Families of students who require medication should confer with the school nurse. HHIS understands that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Further details of HHIS' support for students on medication is outlined in the Medical policies (collection). Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity will face disciplinary consequences and may be permanently excluded. HHIS's rules on drugs, alcohol and the misuse of substances apply to students during their travel time to and from school, extra-curricular visits and school trips. Students should bear in mind that their behaviour in public is associated with the school and its reputation, and they should conduct themselves appropriately.

## Chapter [20]:

## Detentions:

1. A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.
2. When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils, parents and staff.
3. Teachers have authority to issue detention to pupils, including same-day detentions.
4. The school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.
5. A detention outside normal school hours will be lawful if it meets the following conditions:
  - a. The conditions outlined in paragraph 70 below.
  - b. The pupil is under 18 (unless the detention is during lunch break).
  - c. The headteacher has communicated to pupils and parents that detentions outside school sessions may be used.
  - d. The detention is held at any of the following times:
    - Any school day where the pupil does not have permission to be absent.
    - Weekends during term - except a weekend during, preceding or following the half term break.
    - Non-teaching days – usually referred to as 'training days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.
6. The headteacher can decide which members of staff can issue detentions. For example, The headteacher could limit the power to heads of year or heads of department only, or they could decide that all members of staff, including support staff, can impose detentions. This should be laid out clearly in the behaviour policy and communicated clearly to all pupils, parents, and staff.
7. Parental consent is not required for detentions that satisfy the conditions.
8. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
9. The School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  - Whether the detention is likely to put the pupil at increased risk.
  - Whether the pupil has known caring responsibilities.
  - Whether the detention timing conflicts with a medical appointment.



- Whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## Chapter [21]:

## Rewarding:

Award			
No	Award category	Award points	Authorised person
1.	Being the class leader.	1	T
2.	Being an interactive student in the classroom.	1	T
3.	Teaching his/her classmates a new concept.	1	T
4.	Correcting his/her classmate's assignment(s).	1	T
5.	Showing good relationships with his/her peers.	1	T / Counsellor
6.	Being committed to the school code of conduct (for one week)	2	T / Counsellor
7.	Getting a homework pass (for 5 continuous days).	2	T
8.	Explaining to his/her classmate's a part of a lesson.	2	T
9.	Helping his/her classmate's consistently.	2	T / Counsellor
10.	Being committed to the class rules and regulations (for one week).	2	T / Counsellor
11.	Suggesting creative solutions inside/outside classroom.	2	T / Counsellor
12.	Making an informative bulletin board.	5	T / HOY / Counsellor
13.	Being the leader of a class game (for 5 continuous days).	5	T
14.	Having an interview with the school principal/vice principal.	5	Counsellor
15.	Winning a class competition in specific subject.	5	T
16.	Winning a school competition in specific domain.	10	HOY / Counsellor
17.	Respecting his colleagues, avoids hurting them, keeps himself/herself safe.	10	T / Counsellor
18.	Initiating to encourage others to collaborate.	10	Counsellor / T / HOY
19.	Suggesting solutions to engage others and respect teamwork.	10	Counsellor / T / HOY
20.	Being interested in his/her appearance, cleanliness of his body, clothes, hair ...etc.	15	Counsellor / HOY
21.	Contribute to spreading health and safety culture among his/her colleagues.	15	Counsellor / T / HOY
22.	Proposing health and safety activities / initiatives.	15	Counsellor / T / HOY
23.	Being obligated to attend the school and not to be absent from the lessons.	15	Counsellor / T / HOY
24.	Being obligated to attend school early.	15	Counsellor / T / HOY
25.	Being honest and having good manners.	15	Counsellor / T / HOY
26.	Demonstrating a high understanding and appreciation of the value of his/her religion.	15	Counsellor / T / HOY
27.	Participate in cultural activities that promote the values of belonging and national identity.	20	Counsellor / T / HOY
28.	Initiate extracurricular activities and projects to learn about other cultures.	20	Counsellor / T / HOY
29.	Representing the school locally in an occasion throughout the school year, when requested.	20	Counsellor / T / HOY
30.	Representing the school internationally in an occasion throughout the school year, when requested.	20	HOY / Counsellor
31.	Participating in school activities / initiatives to enhance the school community.	30	Counsellor / T / HOY

32.	Proposing creative & innovative solutions for the school, local and/or international communities.	30	Counsellor / HOY
33.	Winning local awards within the UAE.	30	Counsellor / T / HOY
34.	Winning international awards.	50	Counsellor / HOY
35.	Creating a unique project that could serve the humans.	100	Counsellor / T / HOY
T: Teacher – HOY: Head of year			

- ❑ The minimum award credit point(s) = 1 point.
- ❑ The maximum award credit point(s) = 100 points.
- ❑ Each 100 positive credited points = 1 Trophy.
- ❑ The minimum credited points to win a trophy = 100 points.
- ❑ Credited points doesn't mean that they are stable as it could be reduced if the student does something such as misbehaviour that could reduce his/her credited points.
- ❑ The overall credited points goes to the student rewards profile and based on how many points he/she has monthly, he/she gets the trophy.



## Chapter [22]:

## Offenses & Sanctions as per the UAE Law:

As per the Ministerial Resolution No.851 of Year 2018 On Code of Behavior Management for Students in the General Education Institutions, Behavior offenses are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general. The procedures of such levels shall be carried out in accordance with the provisions, provided that each of them shall be documented in accordance with the approved regulations and forms and shall be dealt with in accordance with the educational values and systems.

### [22.1] Offenses:

Level	REF.	First Degree Offenses
Simple Offenses)	1.1	Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse.
	1.2	Failing to attend the classes on time repeatedly without an acceptable excuse.
	1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
	1.4	Overgrown hair for boys or bizarre haircuts for boys and girls.
	1.5	Not bringing the books and school kits without an acceptable excuse.
	1.6	Non-compliance with the positive behavior rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.
	1.7	Sleeping during the class time or formal school activities with no justification (after making sure of the student's health status).



	<b>1.8</b>	Eating during the class times or during the morning parade without a justification or permission (after making sure of the student's health status).
	<b>1.9</b>	Non-compliance with presenting homework and assignments given to him / her in a timely manner.
	<b>1.10</b>	Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.
	<b>1.11</b>	All of what is similar to these offenses as per the discretion of the Behavior Management Committee

Level	REF.	<b>Second Degree Offenses</b>
<b>(Medium Severity Offenses)</b>	<b>2.1</b>	Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.
	<b>2.2</b>	Getting in or out of the classroom during the class time without permission.
	<b>2.3</b>	Not attending the school activities and events without an acceptable excuse.
	<b>2.4</b>	Inciting quarrel, threatening or intimidating peers in the school.
	<b>2.5</b>	Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.
	<b>2.6</b>	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
	<b>2.7</b>	Bringing mobile phones or misuse any means of communication.
	<b>2.8</b>	Verbally abusing or insulting students, staff, or visitors of the school.
	<b>2.9</b>	Smoking or possessing the relevant kits inside the school campus.
	<b>2.10</b>	Refusing to respond to the instruction of inspection or to hand over the banned materials.
	<b>2.11</b>	All of what is similar to these offenses as per the discretion of the Behavior Management Committee

Level	REF.	<b>Third Degree Offenses</b>
<b>(Grievous Offenses)</b>	<b>3.1</b>	Various types and forms of bullying.
	<b>3.2</b>	Copying or reproducing the assignments, reports, researches or projects and taking credit for them.
	<b>3.3</b>	Getting out of the school without permission or absconding during the school day.
	<b>3.4</b>	Attempting to defame peers and the school staff via the social media or abusing them.
	<b>3.5</b>	Impersonating others' personality in the school, during transactions, or forging the school documents.
	<b>3.6</b>	Destroying or seizing the school furniture, tools, and vandalism
	<b>3.7</b>	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
	<b>3.8</b>	Assaulting others in the school, without causing any injuries to the victim (corporal abuse).
	<b>3.9</b>	Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.
	<b>3.10</b>	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.
	<b>3.11</b>	All of what is similar to these offenses, as per the discretion of the Behavior Management Committee.

Level	REF.	<b>Fourth Degree Offenses</b>
<b>(Highly Grievous Offenses)</b>	<b>4.1</b>	Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.
	<b>4.2</b>	Possessing or using arms or blade weapons, or their equivalent inside the school.
	<b>4.3</b>	Committing sexual assault inside the school, the bus or during activities.
	<b>4.4</b>	Assaulting others in the school causing injuries to the victim (corporal abuse).
	<b>4.5</b>	Systematic (pre-planned) or covering up theft.
	<b>4.6</b>	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.
	<b>4.7</b>	Sexual harassment inside the school, the bus, or during activities.
	<b>4.8</b>	Leaking questions of the exams or engaging therein, in any way.

	<b>4.9</b>	Setting the school campus on fire.
	<b>4.10</b>	Abusing political, religious, or social figures in UAE.
	<b>4.11</b>	Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-prescribed medical drugs or the psychotropic substances.
	<b>4.12</b>	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
	<b>4.13</b>	Disdaining the divinely revealed religions or stirring sectarian strife in the school.
	<b>4.14</b>	All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.

**[22.2] Sanctions:**

Sanctions for First Degree Offense			
Degree of offense	Repetitiveness	Actions	Consequences
<b>First degree (simple offense)</b>	Upon committing	<ol style="list-style-type: none"> <li>Verbal warning and directions.</li> <li>Documenting the offense and the action taken, in accordance with Form No. 6.</li> </ol>	<ol style="list-style-type: none"> <li>The action shall be executed once the offense occurs.</li> <li>The offense shall be documented in coordination with the school counselor.</li> </ol>
	When repeated for the first time	<ol style="list-style-type: none"> <li>Written warning and documenting the offense.</li> <li>Informing the guardian in writing, as per the Form No.7.</li> </ol>	<ol style="list-style-type: none"> <li>Offense shall be documented by head of year.</li> <li>The school counsellor and the head of year shall inform the parent / guardian in accordance with the communication channels adopted by the school.</li> </ol>
	When repeated for the second time	<ol style="list-style-type: none"> <li>As per the Form No.8.</li> <li>Referring the student to the school counselor.</li> <li>Signing an undertaking not to repeat the offense again by the student's guardian and informing them of the marks deducted (If applied), as per the forms No.9, 10 &amp; 20.</li> </ol>	<ol style="list-style-type: none"> <li>The school counsellor and the head of year shall be responsible for summoning the student's guardian.</li> <li>The school counsellor and the head of year shall ensure that the undertaking referred to herein is signed by the student's guardian and the student.</li> </ol>
	When repeated for the third time	<ol style="list-style-type: none"> <li>Summoning the parent / guardian on the day next to the offense date.</li> <li>Issuing a written warning for the student and his / her guardian in case no response is made, as per the Form No.9.</li> </ol>	<ol style="list-style-type: none"> <li>The head of year and the school counsellor shall be responsible for summoning the student's parent / guardian.</li> </ol>
	When repeated for more than 3 times	<ol style="list-style-type: none"> <li>Behavior Management Committee members hold a meeting on the day next to the offense date.</li> <li>The school counselor has to open a file for studying an individual case, as per the Form No.11.</li> <li>Implementing a set of strategies aiming at reducing this negative behavior.</li> </ol>	<ol style="list-style-type: none"> <li>Behavior Management Committee shall meet upon the instructions of the Committee administrator.</li> <li>The committee decisions shall be implemented on the day next to the offense date.</li> <li>The Committee's terms of reference include the expulsion and deduction of marks (if applicable).</li> <li>The head of year and the school counsellor are</li> </ol>

			responsible for following up the procedures of the student's behavior reform through opening a file to studying his / her case.
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Sanctions for Second Degree Offenses			
Degree of offense	Repetitiveness	Action	Consequences
<b>Second degree (medium severity offenses)</b>	Upon committing	<ol style="list-style-type: none"> <li>1. The head of year stage or the school counselor issue the first written warning and instructing the student to sign on an undertaking not to repeat the offense, as per the Form No.9.</li> <li>2. Completing the file of the individual case study by the school counselor.</li> <li>3. Summoning the student's parent / guardian on the day next to the offense date and asking them to sign on an agreement for reforming his son's / daughter's behavior.</li> <li>4. The school counselor has to monitor the student's behavior and providing guidance sessions for him / her.</li> </ol>	<ol style="list-style-type: none"> <li>1. The head of year stage has to issue the warning letter.</li> <li>2. The school counselor has to study the case.</li> <li>3. The head of year stage has to ensure that the behavior reform agreement is signed by the student and his / her parent / guardian.</li> </ol>
	When repeated for the firsttime	<ol style="list-style-type: none"> <li>1. Having the student temporarily suspended for a maximum of two days and assigning him / her with study assignments inside the school, as per the Form No.12.</li> <li>2. Bringing the matter before the Behavior Management Committee of the school.</li> <li>3. Issuing the second written warning to the student and his / her parent / guardian.</li> <li>4. The school counsellor has to implement a set of strategies for reforming the student's behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior Management Committee members have to meet upon the instructions of the Committee administrator, and decisions should be implemented on the day next to the offense date.</li> <li>2. The Committee's terms of reference include the suspension and deduction of marks (if applicable).</li> <li>3. The school counselor shall be responsible for following up the procedures of the student's behavior reform through opening a file to studying his / her case.</li> <li>4. The school counsellor has to take the responsibility for following up the student while suspended inside the school.</li> </ol>
	When repeated for the second time	<ol style="list-style-type: none"> <li>1. Behavior Management Committee members should meet immediately and have to take the proper decision.</li> <li>2. Suspending the student for 1 to 3 days and assigning him / her with a study assignment inside the school.</li> <li>3. Requesting the support of an agency concerned with</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior Management Committee members shall meet upon the instructions of the Committee administrator.</li> <li>2. The Committee's terms of reference include the suspension, deduction of marks, addressing the agency concerned with the behavior reforming and issuing the student transfer decision.</li> </ol>

		<p>behavior for studying the case file, as per the Form No.13.</p> <p>4. Issuing the final warning for the student and his / her parent / guardian.</p> <p>5. Transferring the student to another school as a disciplinary action; if he / she does not reform his / her behavior, and putting him / her under continuous observation, as per the Form No.14.</p>	<p>3. The school counsellor shall take the responsibility for following up the student while suspended inside the school.</p> <p>4. The school head of section shall follow up the matter of transferring the student from the school.</p>
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<b>Sanctions for Third Degree Offenses</b>			
Degree of offense	Repetitiveness	Action	Consequences
<b>Third degree (grievous offenses)</b>	Once committed	<ol style="list-style-type: none"> <li>1. Suspending the student immediately (inside the school campus).</li> <li>2. Behavior Management Committee shall meet on an immediate basis to take the proper decisions.</li> <li>3. Deciding to refer the student to the concerned agencies (such as: behavior reform agencies), for the first time, for a period not more than 3 weeks, as per the Form No.15.</li> <li>4. Summoning the student's guardian immediately and asking them to sign on the warning and the decision.</li> <li>5. Following up and receiving the reports of the student's case development by the concerned agency (such as: behavior reform agencies).</li> </ol>	<ul style="list-style-type: none"> <li>- Behavior Management Committee shall meet upon the instructions of the Committee administrator.</li> <li>- The Committee's terms of reference include the suspension, marks deduction and making the student transfer decision.</li> <li>- The school counselor shall take the responsibility for summoning the student's parent / guardian, implementing the Committee's decisions and following up with the behavior reform agencies.</li> </ul>
	When repeated	<ol style="list-style-type: none"> <li>1. Suspending the student immediately until the investigations end (outside the school campus).</li> <li>2. Behavior Management Committee shall meet on an immediate basis to make the proper decisions, in respect of the student suspension until the end of the semester and transferring him / her to behavior reform agencies, as per the Form No.16.</li> <li>3. Summoning the student's parent / guardian immediately and presenting the Committee's decision to them.</li> <li>4. Referring the student to the concerned agencies (such as</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior Management Committee shall meet upon the instructions of the Committee administrator.</li> <li>2. The Committee's terms of reference include the suspension, deduction of marks and making the student transfer decision.</li> <li>3. The school counsellor shall take the responsibility for summoning the student's parent / guardian, implementing the Committee's decisions and following up with the behavior reform agencies.</li> <li>4. The procedures of the student transfer to another school shall be performed through the sector directors.</li> </ol>

		<p>the behavior reform agencies) for the second and last time.</p> <p>5. If the student fails to reform his / her behavior; then he / she shall be transferred to another school as a disciplinary action under a decision by assistant undersecretary for Control for the private schools.</p>	<p>5. Sector (zone) directors shall follow up the procedures of the student transfer to another school as per the Form adopted herein.</p>
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<b>Sanctions for Fourth Degree Offenses</b>			
<b>Degree of offense</b>	<b>Repetitiveness</b>	<b>Action</b>	<b>Consequences</b>
<b>Fourth degree (highly grievous offenses)</b>	Upon committing	<ol style="list-style-type: none"> <li>1. The school Principal notifies the Legal Affairs Department of the Ministry / KHDA and the concerned agencies, once the offense is committed.</li> <li>2. Notifying the student's parent / guardian of the matter and suspending the student on an immediate basis until the investigations end for a period not later than 2 business days.</li> <li>3. Suspension period may be extended until the end of the legal investigation under a decision by the legal authorities.</li> <li>4. The Behavior Management Committee members must hold a meeting on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offense committed, to the undersecretary of academic affairs for the general education / KHDA or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department.</li> <li>5. Seizing the tools used in committing the offense once it occurred, in order to hand them over to the security authorities.</li> </ol>	<ol style="list-style-type: none"> <li>1. The school principal reports any offense once committed, without prejudice to the fact that everybody shall be held accountable; if such offense is not reported.</li> <li>2. The Behavior Management Committee's functions include the following:               <ol style="list-style-type: none"> <li>a. Deciding to deem the student as failed in respect of the behavior subject (if applicable) or expelling him / her according to the severity of the offense he / she committed.</li> <li>b. Preparing a memorandum, with which the relevant evidences are attached, and submitting it to the undersecretary of academic affairs for the general education / KHDA.</li> <li>c. Instructing the school counsellor to follow up the other procedures in accordance with his / her role and duties stated herein.</li> </ol> </li> </ol>

**Chapter [23]:****Policy Review:**

This Behaviour for Learning Policy has been developed on (August 26, 2024) by: Moustafa Mahmoud, Head of Inclusion and pastoral care. It has been revised by: Ms. Lyudmyla Klykova (The school principal) and the SLT members of Hampton Heights International School, Dubai, United Arab Emirates.

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
January 05, 2025		<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal: Ms. Lyudmyla Klykova.</li> <li><input type="checkbox"/> SLT Members.</li> <li><input type="checkbox"/> Head of Inclusion: Mr. Moustafa Mahmoud</li> </ul>	
June 10, 2025		<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal: Ms. Lyudmyla Klykova.</li> <li><input type="checkbox"/> SLT Members.</li> <li><input type="checkbox"/> Head of Inclusion: Mr. Moustafa Mahmoud</li> </ul>	
December 10, 2025		<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal: Ms. Lyudmyla Klykova.</li> <li><input type="checkbox"/> SLT Members.</li> <li><input type="checkbox"/> Head of Inclusion: Mr. Moustafa Mahmoud</li> </ul>	
January 10, 2026		<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal: Ms. Lyudmyla Klykova.</li> <li><input type="checkbox"/> SLT Members.</li> <li><input type="checkbox"/> Head of Inclusion: Mr. Moustafa Mahmoud</li> </ul>	

**Chapter [23]:****Appendixes:**

<b>Appendix:</b>	<b>1</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Written Undertaking by the parent / Guardian.</b>
<b>Form Ref. No.:</b>	<b>1</b>
<b>In charge:</b>	

**Written Undertaking by the Parent / Guardian**

Hampton Heights International School behavior for learning policy states that students, school staff, and guardians have roles and responsibilities that all shall comply with in order to ensure personal, cognitive, and social upbringing to the student in a safe and secure environment, through applying this regulation properly.

Based on the above, the student and his / her guardian shall acknowledge that they have been informed of the school behavior for learning policy and shall agree to respect its provisions and to comply with all the provisions contained therein.

Year:		Class:	
Student Name:		Signature:	Date:
Parent / Guardian:		Signature:	Date:
Counselor:		Signature:	Date:
Head of Section:		Signature:	Date:

<b>Appendix:</b>	<b>2</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Written Undertaking (for the students of the integrated continuing education).</b>
<b>Form Ref. No.:</b>	<b>2</b>
<b>In charge:</b>	

### Written Undertaking by the parent / Guardian

Hampton Heights International School behavior for learning policy states that students, school staff, and guardians have roles and responsibilities that all shall comply with in order to ensure personal, cognitive, and social upbringing to the student in a safe and secure environment, through applying this regulation properly.

Based on the above, the student and his / her guardian shall acknowledge that they have been informed of the Code of Students Behavior and shall agree to respect its provisions and to comply with all the provisions contained therein.



Appendix:	3
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Transcript of Behavior Marks (Scores)
Form Ref. No.:	3
In charge:	

Transcript of Behavior Marks (Scores)							
A brief description of the exemplary Behavior, offense or compensation	Scoring the exemplary behavior (Marks awarded out of 20)		Scoring the offenses (Marks Deducted From 80)		Compensating the student	Action taken	Final score
	Code of Indicator / Standard	Mark due to the student	Offense code	Action taken			
<b>Total behavior marks of the semester</b>							

<b>Appendix:</b>	<b>4</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Decision of the Behavior Management Committee to withhold the certificate and determine the procedure for modifying student's behaviour.</b>
<b>Form Ref. No.:</b>	<b>4</b>
<b>In charge:</b>	

**Decision of the Behavior Management Committee to withhold the certificate and determine the procedure for modifying student's behaviour**

Date:        /        /        .

Dear guardian of the student: .....

Year and division: .....

Kindly be informed that by a decision of the Behavior Management Committee in its meeting held on        /        /        , your son's / daughter's certificate has been withheld because of his / her offense of the school rules, regulations, the school behavior for learning policy, and the provisions of the Code of Behavior of Students in General Education Institutions, in addition to his/ her failure to meet the behavior criteria during the (        ) semester of the school year ..... and the procedure for modifying his / her behavior was determined during the period from .....to .....of the school year , (        ), in the following area (        ).

**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

Appendix:	6
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	The Offense Report
Form Ref. No.:	6
In charge:	

Acknowledgment	
Student name:	
Year / Class:	
Parent name:	
Signature:	
Tel. / Email:	
Counselor:	Signature:
Head of year:	Signature:
Principal:	Signature:

Description of the action / incident /situation
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Classification of the Offense: (According to the Students ' Code of Behavior)							
First degree if committed for the:		First time		Second time		Third time	
Second degree if committed for the:		First time		---		---	
Third degree if committed for the:		First time		---		---	
Fourth degree for the:		First time		---		---	

Name of the offense organiser:	
Designation:	Signature:
Counsellor:	Signature:
Principal:	Signature:
Date & Time:	

Appendix:	7
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Written warning / warning / first warning / second warning / final warning to the guardian.
Form Ref. No.:	7
In charge:	

**Written warning / warning / first warning / second warning / final warning to the guardian**

Date:        /        /        .

Dear guardian of the student: .....

Year and division: .....

On the day ..... the aforementioned student has committed a behavior offense as follows:

.....  
 .....  
 .....  
 .....  
 .....

As this behavior contravenes school rules, regulations, and the provisions of Hampton Heights International School behavior for learning policy, you are kindly requested to observe careful follow up of the student to avoid repetition of such a behavior, otherwise the school management shall be obliged to take severer action in case of repetition of such an offense or behaving badly again.

**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

<b>Appendix:</b>	<b>8</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Summons Letter to the Guardian.</b>
<b>Form Ref. No.:</b>	<b>8</b>
<b>In charge:</b>	

Summons Letter to the Guardian	
Date:	/ / .
Dear guardian of the student:	.....
Year and division:	.....
<p>You are kindly requested to attend at the school on .....To meet the school management for a matter related to your son / daughter.....</p> <p>Thanking you for your kind cooperation and your response with us to achieve the interests of the student.</p>	

Acknowledgment	
<b>Student name &amp; Signature:</b>	
<b>Year / Class:</b>	
<b>Parent name:</b>	
<b>Signature:</b>	
<b>Tel. / Email:</b>	
<b>Counselor:</b>	<b>Signature:</b>
<b>Head of year:</b>	<b>Signature:</b>
<b>Principal:</b>	<b>Signature:</b>

<b>Appendix:</b>	<b>9</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Written warning following verbal warning.</b>
<b>Form Ref. No.:</b>	<b>9</b>
<b>In charge:</b>	

**Written warning following verbal warning**

I, the student: ..... Year ..... do hereby undertake to comply with the rules and regulations of behavior inside the school, maintain its facilities, and to follow- up the instructions and rules of the school. In case of any breach to the same, I shall be subject to all the measures taken by the school management against me according to the rules stipulated under the Code of Behavior of Hampton Heights International School behavior for learning policy, keeping in mind that I had been already warned verbally more than once regarding my adverse behaviors summarised as follows:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Name of student: .....

Signature: .....

Approved by the school Principal: .....

Issued on: .....

(The guardian shall be provided with a copy of this written undertaking; a copy will be kept in the student's file and a copy will be sent to the school counsellor and head of year).

✓ The guardian has been notified.

**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

<b>Appendix:</b>	<b>10</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Undertaking of the Guardian in Case Student's Offenses are Repeated.</b>
<b>Form Ref. No.:</b>	<b>10</b>
<b>In charge:</b>	

**Undertaking of the Guardian in Case Student's Offenses are Repeated**

I, ....., parent / guardian of the student: .....  
 Year: .....do hereby undertake that my son / daughter shall comply with the rules and regulation of behavior in the school, maintain its facilities, and follow the school instructions and regulations. In the case of any offense to the same, I shall assume all the measures applied by the school management against him / her according to the rules stipulated under the Code of Behavior of the school behavior for learning policy, and that I have taken note of the offenses committed by him / her, summarised as follows:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Name of student: .....

Signature: .....

Approved by the school Principal: .....

Issued on: .....

✓ In witness whereof, this undertaking is given by me.

**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

<b>Appendix:</b>	<b>11</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Referring a student to assessing his/ her case.</b>
<b>Form Ref. No.:</b>	<b>11</b>
<b>In charge:</b>	

**Referring a student to assessing his/ her case**

Dear Sirs,

We refer you the case of the student: ..... Year:

Due to committing a behavior offense, degree: ..... ,namely;

.....  
 .....  
 .....  
 .....  
 .....

You are kindly requested to follow up the student and study his/ her case, and provide us with a detailed report, behavior intervention plan (BIP), and involve the concerned parties, such as the teachers, and the parent / guardian to reach an appropriate solutions and support for the case.

Head of year name: .....

Signature: .....

Counsellor name: .....

Signature: .....

Issued on: .....



Appendix:	12
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Temporary suspension Decision.
Form Ref. No.:	12
In charge:	

**Temporary suspension Decision**

To/ the parent / guardian of the student: .....  
 Year: .....

Dear Parent / Guardian,  
 Kindly be informed that due to the repetition of the offenses committed by the above-mentioned student, and his / her not responding to the preventive, developmental, and remedial programs provided to him / her to modify his / her behavior during the previous period, despite of the fact that the following actions have been already taken against him / her:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Therefore, the Behavior Management Committee in the school decided in its meeting No. ( )

held on: .....dated: ..... to expel the student temporarily from school, and enroll him / her in a Behavior Modifying Program (And perhaps a behavior intervention plan BIP) during the period:

From: ..... dated: .....

To: ..... dated: ..... For the following reasons:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**Acknowledgment**

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
Counselor:		Signature:
Head of year:		Signature:
Principal:		Signature:

<b>Appendix:</b>	<b>13</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Application for Support by Behavior assessment agency</b>
<b>Form Ref. No.:</b>	<b>13</b>
<b>In charge:</b>	

**Application for Support by Behavior assessment agency**

Agency: .....

Name of the informant: .....

Agency: .....

Reporting time: .....

Reason for call: .....

**Summary of the topic**

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**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

<b>Appendix:</b>	<b>14</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Decision to transfer the student to another school.</b>
<b>Form Ref. No.:</b>	<b>14</b>
<b>In charge:</b>	

**Decision to transfer the student to another school**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Kindly be informed that due to the repetition of the offenses committed by the above-mentioned student, and his/ her not responding to the preventive, developmental, and remedial programs provided to him / her to modify his / her behavior during the previous period, despite of the fact that the following actions have been already taken against him / her:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Therefore, the Behavior Management Committee in the school decided in its meeting No. ( ) held on: ..... dated: ..... to raise the matter to the School Operations & Admissions Departments/ ..... council ( ) to transfer him / her to another school, due to the following reasons:

.....  
 .....  
 .....

Accordingly, head of the Student Affairs at KHDA shall be contacted to determine the school where the student shall be transferred to. In case of your non-compliance the student shall be transferred automatically.

**Acknowledgment**

<b>Student name:</b>		
<b>Year / Class:</b>		
<b>Parent name:</b>		
<b>Signature:</b>		
<b>Tel. / Email:</b>		
<b>Counselor:</b>		<b>Signature:</b>
<b>Head of year:</b>		<b>Signature:</b>
<b>Principal:</b>		<b>Signature:</b>

<b>Appendix:</b>	<b>15</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Decision of the Behavior Management Committee to enroll the student and transfer his/ her file to Behavior assessment agencies for the first / second time.</b>
<b>Form Ref. No.:</b>	<b>15</b>
<b>In charge:</b>	

**Decision of the Behavior Management Committee to enroll the student and transfer his/ her file to Behavior assessment agencies for the first / second time**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Dear Parent / Guardian,  
 Kindly be informed that your son / daughter will be enrolled with the Behavior Assessment Agencies due to his / her offense of the school regulations and the rules and the provisions of the Code of the school behavior for learning policy. This is a summary of some of the student's behaviors and the actions taken regarding them:

1. \_\_\_\_\_ .
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .

Expecting your kind cooperation to modify your son's / daughter's behavior to be better.

<b>Members of the Behavior Management Committee:</b>				
<b>No.</b>	<b>Name(s)</b>	<b>Designation(s)</b>	<b>Signature(s)</b>	<b>Date(s)</b>

Appendix:	16
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	A decision on expulsion of a student from school until the end of the semester/ end of the school year.
Form Ref. No.:	16
In charge:	

**A decision on expulsion of a student from school until the end of the semester/ end of the school year**

To/ the parent / guardian of the student: .....  
Year / section: .....

Dear Parent / Guardian,  
Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

After taking the view the School Operations & Admissions Departments / .....Council and informing them of all the details and obtaining their approval, it has been decided to expel the student mentioned above from the school until the end of the current semester / school year and transferring him / her to a competent behavior modifying agency. For the following reasons:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Best regards,  
Issued on: .....  
Principal: .....

**Acknowledgment**

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
Counselor:		Signature:
Head of year:		Signature:
Principal:		Signature:

Appendix:	17
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	A notice of final dismissal of the student from the school and transferring him / her to the integrated continuing education and to a competent authority for remedial and rehabilitation.
Form Ref. No.:	17
In charge:	

**A notice of final dismissal of the student from the school and transferring him / her to the integrated continuing education and to a competent authority for remedial and rehabilitation**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Dear Parent / Guardian,  
 Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Due to his / her behavior contravening the school rules and regulations, represented in:

.....  
 .....  
 .....

Upon the approval of KHDA, and after briefing on all details and obtaining approval, it has been decided to expel the student permanently from the public schools and transferring him / her to the integrated continuing education and a competent authority for remedial and rehabilitation for the following reasons:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**Acknowledgment**

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
Counselor:		Signature:	
Head of year:		Signature:	
Principal:		Signature:	

<b>Appendix:</b>	<b>18</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>A notice of the decision of the Undersecretary for Academic Affairs.</b>
<b>Form Ref. No.:</b>	<b>18</b>
<b>In charge:</b>	

**A notice of the decision of the Undersecretary for Academic Affairs**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Dear Parent / Guardian,

Kindly be informed that:

Due to the repetition of the offenses committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behavior during the previous period, despite the following actions already taken against him / her:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Due to his / her Behavior contravening the school rules and regulations, represented in:

.....  
 .....  
 .....

It has been decided to expel the student permanently and deprive him / her of study in all General Education Institutions for the following reasons:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**Acknowledgment**

<b>Student name:</b>		<b>Signature:</b>	
<b>Year / Class:</b>			
<b>Parent / Guardian name:</b>		<b>Signature:</b>	
<b>Tel. / Email:</b>			
<b>Counselor:</b>		<b>Signature:</b>	
<b>Head of year:</b>		<b>Signature:</b>	
<b>Principal:</b>		<b>Signature:</b>	

Appendix:	19
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Grievance of the Guardian.
Form Ref. No.:	19
In charge:	

**Grievance of the Guardian**

Date:     /     /     .

I, ..... The parent / guardian of student  
 ..... Grade & division: ..... do hereby submit a grievance  
 for the following:

**Subject of grievance**

.....  
 .....  
 .....  
 .....  
 .....  
 .....

Signature of student's guardian: ..... on ...../...../.....  
 Tel No.: ..... Email ID: .....  
 Opinion of the Assistant Undersecretary for the School Operations Sector .....  
 Signature of the Assistant Undersecretary for School Operations Sector .....  
 on ...../...../.....

**Opinion of the Undersecretary for Academic Affairs of KHDA**

.....  
 .....  
 .....  
 .....  
 .....

Authorised signature

Stamp

Date

.....

Note: Please note that the complaint will be answered within one working day effective from:

.....



<b>Appendix:</b>	<b>20</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>A Notice on deduction from the behavior marks.</b>
<b>Form Ref. No.:</b>	<b>20</b>
<b>In charge:</b>	

**A Notice on deduction from the behavior marks**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Dear Parent / Guardian,

Kindly be informed that your son / daughter has committed a behavior offense of: ..... degree, namely; ..... So, pursuant to the decision of the Behavior Management Committee in the school No. .... dated ...../...../..... the corrective action stipulated under the Code of Behavior of the school behavior for learning policy has been applied against your son / daughter , namely; deduction of (.....) marks from the behavior marks in the ..... semester for the school year ..... / .....

However,, the student shall be given the opportunity to recover a part of these marks according to the Code of Behavior under the following suggestions:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**Acknowledgment**

<b>Student name:</b>		<b>Signature:</b>	
<b>Year / Class:</b>			
<b>Parent / Guardian name:</b>		<b>Signature:</b>	
<b>Tel. / Email:</b>			
<b>Counselor:</b>		<b>Signature:</b>	
<b>Head of year:</b>		<b>Signature:</b>	
<b>Principal:</b>		<b>Signature:</b>	

<b>Appendix:</b>	<b>21</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Re-scoring of marks deducted against an offense</b>
<b>Form Ref. No.:</b>	<b>21</b>
<b>In charge:</b>	

**Student name:** .....

**Year / Class:** .....

<b>Re-scoring of marks deducted against an offense</b>						
No.	Degree of offense	Offense No.	Description of the offense	Deducted Marks	Correction (Positive Behavior description)	Re-scoring the deducted marks
1						
2						
3						
4						
5						
Total positive behavior scores after re-scoring:						

The concerned employee	Name	Signature	Date

<b>Appendix:</b>	<b>22</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Scoring for the exemplary Behavior</b>
<b>Form Ref. No.:</b>	<b>22</b>
<b>In charge:</b>	

**Student name:** .....

**Year / Class:** .....

<b>Scoring for the exemplary Behavior</b>						
No.	Day and date of exemplary Behavior	Standard of exemplary Behavior	Indicator of exemplary Behavior	Mark of exemplary Behavior	Type of exemplary Behavior	Scope of participation
1						
2						
3						
4						
5						
Total positive behavior scores after re-scoring:						

The concerned employee	Name	Signature	Date

Appendix:	23
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Decision of Fraudulence & Cheating Cases
Form Ref. No.:	23
In charge:	

Student name: .....

Year / Class: .....

**Decision of Fraudulence & Cheating Cases**

To/ the parent / guardian of the student: .....  
 Year / section: .....

Dear Parent / Guardian,

Kindly be informed that you your son / daughter has been caught in a cheating incident as the following:

.....  
 .....  
 .....  
 .....  
 .....  
 .....

Your son / daughter has been found guilty after conclusive evidences have been produced against him / her. This is an offense to the school rules, regulations and provisions of the Code of Behavior for Students as per the school behavior for learning policy. Therefore, the student shall be suspended for a period of (            ) days until the final decision of the concerned authorities is issued.

**Acknowledgment**

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
Counselor:		Signature:	
Head of year:		Signature:	
Principal:		Signature:	

Appendix:	24
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Confiscation of Electronic Devices
Form Ref. No.:	24
In charge:	

Student name: .....

Year / Class: .....

Confiscation of Electronic Devices	
To/ the parent / guardian of the student: .....	
Year / section: .....	
Dear Parent / Guardian,	
<p>Kindly be informed that that we have confiscated a ..... device from your son / daughter. This is an offense to the school rules, regulations and provisions of the Code of Behavior of the school behavior for learning policy.</p> <p>Therefore, the device will be retained with us for a period of (.....) days. However, if it is proved that the device contains photos of any administrative and teaching staff, any student or if it contained some pictures that are contrary to religion and customs and traditions in the UAE, the device shall be handed over to the concerned authorities for their action.</p>	

Acknowledgment			
Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
Counselor:		Signature:	
Head of year:		Signature:	
Principal:		Signature:	

Appendix:	25
Code:	Code of Students Behavior, Behavior for learning policy.
Form:	Returning of Electronic Devices
Form Ref. No.:	25
In charge:	

Student name: .....

Year / Class: .....

### Returning of Electronic Devices

To/ the parent / guardian of the student: .....

Year / section: .....

Dear Parent / Guardian,

Kindly be informed that that we have returned the .....  
device which was confiscated under offense No. ....dated  
..... .Therefore, you are hereby requested to sign hereunder on  
receiving the notice and undertake not to repeat the offense.

### Acknowledgment

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
Counselor:		Signature:	
Head of year:		Signature:	
Principal:		Signature:	

<b>Appendix:</b>	<b>26</b>
<b>Code:</b>	<b>Code of Students Behavior, Behavior for learning policy.</b>
<b>Form:</b>	<b>Undertaking of the guardian regarding the persons authorised to receive his son / daughter at the end of the school day.</b>
<b>Form Ref. No.:</b>	<b>26</b>
<b>In charge:</b>	

**Undertaking of the guardian regarding the persons authorised to receive his son / daughter at the end of the school day**

I, the guardian of the student, ..... do hereby undertake to transport my son / daughter to and from the school every day on time of school attendance and leaving. However, in case there is any personal excuse I shall communicate with the school management immediately, explaining the reasons and sending the authorised person to transport my son / daughter.

**The person authorised to transport the student to and from the school:**

Kinship to the student: .....

Emirates ID No. (A copy is needed for the school records):  
 .....

Tel.: .....

Email ID: .....

**Acknowledgment**

<b>Student name:</b>		<b>Year / Class:</b>	
<b>Parent / Guardian name:</b>		<b>Signature:</b>	
<b>Tel.</b>		<b>Email</b>	
<b>Head of year:</b>		<b>Signature:</b>	
<b>Principal:</b>		<b>Signature:</b>	